

TAPESCRIPITS

UNIT 1

Lesson 8, exercise 4, p. 21

HEALTHY LIFESTYLE

There are six simple ways for your family to lead a healthy lifestyle.

1. Get active each day.

Regular physical activity is important for the healthy growth, development and well-being of children and young people. They should get at least 60 minutes of physical activity every day and include activities that strengthen muscles and bones on at least 3 days of the week.

2. Choose water as a drink.

Eat a whole fruit, rather than drink fruit juices that have a lot of sugar.

3. Eat more fruit and vegetables.

Eating fruit and vegetables every day helps reduce the risk of many chronic diseases. Try to eat two serves of fruit and five serves of vegetables every day. Have fresh fruit as a snack and try to include fruit and vegies in every meal.

4. Switch off the screen and get active.

If you spend time watching TV, surfing online or playing computer games, you may become overweight. Children and young people should spend no more than two hours a day on computers.

5. Eat fewer snacks and select healthier alternatives.

Avoid chips, cakes and chocolate.

6. Do not do it.

Avoid bad habits including tobacco, drug and alcohol use. These products can have long-term influence on your health. Tobacco not only smells bad and affects the people around you, but can lead to lung and heart disease. Alcohol and drugs are dangerous for your mind and body.

Keys: a) exercising every day, eating plenty of fruit and vegetables, drinking water, reducing time spent on the screen, avoiding bad habits.

b) 1. T; 2. F; 3. F; 4. F; 5. T.

Lesson 11, exercise 4, p. 27

PARENTS AND CHILDREN

Everyone has family conflict. Occasional tension or arguments are a normal part of family life. Common reasons for arguing with your parents are:

- your opinions are different from your parents';
- you don't communicate enough and misunderstand each other;
- you want more independence than they're willing to give you;
- you feel parents treat you like a kid;
- they don't respect your privacy;
- serious changes are happening in the family: separation, divorce, new baby, moving;
- there is much pressure regarding your friends, job, exams, chores, even your personal style.

Lesson 11, exercise 7, p. 28

Your annoying brother or sister knows exactly how to make you angry. Things that can make these conflicts harder to deal with are:

- differences in age;
- jealousy;
- feeling like you're not good enough;
- lack of space;
- step-brothers, step-sisters or step-families;
- competitiveness over study, sport or other achievements.

Lesson 14, exercise 6, p. 34

Effective Communication

Open, honest communication should be a part of every good relationship. Use the advice below to improve your communication.

Find the right time. If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and the other person are calm and not stressed.

Talk face to face. Avoid talking about serious problems in writing. Text messages, letters and emails can be misunderstood. You may write down your thoughts ahead of time and read them out loud to your partner.

Do not attack. Using "you" can sound like you're attacking, which will make your friend/parent angry. Instead, try using "I" or "we."

Be honest. Agree to be honest. Sometimes the truth hurts, but it's the key to a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake. You will feel better and it will help to develop your relationship.

Check your body language. Let your partner know you're really listening to them: sit up, face them and make eye contact when speaking. Don't take a phone call, text or play a video game when you're talking. Show your partner you respect them by listening and answering.

Use the 48 hour rule. If your partner does something that makes you angry, you need to tell them about it. But you don't have to do it immediately. If you're still angry 48 hours later, say something. If not, forget about it.

Self-Assessment Module 1, p. 37

Task 1

Listening

Exercise 1

1. *Mother:* Can you help me to get dinner ready, Mike? I know you have some work to do, but you'll have time to do it later.

Son: But there is a program on TV later that I want to watch.

Mother: Well, I need your help. You will have time to do your homework later and you can record the program.

Son: All right. I can watch the program tomorrow.

2. *Girl:* What are you doing in the summer, Mike? Are you working at the restaurant again?

Boy: I am not sure. I'd like to do something else.

Girl: You may try to work in a supermarket.

Boy: Yes, maybe. But I don't think I want to do that. I think I'll ask if they have anything in the swimming pool. I'd like to work there.

3. *Girl:* Hi, Nick. Did you have a good day yesterday? Did you have a football match?

Boy: Yes, but we lost, so we all felt sad.

Girl: I went shopping with Monika. We really enjoyed ourselves. But I know you don't like shopping.

Boy: Well, actually I spent Saturday afternoon looking for a birthday present for my sister, and I had a great time in the bookshops. I got her a great book. Then I went to the cinema, but I didn't like the film.

Keys: 1. B; 2. C; 3. B.

UNIT 2

Lesson 17, exercise 6, p. 44

FOOD

Fast food is cheap and convenient. Besides, it is quick and easy to get. But if people eat too much of it, they will live a lot shorter than if they eat usual food. In many cases fast food has lots of carbohydrates, sugar, unhealthy fats. These foods are almost always high in calories but offer little in the way of nutrition. They are filled with fats and chemicals. For example, 100 g of French fries contains 312 calories. In one hamburger there are 540 calories. 500ml of milkshake contain 670 calories and about 150 grams of sugar. So when you often eat fast food, it can lead to bad health outcomes. You can put on much weight, increase risk of different diseases, for example heart diseases. You may also have problems with your memory. Recent research shows that eating fast food may cause a higher rate of depression. One study indicated that people who ate fast food were 51 percent more likely to develop depression than those who didn't.

Keys: a) 1. T; 2. T; 3. F; 4. T.
b) 1. A; 2. C; 3. D; 4. B; 5. A.

Lesson 20, exercise 3, p. 49

SALAD RECIPE

The dressing includes:

- 6 tablespoons of olive oil
- 1 tablespoon of fresh lemon juice
- 1 tablespoon of vinegar
- 2 minced garlic cloves
- 1 teaspoon of oregano

Directions:

- Tear lettuce into pieces.
- Take three large tomatoes, 1 cucumber, 1 small green pepper and cut them all into pieces.
- Cut one red onion into thin rings.
- Cut 100 g of feta cheese into cubes.
- Whisk dressing ingredients together until blended.

Season to taste.

Combine all salad ingredients, except cheese, in a large bowl.

Toss with dressing.

Sprinkle cheese over and serve.

Lesson 23, exercise 4, p. 56

Pasta

There are more than 600 pasta shapes produced worldwide.

In the 13th century the Pope set quality standards for pasta.

The average person in Italy eats more than 23 kilos of pasta every year. The average person in North America eats about 7 kilos per year.

Most Italians eat pasta at least once a day, but that does not mean that they eat the same thing every day as there are different toppings and sauces.

Pizza

Pizza was invented in Naples during the 18th century. It used to be a food for the poor. It was originally a dry and flat bread. In 1889 Queen Margherita of Italy tried it during her tour around her country. It became her favorite food so she wanted her chef to make other types of pizza for her. And he decided to make one with three colours of their country flag: white, red and green. And he used cheese for white, tomato for red and basil for green. It was named "Pizza Margherita" — the Queen's name.

Keys: a) 1. 600; 2. 13; 3. 23; 4. 7; 5. 18; 6. bread; 7. 1889; 8. cheese; 9. tomato.
b) 1. T; 2. F; 3. F; 4. F; 5. F.

Self-Assessment Module 2

Part 1

Listening, p. 58

1. What do we need for this sauce? Paul can get it for me. Let me see... onions, tomatoes, one red pepper, mushrooms and two carrots. So what have I got? Onions ... I've always got those... I've got mushrooms... oh dear... no carrots. Paul, could you go to the shop for me, please?

2. — Have we got any fruit to take on a picnic? There were some bananas and pears.

— Here are the pears. Oh, the bananas have all gone. What about taking some peaches and grapes as well?

— OK. Let's take the grapes. That'll be enough.

3. *Man:* These onions are lovely. How did you cook them? They are not fried? They must be baked or grilled.

Woman: I've never heard of grilled onions!

Man: Maybe you boiled them?

Woman: I just put them in the oven. It's the best way.

Keys: 1. A; 2. C; 3. C.

UNIT 3

Lesson 31, exercise 5, p. 73

The Academy Awards, casually called the Oscars, is a formal ceremony to honor the best achievements in filmmaking from the previous year. The Academy has about 7,000 members who are involved in all aspects of making movies. The Academy Awards were first held in 1929. In 1939 the Academy decided to officially name the statuette Oscar. In 2000, the Oscar statuettes were stolen out of their delivery truck. They were later found in the garbage. Every year since, the Academy has had an extra set made — just in case. They weigh as much as a newborn so it is not easy for winners to hold them. In 1998 the blockbuster epic *Titanic* won 11 categories though it was nominated for 14. It tells the tragic story of the passenger ship that sank on its voyage in 1912. Only three films have ever won all five of the most important awards — Best Picture, Director, Actor, Actress, and Screenplay. Walt Disney was awarded 26 Oscars — more than any other person.

- Keys:**
- a) 1. F; 2. T; 3. F; 4. F.
 - b) 1. A; 2. B; 3. A; 4. D; 5. C; 6. C.

Lesson 32, exercise 3, p. 74

SAFE INTERNET

Be your own person. Don't let friends or strangers pressure you to be someone you aren't.

Be nice online. Or at least treat people the way you'd want to be treated. People who are aggressive online are at greater risk of being bullied themselves. If someone's mean to you, try not to react and talk to a trusted adult or a friend who can help.

Think about what you post. Sharing provocative photos or intimate details online, even in private emails, can cause you problems later on. Even people you consider friends can use this info against you, especially if they become ex-friends.

Don't show your passwords to anybody. Don't share your password even with friends. It's hard to imagine, but friendships may change. Pick a password you can remember but no one else can guess. One trick: Create a sentence like "I graduated from King School in 15" for the password "IgfKS15."

Avoid in-person meetings. The only way someone can physically harm you is if you're both in the same location, so — to be 100% safe — don't meet them in person.

Don't measure your own life on the basis what others post. People typically post happy photos and stories online and don't usually share their boring or sad moments or unflattering photos. Don't assume that others have better lives than you do, based on what they post.

Be smart when using a smartphone. Be careful who you give your number and how you use GPS and other technologies that can show your physical location. Be sure to secure your phone with a PIN, password, fingerprint or facial recognition.

UNIT 4

Lesson 35, exercise 4, p. 80

THEATRE

Susie: I can't believe I'm going to get to see my favourite actor in a play. I want seats in the stalls!

David: I'm looking at the seating plan right now and all seats in the stalls are taken. There are still some on the balcony.

Susie: All right. The balcony will give us a good view of the play.

David: Wait one second. I see two seats in the second row still available for the matinee performance.

Susie: That's great! We'll take those.

Key: 1. F; 2. F; 3. F; 4. T.

Self-Assessment Module 4

Task 1

Listening, p. 92

As you know we have tickets to the centre's two theatres and the concert hall. The shows begin at half past seven, but we'll leave early so that you can spend time looking round the Arts Centre.

Let me tell you what you can do there. In the Art gallery there is the exhibition of history of ballet. It has dresses and shoes which famous dancers wore. There are also photos of famous performances.

There are also some interesting exhibitions that you can see. On the ground floor you can see children's paintings that won a competition.

If you want to eat before the show, there is a restaurant with special three-course dinner.

After the show the bus will pick us up at twenty past ten. The two plays will finish at around 10.10. I'm afraid concert goers will have to wait as the concert finishes earlier, at ten to ten.

Keys: 1. A; 2. C; 3. C; 4. A; 5. A.

UNIT 5

Lesson 45, exercise 7, p. 100

THE POPULATION OF UKRAINE

Ukraine's population has been shrinking, and that's a fact. Today we are talking about 42.5 million Ukrainians, while by 2050, the demographers say the population will drop to 35-37 million people. One of the reasons for this reduction is considered to be emigration. According to the official information of the State Statistics Service, Ukraine has a positive balance of migration (from January to July more than 192,000 left Ukraine and more than 195,000 arrived). However, the experts are skeptical about the objectivity of these data. "Our state statistics, usually, take a better account of those who arrive than those who leave. Moreover, people often fail to even report on their departure," says CEDOS analyst Oleksandr Slobodyan. The experts are convinced that for Ukraine, labor migration is a stable process that reflects the phenomena that have long prevailed in Ukraine: lack of good jobs, insufficient wages, etc.

The second factor of a significant reduction in the number of Ukrainians is the natural decline in the population (people die much more often than they are born). From January to July 2017, just over 209,000 babies were born, while more than 340,000 people died (the data are provided without taking into account the territory of the temporarily occupied Crimea and Donbas). The very birth rate is getting lower every year (in the same period last year, there were 227,000 newborns reported) and, according to demographers, this trend will prevail.

It is worth noting that in matters of making children, Ukrainians tend to focus on European models. Back in the 1990s, many young people reconsidered their vision of the number of children in a family. Pairs wanted to have fewer children only to be able to provide their kids with a better start in financial terms. Among other things, there is a tendency in Ukraine toward the increase in the age of mothers giving birth for the first time. Modern women try first to get education, assert themselves in their profession, and only then to realize themselves as mothers. Of course, compared to European countries, where women give birth at an average age of 31, Ukrainian mothers are still below on this scale with just an average age of 27 years. But it is likely that the age of childbearing in Ukraine will continue to increase. "After all, Ukrainian women are attached to the family. Creating a family and giving birth to a child is one of their main values," Aksyonova said. By the way, the migration factor also affects the birth rate. "In any case, people planning to move, even just for education purposes with the view to return, postpone their childbearing plans for a later period," the demographer notes.

In fact, a lot of factors affect the decision of a typical Ukrainian couple to make children, postpone the issue to more favorable times, or not to make kids at all. Economic and political instability, the housing problem, infrastructure issues, as well as difficulties in finding a place for a child in a kindergarten and school — all these factors repel the plans for procreation.

It is a pity, but the Ukrainian population is declining with the every next year. The process started in 1990 and it is also connected with the high level of death and low level of birth in the country, bad ecology, difficult economic situation in the country and other factors. Statistics says that Ukrainian population is reduced by 150 000 people every year.

UNIT 6

Lesson 56, exercise 4, p. 118

LITERACY OF POPULATION

Thanks to Harry Potter British teenagers read more! And fantasy continues to be their favourite. Many girls love books by Stephenie Meyer who writes about a young girl who has fallen in love with a vampire. Some teens prefer more realistic stories that show their real lives — bullying, friendship, and drugs.

The Internet has also added to the new boom in teenage reading. It has become more interactive. Many writers have created personal websites where they answer readers' questions. Before Stephenie Meyer's book became a film, she asked fans to write her the names of actors who could play the main roles.

"If anyone does not like reading, it is because they haven't found the right book yet", librarians say.

Lesson 57, exercise 4, p. 119

AGE STRUCTURE

The population of the UK is 66,155,235.

The average age is 40.

Men usually live 78 years, women — 80.

2273 babies are born every day.

1652 people die every day.

510 immigrants come to the UK every day.

There are 13000 people over 100.

In 2037 there will be over 70 million people living in the UK.

The average age of all citizens will be 43.

Almost every family will have 2 children.

There will be about 111,000 people aged 100 and over.

Every fourth citizen will be over 65.

UNIT 7

Lesson 61, exercise 2, p. 130

ETON COLLEGE

Perhaps the most famous public school in the UK is Eton. It is located near Windsor. It was founded in 1440 by English king Henry the Sixth.

Entrance to Eton is competitive, based on a test at the age of 11 and a Common Entrance exam at 13. Academic standards are very high. The academic year starts at the end of September and has three terms. The year finishes with the exams in early June. Short courses are run at the college after the boys have left for their summer holidays. There are no girls at Eton (many other boys' public schools in the UK accept some girls in the upper school, after age 16). Boys leave the school at the age of 18 — many go on to study at top universities such as Oxford and Cambridge.

Lesson 64, exercise 6, p. 140

SCHOOLING IN THE USA

At elementary and secondary levels, students usually attend a public school close to their home. If you have a preference for a particular public school or school district, it's usually necessary to buy or rent a property in that area. It's quite normal for Americans to ask an estate agent to find them a home in a particular school district. All schools prefer children to start at the beginning of a new term (semester), although this isn't necessary.

Many towns provide transport to school (buses), although it may be provided for certain schools or ages only, and may depend on the travelling distance to school, e.g. there may be bussing only when the distance from home to school is over 2 or 2.5 miles (3 to 5.5 km).

School vacation dates are published by schools well in advance, thus allowing parents plenty of time to schedule family holidays during official school holiday periods. Normally parents aren't permitted to withdraw children from classes, except for visits to a doctor or dentist, when the teacher should be informed in advance whenever possible. If you wish to take a child out of school during classes, you must obtain permission from the principal which is rarely given.

Keys: 1, 3, 4, 5.

Lesson 66, exercise 4, p. 144

SCHOOL RULES

1. All students must be at school by 8.45 am. Latecomers must report to the Attendance Office before going to class. The student will only be admitted to class by the teacher upon presentation of a "Late Pass" from the Attendance Officer.

2. Students are required to attend all classes and remain in the school grounds. No student may leave the school grounds during interval or lunch without prior permission. When leaving school during classes to attend dental/medical or similar appointments, the students must sign in and out at the Attendance Office or to see a Dean.

3. Parents, please consider carefully the effect on learning and the consequences of asking for leave during school time. The process of applying for leave is for parents/guardians to write to the Headmaster well in advance, notifying dates and the reason for absence. Each application is considered at first by the student's teachers and Deans, and then by the Headmaster.

If you know your son is going to be absent for any reason please call the Attendance Office and leave a message with student's name, form class, contact number and reason for the absence. After an absence from school a student must bring, on the day of return, a note signed by his parents/guardian, stating the reason for the absence and take it to the Attendance Officer. In the event of the absence exceeding 2 days, the school should be informed why the student is absent from school.

Keys: b) 1. a; 2. a; 3. d; 4. c; 5. b.

Self-Assessment Module 7

Part 1

Listening, p. 146

Mary: Mum, next month all the people in our class will spend at work. It will help us understand what we want to do after school. Could I come to work with you?..

Mother: Do you think that's a good idea? I'm so busy I wouldn't have time to show you anything. And it's not really very exciting. Let's think of somewhere else you could go.

Mary: But I hear so much about your office.

Mother: But you don't want to be a manager. You've always said you want to do something different.

Mary: But I might want to be a manager. I want to find out about lots of different jobs and then I'll decide what I'm going to do after school.

Mother: What are all your friends going to do during this special week? Are they all going to work with their mums or dads?

Mary: Most of them want to work with children in a primary school for a week, but they already know what that's like. I think it's better to try something you don't know anything about.

Mother: Well, I'm not very happy about it. But if it's what you really want, I'll do it.

Key: 1. T; 2. T; 3. T; 4. F; 5. T.

UNIT 8

Lesson 77, exercise 4, p. 161

CHOOSING A JOB

I've always been interested in tourism, so when I left school, I took a course at London University. People from all over Europe come to study at it, because the qualification you get is accepted in many other European countries.

I didn't get the job I wanted immediately. Then I saw an advertisement for a company and applied. I didn't actually need my qualification to apply, but you had to have experience of travelling in Europe. I had been around France, Germany, England and Poland in the holidays.

My first year was as tour guide, working under a tour manager. This year I'm a tour manager.

We do everything, including organizing excursions and parties. It's great fun, but it's hard work — it's never a holiday for us!

Keys: 1. T; 2. T; 3. T; 4. F; 5. T.