

# Contents



<b>UNIT 1</b>	<b>A teenager's world .....</b>	<b>4</b>
<b>UNIT 2</b>	<b>Shop around .....</b>	<b>22</b>
<b>UNIT 3</b>	<b>Discover yourself .....</b>	<b>38</b>
<b>UNIT 4</b>	<b>People who stand out .....</b>	<b>54</b>
<b>UNIT 5</b>	<b>Creativity and innovations .....</b>	<b>68</b>
<b>UNIT 6</b>	<b>It feels like home .....</b>	<b>80</b>
<b>UNIT 7</b>	<b>Being together .....</b>	<b>96</b>
<b>UNIT 8</b>	<b>Investigation in progress .....</b>	<b>110</b>
<b>UNIT 9</b>	<b>The blue planet .....</b>	<b>126</b>
<b>UNIT 10</b>	<b>Dreams, dreams .....</b>	<b>140</b>
	<b>Extensive reading .....</b>	<b>152</b>
	<b>Grammar reference .....</b>	<b>164</b>
	<b>List of active vocabulary .....</b>	<b>174</b>



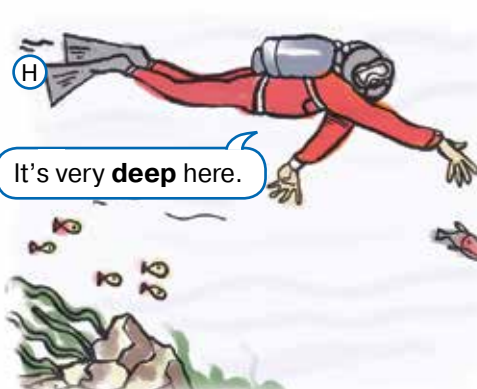
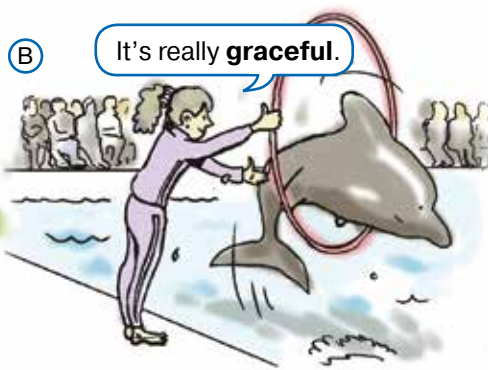
# A teenager's world

## Lesson 1 Holiday time

### Vocabulary

1a Look at the pictures and match them with the activities the teenagers are doing.



- |                     |                                |                         |
|---------------------|--------------------------------|-------------------------|
| 1 ride a scooter    | 4 watch a show at a water park | 7 go scuba diving       |
| 2 go rollerskating  | 5 go on an activity holiday    | 8 go on roller coasters |
| 3 do jigsaw puzzles | 6 sunbathe                     | 9 go camping            |



1b In pairs answer the questions.

- Have you ever done any of these activities?
- Which of them are new to you?
- Which of them would you like to try?

## Listening

- 2a**  Listen and tick what activities from Ex. 1 the British teenagers did on holiday.
- 2b**  Listen again and say what Rebecca and George liked or didn't like about their holiday.
- 2c** Say what you liked or didn't like about your summer holidays.

**Example:** *I liked having a lot of free time. I went camping last summer but I didn't like it because of the mosquitoes.*

## Language work

- 3a** Read what Rebecca said and answer the questions.



I went on an activity holiday in England. Can you imagine someone ringing a bell loudly at seven in the morning to wake you up? It was such a loud bell that we couldn't fall asleep again...

- 1 What was the bell like?
- 2 How did it ring?
- 3 Which word is used to describe how the bell rang? Is it an adjective or an adverb?
- 4 What is the difference in the form of the adverb and adjective?

- 3b** Use the **Grammar reference** (p. 164) to answer these questions.

- 1 Do adverbs describe nouns or verbs?
- 2 How are adverbs usually formed?
- 3 Which adverbs have the same form as adjectives?
- 4 Which adverb is completely different from adjectives?

### LOOK

**Adjective + ly = adverb**  
 slow — slow**ly**  
 heavy — heav**ily**  
 simple — simpl**ly**

- 3c** Look at the pictures in Ex. 1a and answer the questions.

- 1 How is the dolphin jumping?
- 2 How is the girl sunbathing?
- 3 How is the boy running?
- 4 How far has the man dived in the sea?



**3d How do you do different activities?**

- Choose a word from the box to answer your partner's questions.

**Example:** How do you usually do jigsaw puzzles? — Quickly.

- How / do jigsaw puzzles?
- How / play football / basketball / table tennis?
- How / ride a bike?
- How / shout when you win a match?
- How / do things on holiday?
- How / smile on the first day at school?

quickly badly slowly fast carefully  
well loudly quietly sadly happily  
lazily gracefully

**3e Play Guess Who Wrote It.**

- Follow the instructions.

- Write two sentences on a slip of paper about your holiday and the activities you did last summer.
- Fold your paper over and put it in the box.
- Take a paper out of the box, read it aloud and guess who wrote it.

**Example:**

Pupil A: I had a boring holiday. I had to work hard in the garden every day.

Pupil B: It's...

Pupil B: I had an exciting holiday. I went scuba diving for the first time and did it very well.

Pupil C: ...

**Writing****4 Take part in the Internet competition  
The best summer story.**

- Write about:
  - where you went
  - what you did there
  - how you did things / activities
  - what was interesting
  - what was special

**Example:**



### My first school trip

We went to the Yorkshire Dales last summer. It was one of those activity places where you get a certificate for climbing a mountain. Every night the teachers heard us play-fighting loudly in our room and we pretended to be asleep quietly when they came to shut us up.

- Start writing in class and finish at home.

# Lesson 2 Teenagers and technologies

## Warm-up

- 1a Write a list of 3–4 important inventions of the last 100 years.
- 1b In pairs compare your lists and choose the most important invention. Explain your choice. What invention do you use most often? Why?

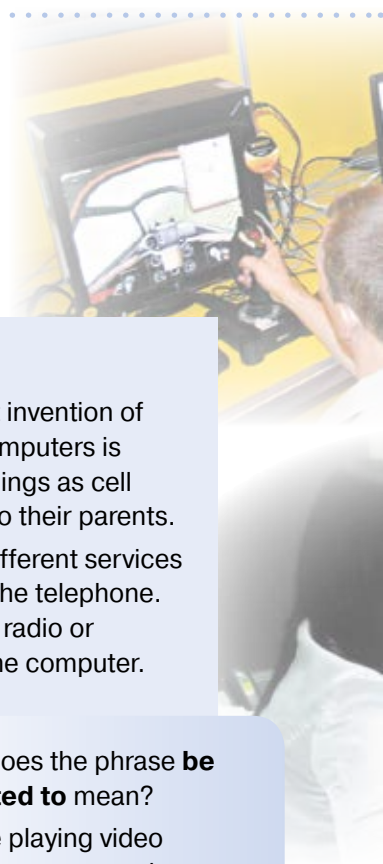


## Reading

- 2a Look at the pictures and say what the teenagers are doing.







**2b Read the texts and match them with the titles. There is one extra title.**

- 1 Modern technologies and changing lifestyles.
- 2 Possibilities and dangers of the Internet.
- 3 Technologies help teenagers to study at school.
- 4 Computers make people dependent on them.

**A** ☐

Recent surveys show that many teenagers consider computers the most important invention of the 20th century. The popularity of the television is falling while the popularity of computers is rising among teenagers throughout the world. Other popular inventions are such things as cell phones and personal digital assistants. They are far more important to teens than to their parents. Actually, the surveys results reflect the changing lifestyle. Today's teenagers use different services available on the computer and the Internet. They send messages instead of using the telephone. They listen to music on computer — it often produces better sound than traditional radio or stereo. Watching a movie on television has been replaced with playing a video on the computer. Teens even do their homework and school projects on the computer.

**B** ☐

Everyone talks about video games and how popular they are, and some young people spend a lot of time playing them. Almost a third of 13-year-olds in the UK play video games every day. Seven per cent of them spend 30 hours a week or more giving their thumbs a workout on video games. Young people who play for more than 30 hours a week are becoming video game addicts. They are **addicted to** playing computer games. They begin to lose their friends, and they also **truant from school** and start to get bad marks for their schoolwork.

**C** ☐

Modern technologies have become an integral part of teenagers' life. For example, the Internet. It is a great source of information, they use it for communicating with friends, homework and entertainment. Many teenagers know much about computers but their lack of experience can make them forget about the Internet dangers and even become victims of online crime. Of course, the Internet is a great tool for helping teens with their homework. They can find information on any topic. There are even websites where they can get help with their homework. But often the opportunity to get information from the net leads to cheating when pupils just copy someone's papers. Another danger is lack of sleep. Teenagers often get as little as four hours of sleep because they play games or surf the net. As a result, they are not able to work well at school.

- 1 What does the phrase **be addicted to** mean?
  - a) love playing video games very much
  - b) cannot stop doing something
- 2 What does **truant from school** mean?
  - a) оставаться в школе
  - b) сбежать из школы
- 3 Which is a verb and which is an adjective?
  - a) truant
  - b) addicted

**2c Read the texts once again and answer the questions.**

- 1 What popular inventions of the 20th century are mentioned in the text?
- 2 How is the lifestyle of teenagers changing with the development of modern technologies?
- 3 Is it true that many teenagers spend too much time playing computer games? Explain your answer.
- 4 What may playing computer games result in?
- 5 What are the pluses and minuses of using the Internet?



## Vocabulary

- 3a** Read Text B again and answer the questions alongside the text.
- 3b** Match the words from the column A to the words from the column B to make possible expressions. More than one expression is possible with some words.

A	B
become	a DVD
do	a message
find	a movie
get	a victim
play	addicts
send	an integral part
use	homework
watch	information
	projects
	services
	telephone
	video games

- Find these expressions in the texts.

## Speaking

- 4a** What are the advantages and disadvantages of using computers?

- Put the phrases from the box into two groups.

Advantages	Disadvantages

you can communicate with your friends who live far away, you can find a lot of interesting information, it's bad for your eyes, you develop your thinking, you live an unreal life, you can listen to your favourite music, you can become addicted to computer games, you develop computer skills, you can do your homework better

- 4b** Add more ideas to the groups. You may use the ideas from the texts (Ex. 2b).
- 4c** Read the newspaper headline, discuss the situation and make a group decision.

## The parents' meeting has decided to limit the time for their children to use computers

- Follow the steps:
  - Sit in groups and appoint a chairperson.
  - Take a couple of minutes to think the situation over.
  - Take turns to express your opinions about this parents' meeting decision: agree or disagree. Give your reasons.
  - Vote for or against this and report the results to the class.

### LANGUAGE SUPPORT

#### Expressing agreement / disagreement

- I agree that...
- I don't agree that...
- I agree, but...
- It's true, but...
- You're absolutely right.
- I don't think they're right.

# Lesson 3 A brainy teenager

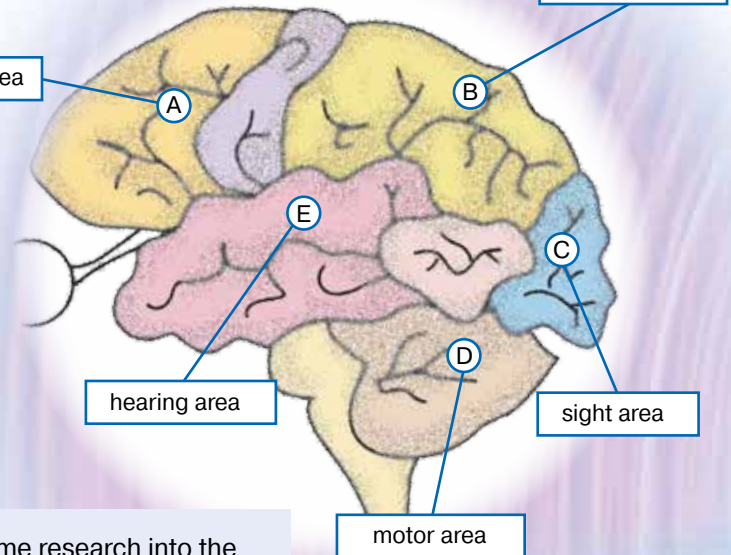
## Reading

### 1a Do you know how your brain works?

- Look at the picture and find which part of the brain is responsible for:
  - 1 moving and balancing
  - 2 learning and expressing emotions
  - 3 hearing
  - 4 seeing
  - 5 touching and feeling

thinking area

sensory area



hearing area

sight area

motor area

### 1b Read the interview a psychiatrist gave to a teenager and answer the question.

- What makes teenagers different from adults?

Interviewer: Dr Morgan, I believe you've been doing some research into the **behaviour** of teenagers.

Dr Morgan: Yes, that's right.

Interviewer: Can you tell me something about it?

Dr Morgan: Of course. As a psychiatrist, I naturally look at **connections** between human behaviour and the brain...

Interviewer: Mmm...

Dr Morgan: ...and we now know that the brain grows very quickly between the ages of ten and twelve in normal children. This means that it is at its biggest during the early teenage years. And there are two parts of the brain that are the last to grow — the frontal and parietal lobes. The frontal lobe includes thinking and motor areas and parietal is mainly a sensory area.

Interviewer: Why are they so important?

Dr Morgan: Because they **control** things like **reasoning**, **judgement**, our understanding of space, and planning for the future.

Interviewer: These are all things that most teenagers are not very good at?

Dr Morgan: That's right. And it may be because those lobes are so big. It could explain why teenagers often seem **emotional** and can be clumsy.

Interviewer: Can they do anything about it?

Dr Morgan: It's hard to say. But one thing we are sure about is that the brain needs exercise, just like any other part of the body, in order to **develop**.

Interviewer: But how can we **exercise** our brains?

Dr Morgan: Well, try learning a foreign language, playing a new game, or taking up a musical instrument. Anything that makes the brain work hard. If teenagers use their brains in this way, their brains will perform better when they are adults.

Interviewer: That's really good **advice**! Thanks for being with us today, Dr Morgan.

Dr Morgan: It was a pleasure.

## GLOSSARY

**psychiatrist** [sar'kaɪətrɪst]

**frontal** ['frʌntl] **lobe** — лобная доля головного мозга

**parietal** [pə'raɪətl] **lobe** — теменная доля головного мозга

**clumsy** — неловкий, неуклюжий

### 1c In the text in Ex. 1b find three examples of how to exercise your brain.

- Have you ever tried any of these activities?



## Vocabulary

**2a** In Ex. 1b find the words in bold, write them in your exercise books and answer the questions.

- 1 Which of these words are easy to understand? Why?
- 2 Are these words nouns, verbs or adjectives? Why do you think so?
- 3 Read the definitions of the words in the box and say what you think they mean.
- 4 What helped you to understand the meaning of the words besides the definitions?

**2b** Use the words in bold in Ex. 1b to complete the table and answer the questions.

Verb	Noun
to behave	
to connect	
	development
to judge	
to advise	
	an exercise
	control

### For Your Info

**behaviour** — acting in a certain way  
**connection** — joining one thing to another  
**develop** — become bigger and cleverer  
**judgement** — an opinion based on the information you know  
**reasoning** — the process of rational thinking

- 1 How are the words formed?
- 2 Which nouns have similar suffixes?
- 3 Which words don't change?
- 4 Which word changes one letter to become a different word class?

## Language work

**3a** Read the pairs of examples and answer the questions.

- A**
- 1 ...try learning a foreign language.
  - 2 ...try to learn a foreign language.
- B**
- 1 I advise learning a foreign language.
  - 2 I advise you to learn a foreign language.

- 1 Do both phrases / sentences mean the same in each pair?
- 2 Which phrase in A is about:
  - a) doing an experiment to see what will happen?
  - b) making an effort to do something difficult?
- 3 Do you see any difference in the structure of the sentence? What is it?

**3b** Use the right form of the verb in brackets.

Dr Morgan advises teenagers (1) ... (exercise) their brains by doing something difficult. Try (2) ... (solve) one or two problems every day. You are sure to see that your other subjects improve too. Even knitting can be a challenge to a restless teenager. Try (3) ... (knit) socks for the winter. You'll see it isn't a piece of cake. But remember that when he advises you (4) ... (take up) something difficult he means that it should be difficult for YOU. Only in this way it will help your development.

### LOOK

#### Verb patterns

try                      **Ving**  
 advise                **to V**

