

Муниципальное общеобразовательное учреждение  
Цнинская средняя общеобразовательная школа №1

Рассмотрена и согласована  
методическим объединением  
Протокол № \_\_  
от «\_\_» \_\_\_\_\_ 2010 г.

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Протокол № \_\_  
от «\_\_» \_\_\_\_\_ 2010 г.

## **Рабочая программа**

*Элективный курс по английскому языку для 9 класса  
«Конвенция о правах ребенка. Документы и жизнь»*

**на 2010-2011 учебный год**

**Учитель:  
Шевчук В.Т.**

пос. Строитель  
2010

## Пояснительная записка

Модернизация школьного образования, которая проводится в нашей стране, подразумевает, прежде всего, обновление его содержания. В связи с этим особое внимание уделяется созданию условий для развития творческого личностного потенциала учащихся и расширению возможностей углубленного образования, в том числе языкового. Такие условия складываются в процессе обучения на билингвальной основе, что означает обучение предмету и овладение знанием в определенной области на основе взаимосвязанного использования родного и иностранного языков в качестве средства образовательной деятельности.

Учащиеся знакомятся с правами ребенка уже на младшей ступени, и кажется целесообразным предложить для изучения в 9 классах курс «Конвенция о правах ребенка. Документы и жизнь» на английском языке, что позволит повысить качество подготовки учащихся в предметной области за счет расширения информационного поля и сферы аутентичного использования изучаемого языка в общей образовательной среде; достичь образовательных целей за счет приобщения к истории, культуре, географии, праву разных стран и приобретения новых сведений о жизни народов за рубежом; расширить кругозор обучающихся, углубить их знания в области граждановедения и правоведения и, конечно, улучшить их компетенцию в иностранном языке, повысить мотивацию к овладению английским языком, что расширяет возможности успешной профессиональной деятельности на мировом рынке.

Курс нацелен на воспитание у учащихся чувства собственного достоинства, осознание ими своих прав, на развитие умения строить правовые отношения, разрешать конфликты и споры правовыми средствами, что совершенно необходимо для подлинной правовой культуры.

Курс предваряет спецкурс для учащихся 10-11 классов «Английский язык для будущих юристов». Его цель - сообщить учащимся сведения о правах ребенка, декларированные Международной конвенцией, научить анализировать их и пользоваться ими, а также сформировать личную точку зрения учащихся по вопросам, рассматриваемым Конвенцией, дать больше информации о положении детей в США, Великобритании и других странах; содействовать развитию гражданской грамотности и личности учащихся в целом.

Данный курс не ограничивается только тем, чтобы учащиеся выучили свои права, главное - он предлагает организовать общение учащихся так, чтобы в их жизнь вошли понятия толерантности, равенства, уважения и сострадания.

Особенность курса в том, что в нем уделяется большое внимание факторам риска подростковой жизни, вредным привычкам, правонарушениям и борьбе с ними.

Актуальность содержания мотивирует учащихся к изучению английского языка, способствует развитию учебных, коммуникативных и презентационных умений и навыков.

Курс предлагает изучение текстов документов и законов, статей из газет и журналов, потому что никакие другие материалы не играют столь важную роль в жизни учащихся как граждан и не являются такими доступными.

Курс учит читать, понимать, анализировать и использовать газетные и журнальные публикации в классе и жизни, одновременно развивает речевые умения и навыки в устной и письменной речи (умение формулировать, выражать и отстаивать свое мнение по данной тематике, вести дискуссию на английском языке, писать короткое эссе, письмо, проект, репортаж, статью; моделировать жизненные ситуации). Разнообразные задания направлены на то, чтобы учащиеся научились работать в команде, правильно распределять роли, сравнивать данные и делать аргументированные выводы.

## Содержание курса

### **Т е м а 1. Право на образование (8 ч)**

История развития образования в Великобритании. Первый раз в первый класс. Готовы ли дети к школе? Система образования в Великобритании.  
Государственные и частные школы. Различия и сходства.  
Образование в России. Система образования в Америке. Жизнь в американских школах. Разные школы для разных детей (школы для вундеркиндов, меньшинств, инвалидов). Как отмечают начало занятий в американской школе. Интервью с родителями об их школьных днях. Правила и ограничения. Наказания в школе.

### **Т е м а 2. Право на отдых и досуг (2 ч)**

Свободное время школьника. Чем заняться?  
Вечера отдыха. Если нечего делать? Занятия американских детей после школы. Отличается ли времяпрепровождение у детей Англии, Америки, России. Хобби. Насколько активны дети в часы досуга.

### **Т е м а 3. Право на охрану здоровья (7 ч)**

Что ты знаешь о вреде курения? Тест.  
Английские подростки курят больше взрослых.  
Твое отношение к курению. Тест.  
Курение среди подростков США. Активисты движения против курения. Совет: как бросить курить. Проблема алкоголизма среди подростков. Алкоголь и дети: статистика. Почему пьют подростки в США, Англии, России? Вредно ли пиво? Тест «Насколько ты чувствителен к алкоголю?». Проблемы ранней беременности среди девочек-подростков. Психические расстройства как результат стрессов и перегрузки детей.  
Сравнение содержания статей, особенности Конвенции.

## Учебно-тематический план

Номер п/п	Тема	Количество часов
I	2	3
1	Тема 1.Статья 28 - право на образование. История развития образования.	1 ч
2	Первый день в школе.	1ч
3	Система образования в Великобритании.	1ч
4	Школы в Англии.	1 ч
5	Образование в России.	1ч
6	Американские школы. Разные дети - разные школы.	1 ч
7	Правила и ограничения.	1ч
8	Твое отношение к школе.	1ч
9	Тема 2. Статья 31 - право на досуг. Свободное время школьника.	1ч
10	Если нечего делать? Хобби	1ч
11	Тема 3 Статья 24 - право на охрану здоровья. Дети, и курение в Великобритании.	1ч
12	Курение подростков в США.	1ч
13	Вредны ли мобильные телефоны?	1ч
14	Алкоголь и подростки в США. Пиво - это алкоголь или древний национальный напиток?	1ч
15	Твое отношение к алкогольным напиткам.	1ч
16	Проблема ранней беременности.	1ч
17	Психологические проблемы (Япония)	1ч

### Ожидаемые результаты обучения

*Учащиеся должны уметь:*

- читать с полным пониманием тексты документов, с пониманием общей идеи или с целью извлечения нужной информации, тексты из периодической печати на английском языке и аутентичные тексты;
- сравнивать, анализировать различные материалы и реферировать их;
- работать со специальной терминологией и понимать ее;
- овладеть первичными навыками перевода документов;
- написать короткое эссе, включающее аргументы своей точки зрения, а также статью, репортаж, письмо (150-180 слов);
- участвовать в дискуссии на английском языке, слышать собеседника и правильно реагировать на его речь или моделировать заданную ситуацию (15 фраз);
- спонтанно высказываться по изученной теме (5-8 фраз), аргументировать свое мнение или подготовить и представить сообщение по заданной тематике (15 фраз);
- провести проектную работу в группах (распределить роли, обязанности, задания, вести поиск материалов, представить проект).

## **Методы и приемы обучения**

### 1. Предъявление материала:

- ситуативность;
- объяснение;
- слушание и повторение.

### 2. Тренировка:

- словарная работа;
- чтение материала;
- проверка понимания с помощью различных упражнений типа: ответить на вопросы, «правильно - неправильно», закончить предложения, множественный выбор, подтвердить утверждение предложением из текста, перевести, соотнести и т. д.;
- парная или групповая работа.

### 3. Практика:

- моделирование заданной ситуации;
- проектная работа;
- презентация, обсуждение, проведение интервью или опроса;
- письменная работа в виде эссе, письма, статьи.

## **Формы контроля**

Устные ответы на каждом уроке. Письменные работы:

- тесты - в конце подтемы;
- викторина, репортаж, интервью;
- эссе - в конце темы;
- проект или ролевая игра.

## **Критерии оценок**

Оценки за выполнение требований:

70%-80%-«3»;

80 % - 90 % - «4»;

90%- 100%-«5».

Оценка не снижается, если 70 % прочитанного или прослушанного текста понято; снижается на 10 %, если понято более 50 %; на 20 %, если понято менее 50 % прочитанного или прослушанного текста.

Сообщения в устной и письменной речи должны соответствовать заданной тематике, быть логично построенными с использованием адекватной лексики и грамматических структур и содержать аргументированные высказывания и личную точку зрения. В неподготовленной устной речи грамматические и лексические ошибки не учитываются, если они не мешают общему пониманию и коммуникации.

## **UNIT 1**

### **Article 28.**

### **The Right to Education**

Look at history

#### **1. Read the text**

As in other countries, the vast majority of people in medieval Britain were illiterate. Written texts were in Latin, and apart from churchmen, there was only a small group of professional clerks who could read and write; if you needed something written down, you had to pay one of

these clerks to do it for you.

After the Norman invasion in 1066, Britain started to join the mainstream of European intellectual life. Rich families employed clerks to teach children at home. The church set up small schools for ordinary people, especially choir schools where boys learned to read and write and to sing in the church choir. By the year 1200, there were the beginnings of a university in Oxford - at least a community of masters and scholars living and working together.

In 1440, England's most famous school, Eton, was founded by King Henry VI. (It is still regarded by many as the top school in the country -it was chosen by Prince Charles and Princess Diana for their sons William and Harry.)

By the middle of the 17th century there were a number of schools around the country, paid for by committees of rich subscribers.

Of course, they were almost exclusively for boys. Some aristocratic girls were well educated, speaking French, and Latin, and reading music.

There was always a basic problem with education for the poor: when they had got it, what could they do with it? In a very static, rigid society, it was almost impossible to change your position. Status was based on family, on birth - not on brains, energy or talent.

However, with the industrial revolution from the middle of the 18th century, British society began to change radically.

The pressure for universal education increased. So for the first time in history, ordinary working people had the chance to get an education -and the motivation of a more meritocratic society in which they could make of it.

The French Revolution brought ideals of social equality and a belief that all human beings could perfect themselves through education.

Women started to demand greater freedom, respect and access to education.

In 1874, Girton College, Cambridge, offered the first university places for women.

Through the 19th century more and more children went to school and in 1880 education was made compulsory up to the age of 13. But the school-leaving age continued to go up until it reached 16 in 1972.

## **2. The following sentences have been taken from the article. Read it again and decide where they fit.**

a. There was still a tendency to teach girls particularly feminine subjects, such as cooking, sewing, art and music. But later in the 19th century, girls began to receive the same sort of education as boys.

b. But they were taught by private teachers at home.

c. Poor people who became educated, it was said, would get ideas above themselves, and feel dissatisfied and frustrated.

d. In its early days it was a mix of rich and poor students: the rich paid, and the poor worked in the school, cooking and cleaning to pay for their education.

e. People in business made huge amounts of money, and the old aristocrats lost much of their power and influence.

## **3. Answer the questions:**

1. What colleges, schools and universities are mentioned in the text?
2. When were the most people illiterate?
3. Who could read and write in medieval time?

4. When did Britain begin to join European intellectual life?
5. How were children taught after 1066? (rich/poor)
6. When did charity schools appear?
7. Did the girls get education in the 17th century?
8. What was the main problem with education for the poor?
9. How did the French Revolution change minds about education for the poor?
10. When was education made compulsory up to the age of sixteen?

### **What about your first day at school?**

**Tick what is true for you.**

- I don't remember my first day at school.
- I remember the first day at school very well.
- I felt happy and excited before September 1st.
- I felt threatened with the idea of school.
- I was taken to school by parents.
- I went to school on my own.
- My first day at school was OK.
- I was upset that my Mum had left me with strangers.

### **1. Read the text and write the headline for it. Then do the tasks (from 2-7)**

Can you remember your first day as school? It was probably rather confusing. Now to avoid this confusion many primary schools have a special teacher who welcomes new pupils. In England she is called a *reception-class teacher*. On the first day it is her responsibility to 'settle' the newcomers. The difficulty is that a lot of people give their children the wrong idea about going to school. The children are threatened with the idea of school, and if they have been good, they can't understand why they have to go to school. They imagine that school is optional.

When the child goes to school, on his first day, he has to watch his mother leaving. Often he thinks that she is deserting him. The teacher must convince him that at the end of the day his mother and his home will still be there.

The children are not the only people that are disturbed by going to school. The teacher sometimes has just as much difficulty in coping with the mothers. They are just as upset as their children. They hang around and dislike leaving the child to his fate. All day they stay at home, wondering what is happening now and how their son or daughter is managing.

The best way to deal with the situation is to get the child used to the idea of school. Before the beginning of term the mother should take her child to see the teacher and to look around the school. The first day should be something to look forward to and not to fear. It is also important to emphasise the regularity of school, and although the first day is difficult, the mother must remember that her child must be encouraged for a whole term at least.

threaten - угрожать

### **2. Answer the following questions:**

1. What is a reception-class teacher?
2. Why are such teachers necessary?
3. What do many children think on their first day at school?
4. What do mothers feel?
5. What is the best way to deal with the situation?

**3. Find the paragraph where mothers' feelings are described.**

**4. Match the sentence parts according to the text.**

A	B	C
The children	are encouraged	by staying at school without their mothers.
Mothers	are welcomed	by their mothers.
The teachers	are disturbed	by a special teacher.
The new pupils	are met	by leaving their children at school.
		by dealing with mothers.
		by going to school for the first time.

**5. Answer the following questions. Use the model.**

Who brings children to school? *The children are brought to school by their mothers.*

1. What upsets the children?
2. Who welcomes new pupils?
3. Who encourages children?
4. What upsets mothers?

**6. Ask questions about the words underlined.**

1. On the first of September many children are to go to school for the first time.
2. Tom's younger sister was to go to school in September.
3. A special teacher is to welcome the children who come to school for the first time.
4. Before the beginning of term the mother should take the child to see the teacher.
5. Small children should be welcomed by a special teacher on their first day at school.
6. The children have to go to school in any weather.
7. The pupils have to do a lot of homework at home.

**7. Test your memory. What's the English for the following words?**

- а) новички, трудность, ответственность, начальная школа; учитель, принимающий новичков;
- б) угрожать, беспокоить, принимать, воображать, приводить в замешательство, покидать, справляться (с чем-нибудь, с кем-нибудь), случаться, удивляться, бояться, подбадривать;

**1. Read two different descriptions of early school memories. What are the memories about? Are the memories happy or unhappy?**

**Speaker 1** \_\_\_\_\_

**Speaker 2** \_\_\_\_\_

**Speaker 1**

I'll never forget my first riding lesson at school. I must have been four or perhaps five. We had to choose between riding and piano. I chose riding. I recall the journey to the riding stables. I was



tremendously excited. A lady called Mrs. Jenkins came to fetch us in a sort of mini-bus and she took us to her farm a few miles away. She was a very loud lady, but very friendly and I don't recall being at all frightened. Then I tried on riding hats until I found one my size. I can even remember the feel of the elastic under my chin and the marvelous smell of the saddles. I can't remember much about the ponies on that first day, but I can clearly recall being covered in mud when I got home. I can also remember enjoying that very much too! It is one of my most vivid memories and I'm sure that wonderful first impression made me fall in love with riding.

**Speaker 2**

I have a very blurred memory of my first day at school, so I suppose it can't really have upset me very much. What I remember most were the new smells, and in particular, the smell of my new blouse. It was a sort of soft cotton with a very distinctive smell. I can also recall struggling to do up my tie. Apart from that, I can't even picture my teacher's face or those of the other children. One particular memory has stuck in my mind, and unfortunately it set me against the school for a long time. One morning, when the bell went, the headmistress called us all into assembly and held up an empty bag of sweets. She waved it about and then said that she had left it on the hall table and someone had stolen the contents. She said that she knew who the culprit was and would give her two minutes to own up. Everyone went very quiet. Nobody said a word. Then, she called me out to the front, grabbed my arm and said to the rest of the school that not only was I a thief, but I was also a coward. I remember being completely bewildered and humiliated. I couldn't believe what was happening to me. I had never stolen anything in my life and I couldn't understand why she was accusing me of stealing the sweets. From that day I hated her and the school.

**2. Read the passages again and note down three memories for each speaker.**

**Speaker 1** \_\_\_\_\_  
**Speaker 2** \_\_\_\_\_

**3. Give a short summary of Article 1 and Article 2.**

**4. What do you remember about your first days at school? Write a composition.**

**The system of education in Great Britain**

**1. Read the text about the system, aims and governing of schools in England.**

British education has many different faces, but one goal. Its aim is to realize the potential of all, for the good of the individual and society as a whole. Over 90 % of children of compulsory school age go to state schools. Local, not central, government runs the state schools. Traditionally, schools have had a lot of independence about what to teach and how to teach it. But in the last 15 years the government has introduced a National Curriculum; this means that every pupil in the country does more or less the same work, especially in primary schools. The chart below shows the general structure of the English system.

Secondary	Age 17-18	A-level exams
	Age 16-17	
School	Age 15-16	Year 11. GCSE exams after which you can leave schools (or O-level exam)
	Age 14-15	Year 10
	Age 13-14	Year 9
	Age 12-13	Year 8
	Age 11-12	Year 7

Primary School	Age 10-11	Year 6
	Age 9-10	Year 5
	Age 8-9	Year 4
	Age 7-8	Year 3
	Age 6-7	Year 2
	Age 5-6	Year 1

GCSE - General Certificate of Secondary Education

O-level - Ordinary Level

A-level - Advanced Level

Pupils cannot repeat a year in this system, which is based strictly on age. However badly they do, pupils go up the next year. The only exception is GCSE and A-levels, which pupils can repeat if they need better results; for example, to get into a university. Many secondary schools are single-sex rather than co-educational (mixed). Statistics show that girls get better results when they are separated from boys.

About 7 % of children in Britain go to private independent schools. The fees are between £5.000 and £15.000 per year; the main advantage of these schools is that discipline is better, so teachers and pupils waste less time. The school year is divided into 3 terms. Schools have 13 weeks holiday per year: 6 weeks in the summer, 2 weeks each at Christmas and Easter, and 3 half-term weeks. The years start early in September.

**2. Speaking: Let's compare English and Russian school. Answer the questions and fill in the chart.**

	E	R
1. What age do children start school in England/in Russia?		
2. How long are children in primary school?		
3. How many years of classes are compulsory?		
4. What kinds of school are there in the country?		
5. Are there single-sex schools in the country?		
6. How many terms is the school year divided into?		
7. Can pupils repeat a year, if they do badly?		
8. When and how long do the pupils have holidays?		

**Different Schools**

**1. Read the text about Cheswick School and then do the task.**

Cheswick School is a large school in West London. It is coeducational and has about 1.250 pupils between the ages of 11 and 19. This school has a good reputation and is very popular with local people. Parents have to apply to the local government authority if they want their child to go to the school. There are always more applicants than places, so some children have to go to other, less popular schools.

In the first three years (7, 8, 9) all pupils study the same subjects, following the National Curriculum: English, Maths, Science, Religious Studies, Geography, History, Technology, Art, Music, Drama, PE, Sex Education, Information Technology, two from: French, German or Latin. Then in years 10 and 11 pupils work for their GCSE exams - usually taking about 9 subjects. Everyone takes English, Maths and Science, but there is a wide choice of other subjects.

After the GCSE exams, some pupils leave and get jobs; others go on to do their A-levels at other schools or further education colleges. Cheswick School encourages as many pupils as possible to stay in the 6th form. Most pupils take 3 or 4 A-levels. Typical combinations would be Maths, Physics and Chemistry, or English, French and History. But the school also offers a number of extra subjects which pupils can start in the sixth form: Economics, Food Technology, Government and Politics, Photography, Psychology and Theatre Studies.

**True (V) or False (x)**

1. Cheswick School is for boys only.	
2. It has a good reputation, so every child who applies is admitted to study there.	
3. In the 10th and 11th years pupils study only 3 subjects.	
4. After the GCSE exams all pupils leave school and get jobs.	
5. There are subjects which pupils can start in the 6th form.	
6. Most pupils take 5-6 A-levels.	

This school has very good sports facilities: six tennis courts, a gym; two squash courts and a large games field, where boys and girls play football and hockey. Pupils can also row on the nearby River Thames.

There are three main computer centers and most subjects (such as Chemistry and languages) have their own computers. All pupils study Information Technology. There is a large library and a Learning Resources Centre with photocopying facilities, computer scanners and printers.

**Fill in the chart "How many?"**

	Number
1. Tennis court	
2. Gym	
3. Computer Centre	
4. Games field	
5. Squash court	
6. Library	

**Discipline**

The basic rule in the school is: to respect others and their property and behave in a normal, sensible way, with due consideration for the health and safety of all.

For Pupils who misbehave there is a system known as WRO -Warning, Report, Out. First you get a warning from your teacher. Then you are put on report; you have to carry a form around with you and the teacher signs it after each lesson - to show you were present and behaved well. If you do anything wrong at this stage, you are out; you have to go to the hall to join any other pupils in trouble. In the hall you work in silence under the supervision of a teacher.

For persistence offenders, there is a system of detention; when pupils are kept in for an hour after school. In really serious cases, it is possible to exclude pupils for a period of time from the school, or to expel them permanently. As in most schools in Britain, pupils have to wear a uniform. There is some resistance to this rule, but generally teachers and parents agree that the uniform is good for discipline, gives the school an identity and avoids the problem of competition among the pupils to be fashionable.

## Speaking

- **What rules are there at your school?**
- **Which of them do you like, which don't? Why?**
- **Do you have a uniform at your school?**
- **How do you feel about wearing a school uniform?**
- **What sort of discipline problems do you have in your school?**
- **How are you punished?**
- **What for?**
- **Choose from the suggestions below or share your experience.**

For misbehaving  
during the lesson

brought before the  
school manager.

For smoking at  
school

whipped by parents.

For stealing

students are

scolded by a teacher  
in front of the class

For coming to  
school with a lot of  
make up on

a student is

not allowed to attend school.

For disturbing a  
teacher

we are

sacked from school.

For cheating.

For fighting

offered to do something else.

For missing  
lessons without a  
good excuse

sentences to a month in prison.

For breaking  
school property

ordered to write  
hundred lines.

## Look at the rules below. Which rules did children write?

1. All children should wear school uniform.
2. We shall be friendly to classmates.
3. Pupils have to be disciplined.
4. Everybody has to put litter into the baskets.
5. We shall come to school on time.
6. Pupils are not allowed to:
  - have pocket-knives at school;
  - have cigarettes, or matches at school;
  - bring chewing gum to school.
7. We'll be ready for class every day.
8. Pupils should respect their teachers.
9. Girls can't wear jewelery or make-up at school.

**Writing:**

- Do you have the same rules at your school?
- What rules would you write in the project "Code of Conduct" for your school?

**2. Read and answer the questions.****Summerhill School**

It is one of the most famous modern schools in Britain. Summerhills is in Lesiton in Suffolk. It's more than seventy years old. There are only 70 pupils aged from 5 to 16. Every Saturday the pupils and the teachers have a meeting where they make their own rules and laws. Pupils can either go to lessons or spend their time playing. The question is: do summerhill pupils ever get any qualifications? Yes, they become doctors, teachers, businessmen and lawyers. It costs about £6.000 a year to go there.

1. Is Summerhill traditional or modern school?
2. How old is it?
3. What age pupils study there?
4. How often do they have meetings?
5. Is it a state or a private school? How do you know?
6. What is interesting about its rules?

**3. Read what the author says about Harrow school, and compare it with Chiswick and Summerhill.**

I've read and heard a lot about the famous independent schools in Great Britain and I've give much to visit one of them. Harrow, for example.

Just imagine: the boys there -still wear straw hats, they wear a "bluer" (a kind of blazer) during the week, they wear tails on Sundays, the senior boys wear top hats. All the masters have to teach in suits and wear gowns. Boys raise their hats to the teachers and the teachers raise their hats to the boys. Isn't that fascinating? The masters there are very fussy about courtesy. The boys are taught dancing, good manners and the art of social life.

There are about 800 boys there between the age of 13 and 18. I am sure they break discipline sometimes and do things that are antisocial. But the masters try and punish them by making them do something back for the community. For example, naughty boys clear up all the litter over the main public streets of Harrow Hill in order to keep the environment clean and tidy. It's absolutely impossible in our schools but it's very reasonable, to my mind.

I'd like to see computer terminals, science laboratories and craft workshops. I know that in old days success on the sports field was more important than success in the exam room. But the modern public school points out that engineering is the largest single destination for its leavers. Summing up, I can say that Harrow unites the traditions of good old days with the best modern education and academic success.

**a. Underline what is correct.**

1. Harrow is *state/private* school.
2. This school is *co-educational/single sex*.
3. The pupils wear/don't wear uniform.
4. The boys are *taught/aren 't taught* dancing.
5. There are *more/less* than five hundred pupils at school.
6. The boys who misbehave are punished by *warnings/unpaid work* for the community of the local area.

**b. Fill in the chart.**

Schools	Type	For what age	Number of pupils	Uniform (yes/no)	Punishment
1.					
2.					
3.					

**DISCUSSIONG A SCHOOL**

**1. Read the conversation and do the following activities.**

**John:** Margary, I'm in a fix about your Miss Giles.

**Margary:** Miss Giles? Mine?

**John:** Yes, yours. Your form mistress. I've been told she loses her temper with some of the girls at the school and frightens them and makes them unhappy.

**Margary:** Who told you?

**John:** One of the older girls. Not Pat. Now, that won't do, because it's bad for girls to be frightened and unhappy. They can't pass exams that way. That must stop. The only thing for me to do, I think, is to tell Mrs. Belling and get her to send Miss Giles away.

**Margary:** I think it's only me who really minds. You can't have her sent away just for me.

**John:** Why not?

**Margary:** Well. Father, you can't. Where would she go?

**John:** To another school.

**Margary:** Pussy Harker, one of the boarders, told me she'd heard Mrs. Belling telling Miss O'Hara that she only kept Miss Giles out of charity. She had not passed her exams when she was young and therefore no other school would be likely to take her.

**John:** It's rather complicated, but I think I've got the gist of it. Who was unkind to her? Her parents, perhaps. Does she look to you like someone whose parents had been unkind to her?

**Margary:** I don't know what people look like when their parents have been unkind to them. But I think she must be ill, I went back to our form room once, when school was over, and Miss Giles had her head down on her desk and she was making sounds as if she were hurt.

**John:** Poor Miss Giles. It must have been colic. Unkind parents and an unkind body. Is no one kind to her besides Miss O'Hara? The girls, perhaps?

**Margary:** But she's unkind to them, so they can't be kind to her, can they?

**John:** Why not? Have they all got colic?

**Margary:** What's colic?

**John:** A peculiarly painful form of indigestion. Now, it's a very odd thing, but certain illnesses give people certain very unpleasant feelings. Influenza makes them feel very ill-used, and measles makes them irritable and indigestion makes them feel both ill-used and irritable. That's why I thought the whole school must have colic.

**Margary:** I don't think so.

**John:** Then I'm at a loss to understand why they should be so unkind to Miss Giles. Do the girls ever put flowers on Miss O'Hara's desk?

**Margary:** Yes, often. Peggy Harris put anemones one week. She'd saved up her pocket money. She has a shilling a week.

**John:** She gave anemones to Miss Giles, too, of course?

**Margary:** No, she didn't. No one ever gives flowers to her.

**John:** Not even at this time of the year, when they are out in the garden and when one can make up very pretty bunches?

**Margary:** No.

**John:** Margary, I do not want you to be unhappy and frightened at school. Would you like to stay at home for the rest of this term and go to some other school next term?

**Margary:** Not go back on Monday?

**John:** No.

**Margary:** I'll go back on Monday.

**John:** Sure?

**Margary:** Sure.

**John** (*with great satisfaction*): Good!

**Margary:** Father, are there any violets in your frame yet?

**John:** A few. Tell me when you want them and I'll take the top off the frame<sup>1</sup> for you.

**Margary:** Thank you. There are lots of primroses out in the lane, too.

## II. Explain the meaning of or paraphrase the following:

1. I'm in a fix about Miss Giles.
2. I've been told she loses her temper with some of the girls.
3. It's only me who really minds.
4. Mrs. Belling only keeps Miss Giles out of charity. 5. I think I've got the gist of it.

## III. Use the above idiomatic expressions in sentences and situations of your own.

## IV. Make up sentences of your own with:

1. I've been told that...
2. The only thing for me to do was... (+ the Infinitive phrase)
3. You can't have her (him, them, us, it)... (+ Past Participle, e.g. punished, expelled, etc.)
4. Does she look to you as someone who... (+ an attributive clause)
5. It must have been... (+ a noun or pronoun)

## V. Answer the following questions:

1. Do you approve or disapprove of Margary's determination to go back to school? Give your reasons.

2. What made Margary ask her father whether there were any violets in his frame?
3. What can you say about Margary's nature or temper, judging by her conversation with her father?

## VI. Discuss:

1. John's idea about the connection between certain illnesses and a person's temper.
2. How conditions of one's childhood and social environment and natural surroundings influence the development of one's nature and temper.
3. A case similar to the one presented in the dialogue with illustrations drawn from fiction or personal school-days experience.
4. The existing tradition of bringing flowers and potted plants to school at the beginning of the school year.

### EDUCATION IN RUSSIA

A.: Russian school-leaver answers the questions about schooling in his country. You can see his answers. What were the questions?

Q.: \_\_\_\_\_?

A.: 1. - I started school at the age of seven.

Q.: \_\_\_\_\_?

A.: 2. - It was an ordinary secondary school. It was not a specialized English school but our English classes started in the first form.

Q.: \_\_\_\_\_?

A.: 3. - The primary school curriculum included Russian, Maths, English, Drawing, PT and Music. We had Nature lessons.

Q.: \_\_\_\_\_?

A.: 4. - After three years of primary school classes I went on to secondary school. Primary and secondary schools together comprise eleven years of study.

Q.: \_\_\_\_\_?

A.: 5. - Nine years are. (Nine years of classes are compulsory.)

Q.: \_\_\_\_\_?

A.: 6. - We had classes in Russian, Literature, Mathematics, Biology, Geography, Physics, Chemistry, English, History, Computer programming. We also had Music, Physical education, Arts and Crafts.

Q.: \_\_\_\_\_?

A.: 7. - No, they weren't. I think it's just impossible. I wasn't very good at Physics. I always failed to learn formulas and terms properly.

Q.: \_\_\_\_\_?

A.: 8. - My favourite subject was English. I liked to learn new words, to dramatize texts and dialogues. I liked it when we discussed something interesting to us, when we were taught to debate, when we had small-group discussions or set up a role play.

Q.: \_\_\_\_\_?

9. - There are some private schools in our country. But in the main schools in Russia are comprehensive. There are also specialized schools which major in arts or sciences. There are lyceums and gymnasiums in Russia. Most of them are affiliated to universities and colleges. A variety of elective subjects are taught at lyceums and gymnasiums.

Q.: \_\_\_\_\_?

A.: 10. - Certainly, I can. Our school is a three-storeyed building. On the ground floor there are administrative offices, workshops, a canteen, a home economics room, computer classes, a cloak room. On the first floor there is a large assembly hall, a gym, classes of primary school. On the second floor there are physics, chemistry and biology labs.

Q.: \_\_\_\_\_?



A.: 11. - We usually had a lot of homework and it took me several hours to do it. I sometimes had to sit up to write a composition, to prepare a report, to translate a newspaper article from English into Russian or to learn a poem by heart.

Q.: \_\_\_\_\_?

A.: 12. - No, I didn't. After classes I had some out-of-class activities. Our social and cultural life was well-organized. We had an art club, a dancing club, scientific societies, etc.

Q.: \_\_\_\_\_?

A.: 13. - Yes, I do. I always feel at home here. Everybody is friendly and easy to get along with. I am on good terms with my classmates and we often spend time together.

Q.: \_\_\_\_\_?

A.: 14. - I hope I will. I'll miss my friends and teachers. Not all of them, of course.

**Role play the dialogue.**

## **EDUCATION IN THE USA**

### **What's life like in an American school?**

#### **1. Read the articles. Match them to proper titles.**

1. High school students get more independence and responsibility as they progress through the school. Students in high school have special names: ninth-grade students are called freshmen, tenth-graders are sophomores, eleventh grade students are juniors and those in the twelfth grade are seniors. As students go through these levels they expect to have more and more freedom.

2. In the USA 24 million children travel on 600,000 yellow school buses. It is mainly kids who live in the suburbs or in the country who take the bus because it's easier to travel by public transport in the cities. School buses are about 70 times safer than cars and they save a lot of car journeys which is good for safety and means less air pollution. Also school buses are fun because students can meet up with their friends and travel to and from school together.

3. Students get a report card at least twice a year showing their grades in all the subjects. Their grades depend on how much they speak in class discussions, their homework and projects. When they finish the twelfth grade, students graduate and get a diploma.

**School work                  School Buses                  High School**

#### **a. Can you work it out? Use the text to find the answers.**

1. I'm in high school but I'm not a freshman. I'm not a junior or a senior.

You must be a.....

2. I'm in junior high school but I'm not in grade seven.

You must be in grade.....

3. I live in the suburbs. I'm thirteen years old and my parents don't drive me to school.

You must go to school by.....

4. I'm in the 6th grade.

You must be.....years old.

**b. Answer the questions**

1. Do you have school buses in your country? If not, why?
2. Do you have special names for 9th, 10th, 11th grade students?
3. What do the marks (grades) in American school depend on?

**2. Read the text and say how the 11th grade student spends his day at school. Compare it with your routine. What similarities and differences can you find?**

*A Day at Junior High*

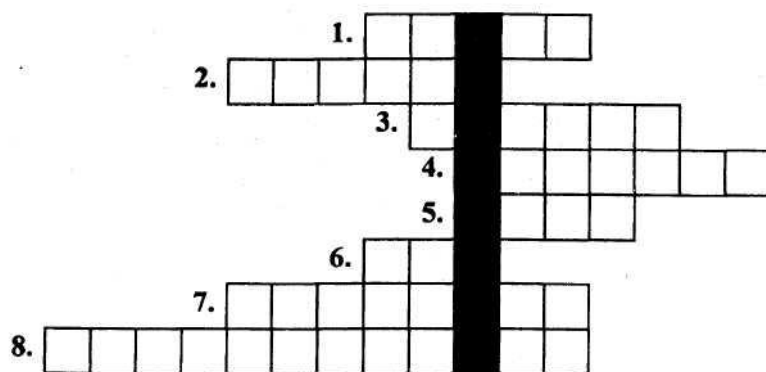
Each morning we either ride the school bus, walk or have our parents drive us. We get to school and go to our lockers and talk to our friends before our A/A (Advisor/Advisee) meeting. This is a meeting with an older student where we can ask advice on anything from our homework to family problems. Then we go to our first period class. We then have 4 minutes to get to our next period class. After that we go to 3rd and then 4th.

Then half the school goes to first lunch and the other half goes to fifth period. Then the fifth period people go to have lunch. Our lockers are pretty big, we can fit our books, our coats and clothes, our lunch and pretty much everything we need to store somewhere. At lunch time we eat and talk to our friends. After we eat lunch, we can walk around and talk with our friends or play basketball in the gym. Usually the gym is crowded. Classes are almost an hour each. We have many different classes. Here are some of them: Social studies, PE, Maths, Health, Science and Literature.

**Fill in the chart:**

Similarities	Differences

**3. School crossword.**



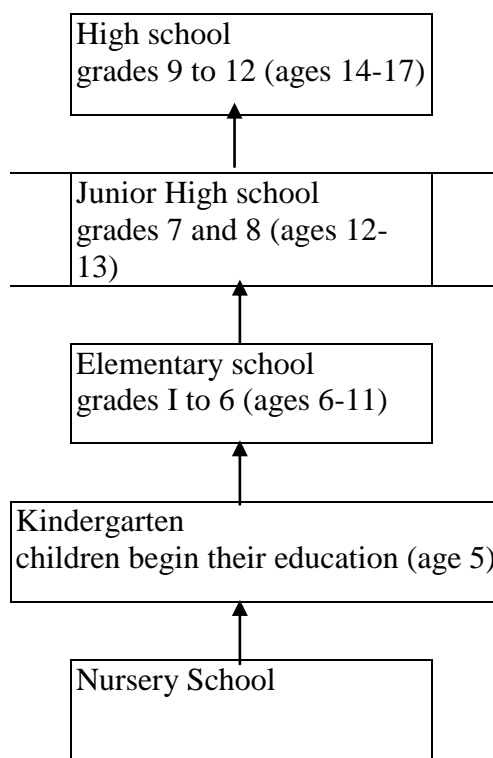
1. School buses are 70 times \_\_\_\_\_n cars. (5)
2. The place where American students keep their coats, books, food and sports clothes. (6)
3. A student in their last year of high school is called a \_\_\_\_\_. (6)
4. School buses take students from the \_\_\_\_\_and the country to their school. (7)
5. The type of school which students attend from 14 to 17 years old. (4)
6. Many students spend their lunch hour playing basketball in the \_\_\_\_\_.(3)
7. When you finish high school, you \_\_\_\_\_and they give you a diploma. (8)
8. Students expect more \_\_\_\_\_and responsibility as they progress through the school. (12)

\*A student who has just started high school is called a

\_\_\_\_\_\*

1 2 3 4 5 6 7 8

**4. Look at the chart and speak about American system of education.**



**Different Schools for Different Pupils**

**1. Read and do the tasks.**

**A school for geniuses?**

Tyrone Tallick, 13, finds lessons at school boring. He always finishes his schoolwork first and his report card is perfect. When the teacher asks the class questions, she says "OK, Tyrone, you know the answer but give someone else a chance." Tyrone finds it frustrating®. Though he has friends, others call him a nerd®. Tyrone's parents want him to go to a school for gifted® children so he can do a degree soon. "The state pays for kids who are slower than usual, it spends loads on delinquent kinds so it should pay for kids who are advanced too." Tyrone's principal doesn't agree, "It's good for the class to have someone who they can find out things from. If all the very clever kids went to a separate school, normal kids would feel inferior. Schools for genius kids are so competitive that many of them drop out."

**Should Tyrone go to a school for genius kids?**

yes  no

**Should the government pay for 'Genius school'?**

yes  no

**Choose the right item and read aloud.**

1. Tyrone finds lessons exciting/boring.
2. He is the first/the last in class.
3. Teachers ask him often/seldom.
4. His parents want him to stay at/to leave this school.
5. It's good/bad for class to have a brilliant student.

6. It would be better/worse for normal children, if clever pupils studied separately.

**2. Read the text and say if you agree that if minority teens are bullied, they should go to a school where there are more kids like themselves.**

### **Schools without discrimination**

Last year the California Department of Education announced a controversial plan to prevent the very common bullying of gay teenagers at its school. Schools in the USA must not discriminate against pupils or teachers because of their race, national origin, gender or religion. California, Massachusetts, Vermont and Wisconsin have added 'sexual orientation' to the list. This means that teachers must make sure a student is not treated badly because he she is gay. The proposed new law says there should be books in the school libraries which include gay characters. This plan has annoyed some organizations. "I object to this. It could encourage homosexuality. Why is it special if gay teens are bullied? Fat kids, kids with spots, kids who wear glasses are treated badly too," says Ron Nakano from Conservative Values Family Group. However, there is a school which has gone one step further. The Walt Whitman Community School in Dallas is the country's first private coed (mixed) school specially for gay teens. Separate schools for minority kids might stop them learning to defend themselves. Also, some believe, if different kids don't mix together, they don't learn to accept each other.

**3. Read the text and say what integrated school is like, and if it has any advantages.**

### **Integrated Schools**

If education is a preparation for life, schools should have a mix of people in them. This is the view of integrated schools. Wheelchair athlete Tanni Grey Thompson, who has won several gold medals at the Paralympics, agrees with this. She went to a school where was a mix of students who were able-bodied and students who had physical disabilities. "My parents were determined for me to have a normal education and not give up learning. Also it was good for the able-bodied kids to understand that our legs might not work but our brains do. I know some people have never even spoken to a person in a wheelchair in their lives."

**4. Did you know that children can learn at home?**

### **School at home**

Is a school always the best place for education? The parents of 850,000 schoolchildren in the USA say no. These kids are taught at home by their parents in Homeschooling programmes. Their parents don't trust schools to 'teach the right stuff. Others are worried about safety. Since the school shootings in the past few years, the number of teens being educated at home has risen by 30 percent. Alshleigh Golden mother of teenage triplets Brian, Morgan and Katrina says "I'm a bit of a hippie but I like to teach my kids about nature and environment and treating people right. Some people choose organic food to eat, I also choose an organic education - without the bad bits. And the kids hang out with other kids when they go to camp, play sports and they have friends in the neighbourhood."

**Is home schooling a good idea?**

yes  no

**Prove your choice.**

## 5. Find the word/phrase

1. Let someone else speak/do something.
2. Young person who breaks the law or causes trouble.
3. Spend time with (informal US English)
4. Organised time away from home where American teens live together and learn in the summer.
5. Being nasty to someone/attacking them to make them feel bad.
6. Causing arguments. Something that is popular with some people but not others.
7. A group that is only a small part of society.

### Going Back to School

**It's September again - time to go back to school.**

**What happens when kids go back to school in America?**

**Jason Ronald goes to Amundsen High School in Chicago. He talks about the first days of school.**

I love the long summer vacation and I never want to go back to school when it finishes. I have to be at school by 9.00am on the first day, but I always leave my house late and I have to run. When I arrive at school, the security guards tell me where I have to go. They are always unfriendly. I look for my friends and we go to our classroom. We get information about our new classes and the teacher gives us our schedules. Then we have to find our classes and meet our teachers. The first days of school are like a big party because everyone sees their friends again. I usually like these days the best.

**What do you think?**

Tick ✓ the boxes.

**I like going back to school because...**

- I can see all my friends again.
- I can go to school clubs.
- The summer vacation is boring.

**I don't like going back to school because...**

- I have to get up early.
- I have to do homework.
- The summer vacation is better than school.

**When American students return to school in the fall, they celebrate Homecoming. Read about the celebrations.**

**What is Homecoming?**

Homecoming is a celebration about American football. The tradition comes from American universities. Every year, the universities ask old students to 'come home' to watch a football game. Today, Homecoming is important in schools, too.

**The main event**

There is a big football game that everyone watches. American football is very different from soccer. The players wear shoulder pads and helmets and they can run with the ball in their hands. The game has four quarters, which are 15 minutes long. Cheerleaders support the teams.

## **Other celebrations**

There are parades, competitions and marching bands. There is also a Homecoming dance. At the dance, the students choose the Homecoming king and queen.

## **What is the first day at your school like?**

### **Does your school have any traditions on this day?**

**Speak and then write a composition on the topic "Back to school".**

**You can use the ideas of the following questionnaire.**

## **ACTIVITY PAGE 1**

- What's your attitude to school?
- What should a good school be like?

Answer the questionnaire. For each question, tick one statement you agree with. Think about each one carefully, or discuss them with your friends. Then look at Activity Page 2 to see what your answers say about you. Is it true?

### **1.**

- a.** Teachers should be quite strict. There should be some fun in class, but pupils shouldn't be allowed to disrupt\* lessons.
- b.** Teachers should be very strict. Pupils should not be allowed to speak in class unless the teacher asks them to.
- c.** Teachers should be as easy-going as possible. Pupils should be allowed to do whatever they like. If they don't learn, it's their problem.

### **2.**

If another pupil sitting near you was having a lot of trouble doing some class-work, and you could do it, would you

- a.** laugh at them and call them names?
- b.** help them to understand the work, but not tell them the answer?
- c.** refuse to help them, and think: 'That's the teacher's job. Anyway, if they can't do the work they must be stupid and deserve to fail their exams'?

### **3.**

After lessons you

- a.** sometimes take part in clubs or sports or other activities at the school.
- b.** rush\* home immediately - you have to do your homework and there's no time to waste.
- c.** can't get away from school fast enough: you want to watch TV, read or be with friends and forget all about school work.

### **4.**

At school

- a.** you should only do what you want to do. If you want to watch TV or play football all day, you should be able to.
- b.** you should only learn things that will help you find a good job or go on to higher education.
- c.** you should learn things which will help you find a good job or go on to higher education, but also skills which are important in life, and things which broaden your leisure interests.

### **5.**

- a.** A teacher doesn't need a sense of humour - she should just teach the lesson as clearly as possible.
- b.** A teacher should have a good sense of humour and make the lesson fun and enjoyable, but

shouldn't tell jokes instead of teaching.

c. A teacher should keep her class entertained with jokes and stories if the class is bored by the lesson.

6.

a. School is not only a place where you learn about academic subjects. It's a place where you can meet many different kinds of people and make friends. It's a place where you can learn about people as well as subjects.

b. The most important thing about school is that it's the place where you take exams. If you make friends, that's good. But it's much less important than studying subjects.

c. The only good thing about school is that you can make friends there.

7.

a. A teacher should never stray off\* the subject. She should spend all her time teaching what's on the curriculum, otherwise it's a waste of time.

b. I always hope the teacher is going to forget the lesson and talk about something else, because then I can relax and not work.

c. If a teacher sometimes strays away from the curriculum and teaches something she or the pupils in the class are interested in, that's good. It's interesting, and you're learning even if it's not something you need for an exam.

8.

a. Parents should only be involved with my school to check that the teachers are doing their job.

b. Parents should always know what's going on in my school, and contribute ideas and help with projects if they can. It all helps and it's good if parents are involved with the school.

c. I don't want my parents to know anything about my school or what I do there!

## ACTIVITY PAGE 2

### SCHOOL WORDSEARCH

The clues to the words in the grid are below. The words appear vertically, horizontally, diagonally, forwards and backwards.

M	R	E	T	E	T	A	V	I	R	P	P
A	V	P	M	E	E	S	I	V	E	R	U
K	D	R	O	P	O	U	T	C	P	O	E
E	V	I	T	I	T	E	P	M	O	C	V
A	E	N	D	E	T	T	V	I	R	Y	I
M	T	C	E	J	B	U	S	X	T	L	G
I	A	I	T	P	G	O	M	E	C	L	R
S	T	P	F	U	N	D	A	D	A	U	A
T	S	A	I	P	I	N	X	D	R	B	D
A	E	L	G	I	R	I	E	F	D	E	E
K	T	E	L	L	O	F	F	A	I	L	N
E	P	A	S	S	B	E	E	R	G	E	D

1. A lesson that is not interesting is this.....

2. If two people are always determined to do better than each other, they are.....

3. University qualification.....

4. To leave school before you should..... (multi-word verb, 2 words).
5. You must do well in these in order to get into university, e.g. SATs, GCSE's, A-levels, the baccalaureate.....
6. To be unsuccessful in number 5.....
7. If you are given a project, you must.....the answers to questions by yourself (multi-word verb, 2 words)
8. If you are exceptionally good at something, you are.....
9. You must never.....trying to do what you dream of doing (multi-word verb).
10. 'What.....did you get on the history test?' 'I got an A'.
11. If you.....at the beginning of a calculation, you will get the answer wrong. (3 words)
12. If you go to a school where there are boys and girls, it is a co-ed or.....school.
13. Including word to describe someone who is very good at schoolwork.....
14. To be successful in an exam.....
15. The person who is in charge of a school.....(US English)
16. If you have to pay to go to a school, it is a.....school.
17. Students at a school are sometimes called.....
18. This is the piece of paper with your grades on that is given to you or your parents to tell you how well or badly you are doing.....(2 words).
19. To study for a test.....
20. Schools that are paid for by the government are.....schools.
21. 'What's your favorite.....?' 'Geography'
22. In American English, this word is 'semester'.....

### **Writing an Interview.**

Conduct an interview with a member of your family about their time at school. You're going to ask them questions about their schooldays.

Before you start your interview prepare about ten questions to ask them. Write them down in advance so you don't forget them. Try and make the questions interesting and try and avoid questions that will just produce "Yes" and "No" answers.

Tape the interview if you can, as this will help you write down the questions and the answers. Bring your written versions (your 'transcripts') of the interview into school.

### **Discussion**

#### **Should school start later to allow teenagers more sleep?**

**In the USA some schools are starting classes at 10 am to give their teenage students extra time in bed in the morning.**

#### **Yes**

Although teenagers need about ten hours sleep a night, most only get about seven hours. People produce a 'darkness hormone' called melatonin which makes us feel sleepy. One study showed that adults start making this hormone at 1 lpm but teenagers start making it at lam. This explains why many teenagers like to stay up late and can't get up in the morning. One school in the USA which started classes later noticed that the schoolwork of teenage pupils improved.

#### **No**

Starting school late encourages teenagers to be lazy. Teenagers often stay up late playing computer games or watching television.



**UNIT 2 Leisure Time**  
*Article 31.*

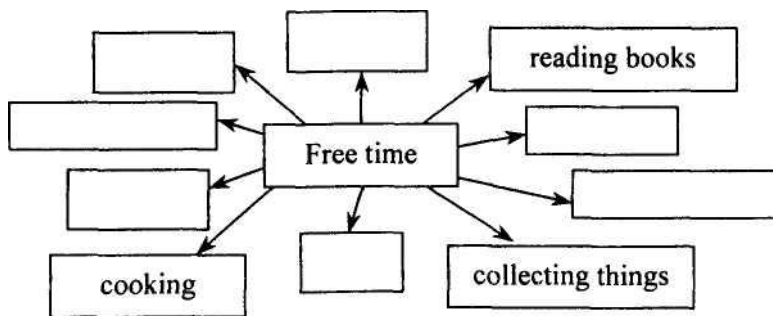
**The Right to Leisure**

**1. What activities do children enjoy in their free time?**

- **Match the words.**
- **Make sentences with the word combinations**

listen to	books
playing	ghost stories
reading	TV
telling	music
writing	songs
watching	games
singing	letters
doing	projects

**2. What free time activities can you name?**



**2. a. What do you feel about these activities? Use the following:**

- I really enjoy \_\_\_\_\_.
- I am interested in I don't much like I'm bored by \_\_\_\_\_
- I hate \_\_\_\_\_
- I think \_\_\_\_\_
- I used to like \_\_\_\_\_
- \_\_\_\_\_ is a waste of time.
- \_\_\_\_\_ but now I don't.

**3. Put jumbled sentences in the logical order to get a dialogue about activities in free time.**

- Discos are the usual thing.
- Really? I'm also a member of our school football team. ...
- We have a chess club.
- an aerobic club a tennis club
- And where do young people in your town (city) go for a night out?
- Oh, great! Computer games are very expensive. And they have become rather popular in this country too.
- My friends are crazy about computers. But I think it's a waste of time. I for one prefer outdoor activities.
- There is a running boom in Britain today. I started running and jogging. Next summer I'm going to take part in the London Marathon.
- What are they?
- What other sports clubs do you have?
- Some children spend all their free time staying at home. They watch TV or play computer and

video games.

**Read the dialogue with your partner.**

**Then change some words to speak about activities which children in Russia enjoy most of all. Role-play the dialogue.**

**Do you enjoy going to parties? What type of party do you like best?**

1. Read this extract from a novel. Which of the two young girls would you rather talk to at a party? Discuss your choice.

That evening, like every other evening, Mui Ee stayed at home. She was ironing her school uniform when the telephone rang.

"Hi." It was her best friend Sissy on the line. "What are you doing tomorrow night?"

"Saturday night?"

"Yes. There's going to be a party. You must go."

"But Sissy, you know I don't go to parties."

"Come on Mui, you're junior college student now. Your parents should let you have a little freedom to go to parties."

"No, it's not my parents," admitted Mui Ee. "It's me. I don't like going to parties. It's..."

"Come on, Mui," insisted Sissy, "How are you ever going to make any friends if you don't socialise?"

Mui Ee replied, "But I - I've never ever been to a party. I mean, what I am I going to wear?"

"Didn't you read *The Textbook*?"

"What textbook?"

"*The Teenage Textbook*, Mui. The one I gave you for your birthday. Look, you have to go. I've invited all our old gang, as well as Rosie, Jillian, May Chu, Linda, Toni, Sangeeta. There'll also be guys. Seng Huat's coming, so are Wong Chong Di, Rick - do you know him? He used to have a crush on me. Also, I've asked Hari and Jason to help out. Come on, Mui."

"Well, OK," Mui Ee said eventually. "I'll come."

"Great. I have to go now, Mui. I have to call some other people. See you tomorrow in school. Bye-bye." Sissy rang off.

That night, Mui Ee sat in bed, wrapped up in her soft blue blanket, two big pillows propping her up and her favourite pink bolster in her arms.

She pulled out *The Teenage Textbook* from the chest of drawers beside her bed and opened it to the lesson on parties. This is what it said:

2. Choose the best answer and explain why each of the other three answers is not right.

**I. What do we learn about Mui Ee?**

- a. Her parents are strict with her.
- b. Her life isn't very exciting.
- c. She prefers staying at home.
- d. She has more friends than she needs.

**II. We learn that Sissy.**

- a. doesn't really like Mui Ee.
- b. doesn't have many friends.
- c. is lively and outgoing.
- d. is Mui Ee's only friend.

**Read on to find out what *The Teenage Textbook* is.**

**Everything You Never Wanted to Know About Parties**

**Guest who?**

A good teenager must realize that the secret to the success of any type of party depends on who's on the guest list. *The Teenage Textbook* recommends that you should invite the following types of people:

1. **The Rich & Famous** - Such guests will raise the tone of the party greatly. Teenagers will usually be sufficiently impressed by the following categories of Rich & Famous guests: National Sportspeople, Famous Fashion Models, Offspring of Rich & Famous People, People Who Have Made Song Requests On Radio, People Who Can Drive Cars, etc.
2. **The Life and Soul** - Your party would be empty without this guest. The 'Life and Soul' of every party takes the lead in making a fool of him or herself and sets everyone else at ease. Such a person should have a low IQ and an even lower sense of humour. If you cannot find a 'Life and Soul' simply hire a mobile disco DJ who can usually be relied on to make a fool of himself for a small fee.
3. **The Silent Majority** - You will need a lot of these people to add 'bulk' to your guest list. Generally speaking, guests who make up the silent majority are not able to make conversation or communicate verbally. They are also so plain and anonymous that their own mothers would have difficulty in recognizing them. Such people include students in charge of the library, teenagers with bad breath and people who win Mr, And Miss Personality contests.
4. **The Trendies** - Such teenagers are not rare. Dressed in fashionably feminine designer wear, bright, chunky jewellery and earrings, beautiful eye make-up, blood-red lip gloss ... and the girls are even worse.
5. **The Wallflower** - Have one or two of these lonely people around, and your other guests will feel much better about themselves. People who are ignored or avoided in real life make the best wallflowers. Therefore you should pick teenagers who are aspiring poets, score more than 6 as at 'O' level or speak in words of more than two syllables.

**3. Do you think the writer intends the reader to take this extract seriously or to find it funny? What examples can you find to support your ideas?**

**4. Choose the best answer.**

1. *The Teenage Textbook* is written in the style of:
  - a. a school textbook.
  - b. a teenage novel.
  - c. a guide to successful living.
  - d. an advertising leaflet.
2. The main intention of the writer in both extracts is to:
  - a. advise
  - b. amuse
  - c. criticise
  - d. inform

**5. How well do the five categories of guest describe the guests at parties you have been to? Can you think of people who fit these categories? Who do you invite to your own parties?**

**Though there are a lot of hobbies some children feel bored. They don't know what to do in their free time.**

**Read the poem.**

**Fill in the gaps with the words from the box.**

**Slow, understand, down, hair, get, me, nothing, go, boring, something, me, queue, find**

### NOTHING TO DO

There's nothing for me in this town,  
 Everywhere I go people put me \_\_\_\_\_  
 There's nowhere to go and \_\_\_\_\_  
 to see,  
 There's nobody here to think about  
 Nothing to do ... No, no ... nothing to do  
 My parents say 'Why don't you \_\_\_\_\_ somewhere?'

Why don't you \_\_\_\_\_  
 a job? Why don't you cut your  
 Someone somewhere has got \_\_\_\_\_  
 go and \_\_\_\_\_ a job, go and stand in the  
 for you,  
 Nothing to do ... No, no ... nothing to do  
 My parents talk, but they don't \_\_\_\_\_  
 There isn't anything for \_\_\_\_\_ in this land.  
 Everyone everywhere every time says 'No.' Life here is \_\_\_\_\_, life here is \_\_\_\_\_  
 Nothing to do ... No, no ... nothing to do

- **Do you agree with the author?**
- **Is life boring for you?**
- **Do your parents ask you the same questions?**
- **Do they understand you?**
- **Can you change some words to get a poem with the opposite meaning?**
- **You can begin like this:** There is a lot for me in this city  
 Everywhere I go people meet me, etc.

**If you live in the city there are a lot of places to go to. How about going to the theatre?**

[ ] Look at the theatre ticket and write the information you can get from it.

- theatre
- performance
- beginning of the performance
- date of the performance
- part of the theatre
- row
- seat number
- price of the ticket

ROYAL ADELPHI THEATRE  
 "Me and My Girl"  
 at 2.30 pm  
 WED 23/11/03  
 Stalls  
 B22  
 TO BE RETAINED



**There are some theatres in Volgograd:**

- a New Experimental theatre
- a Musical Comedy theatre
- a Puppet theatre
- a Theatre of Young Spectators

**Have you ever been to any of them?**

**What did you watch last?**

**Talk about it.**

**A survey of young people in Great Britain**

**Look at the statistics and say what most young people do if they aren't at school.**

**What do they do?**

91 % said they helped with housework

58 % listened to music

- 52 % watched television
- 37 % read books and magazines
- 37 % regularly visited friends' homes
- 27 % had friends to their homes
- 54 % liked to spend most of their spare time either at home or at their friends' houses
- 43 % preferred to be at home because they did not feel safe on the streets
- 23 % said they would do anything rather than stay at home

**Read the article and find what indoor and outdoor sports are popular with young people in Britain.**

### **Sports and games**

It is estimated that most young men and about half of young women in Britain either take a passive interest in a sport or actually take part in a sporting activity on a regular basis. Young people participate in a wide range of activities including indoor and outdoor sports such as football, rugby, cricket, swimming, squash, tennis, running, athletics, pioneering, horse-riding, archery, snooker, pool, ten-pin bowling, darts, chess, backgammon and a great many other social games. Many of these activities are organised through school or through young clubs, teams and groups are formed to compete with other schools and clubs using school and other local authority premises. Large commercial sports and leisure centres also have excellent facilities for sport and fitness development and usually offer discounted membership rates for young people.

The majority of young people between 16 and 19 remain at, or very close to home. During this period of time young people rely upon their home environment as a place of safety and security.

**Read the article to prove it.**

### **Leisure time**

Most young people's leisure time is spent in their home, shared with other members of the family, watching television or doing domestic chores, or spent in their own rooms where the most popular pursuits tend to be listening to music or reading. Young people also spend considerable time with their friends in other people's homes.

**And what about teens in your country?  
Do they spend much spare time at home?**

### **6. What do you do after school?**

1. Before reading: Name some things children in Russia can do after school.

2. Read what Jason Ronald tells us about his life outside of school.

After eight hours of high school most kids want to have some fun. Of course, I spend a lot of my free time hanging out with my friends. My hobby is music. I scratch on turntable, do freestyle rapping, and produce music. I have actually made several hip hop songs myself. Before all the music, I did work for quite some time at a grocery store, but the pay wasn't very good and it was very hard work so I left. In our high school I work with the stage crew on drama productions. We set up props for plays and fix any sound problems.

Jason stopped working at the grocery store but many American teenagers have a part-time job.

Is work good for teenagers?

80 % of American teenagers have a job at some time during their school years. When they are seventeen years old, half of students work at least 20 hours a week during the school year.

Having a job can be good for young people. It teaches them to be responsible, to arrive on time, to organize how to spend their money and to work with others. However, it can be bad for young

people. Teenagers who work a lot of hours are less likely to finish school with good grades- Most teenagers work to pay for their cars, clothes and entertainment.

3. Replace the underline words with one of the phrases in the box.

- amusement
- make lines on the surface of, rap in free style
- stage property (stage set)
- going out
- group of people working together in the theatre
- shop
- record plates
- establish
- marks

4. What do you think? Make a sentence that is true for you: Work is good/bad for teenagers because...

5. Put the words in the questions about Jason in correct order. The answers will help you.

- a. are children school much time American how at? Eight hours.
- b. is hobby what Jason's? Music.
- c. Did what himself make he? Some hip hop songs.
- d. for he where time did some work? At a grocery store.
- e. it he quit why did? It was low-paid and hard.
- f. on in he school what work his does? Drama production.

6. You are a reporter of school wall paper. Ask Jason questions about his life outside of school. Role play the dialogue.

**7. Hobbies.**

Most young people spend about 65 hours every week on their hobbies and a quarter of them have at least five hobbies.

- 1. What are the most/least popular hobbies with your classmates? Do a survey and then fill in the chart.

In America	In Russia
What boys like • Sports like football, basketball and baseball 65 % • Swimming 50.9 % • Cycling 33.5% • Skating or skateboarding 19.2 % • Art 17.1 % What girls like • Swimming 49.1% • Singing 29.6 % • Ballet 27.5 % • Art 24.6 % • Drama 20.1 %	

- 2. Tick what is true for you. Then count what letters (a, b, c, d or e) you have mostly.

## How active are you in your freetime?

1. How much time do you spend each week on your hobbies?

- a. 0-1 hours
- b. 1-3 hours
- c. 3-6 hours
- d. 6-10 hours
- e. More than 10 hours

2. How many hobbies do you have?

- a. None
- b. 1 or 2
- d. 6-10
- e. More than 10

3. How much time each day do you spend watching TV?

- a. More than 7 hours
- b. 6-7 hours
- c. 4-5 hours
- d. 2-3 hours
- e. 0-1 hours

4. What new hobby would you most like to start doing?

- a. doing crosswords
- b. pottery
- c. singing
- d. mountain biking
- e. bungee-jumping

5. What new hobby would you least like to start doing?

- a. bungee-jumping
- b. mountain biking
- c. singing
- d. pottery
- e. doing crosswords

- Mostly **as**: You are completely inactive in your free time. Are you a human being or a sloth?
- Mostly **bs**: You are the quiet, unenergetic type. You should start doing some sport in your free time.
- Mostly **cs**: Well done! Your freetime is very balanced. You spend some time on your hobbies and some time relaxing.
- Mostly **ds**: You are an active energetic person who loves to be busy.
- Mostly **es**: You should slow down. Everyone needs quiet times to relax and to think.

What should you do? Should you lead your life as it is, or should you change anything?  
(according to the results of the analysis)

## Which Hobby?

**Stella and Nathan want to start a new hobby. Read the dialogue and write the correct hobbies in the gaps.**

**cycling, ballet, in-line hockey, motocross, yoga**

**Nathan:** I'm bored! I'm sick of watching TV. I need a hobby.

**Stella:** That's a good idea. Let's do a hobby together.

**Nathan:** Alright. It'll be more fun if we both do it. We need to take some exercise. How about (1) in-line hockey?

**Stella:** Oh no! That's much too sporty for me. I'm not very good at sports.

**Nathan:** But it's popular with kids who don't like traditional sports.

**Stella:** Why don't we try something more fun? Let's try (2)\_\_\_\_\_

**Nathan:** (2)\_\_\_\_\_! I'd like to try it but I'll be the only boy in the class. No, I can't wear pink shoes and tights that's just too embarrassing.

**Stella:** Alright, I understand. We need something more masculine.

How about (3)\_\_\_\_\_? It's dangerous and exciting, the perfect sport for boys!

**Nathan:** I think it's too dangerous.

Stella: Motorbikes are very expensive. I don't think my parents will let me take up (3)\_\_\_\_\_.

**Nathan:** I've got a good idea. Why don't we take up (4)\_\_\_\_\_?

It's very popular with rich and famous people.

**Stella:** You need to be very flexible to do (4)\_\_\_\_\_. I'm not very good at stretching.

**Nathan:** OK. Let's take up (5)\_\_\_\_\_. We both got bikes but we never ride them. We can go on long bike rides and explore different parts of the local area.

**Stella:** That's a good idea. It's cheap and we can start immediately.

**Nathan:** Let's go!

### **After reading:**

#### **Which hobby is:**

1. embarrassing for a boy
2. too sporty
3. cheap and helps learn more about the world around
4. too dangerous, but exciting for people who are rather flexible

#### **Which hobby from the list would you like to try? Why?**

\* Debate

#### **Is Graffiti a good hobby?**

##### **Yes**

Graffiti is cool! Graffiti is another form of art and many people enjoy looking at it. Young people should be able to express their feelings with graffiti without being arrested or fined.

##### **No**

If people want to draw, they should do it on paper. Graffiti makes the streets ugly and it makes lots of work for street cleaners. Graffiti costs the city of London £ 100 million (156 million Euros) a year. Transport companies spend £ 6 million (9 million Euros) cleaning graffiti off trains and buses.

##### **What do you think?**

**Are you for or against? Prove.**

**Is graffiti popular in your city? Country?**

##### **In Conclusion:**

**What does the right to leisure mean?**



### UNIT 3

#### Article 24.

#### The Right to Health Care

**Health (n.)** - state of being well and free from illness.

**Read the text and say why the man did not want the doctor to treat him. What title for this story would you suggest? Underline the key sentence.**

"The next, please," said the nurse. The next patient, a middle-aged man, entered the consulting room. The doctor was sitting behind his writing-desk and smoking. As soon as the patient caught sight of the cigar in the medical man's mouth, he turned round, and left the room without a word. The doctor was speechless for a moment, then he had the man called back. "Why did you run away?" he asked in surprise. "Well, you see," said the man pointing to the cigar in the physician's hand, "how can I trust my health to a person, who doesn't take care of his own?" And with these words he left for ever.

It's amazing how many misconceptions there are about smoking. Do this quiz to see if you are as much of an expert as you think you are.

TRUE      FALSE

1. Chain smoking is very bad, but an occasional cigarette with friends won't do any harm. \_\_\_\_\_  \_\_\_\_\_
2. People who smoke are more likely to get colds and flu. \_\_\_\_\_  \_\_\_\_\_
3. Smoking makes you feel less stressed.  \_\_\_\_\_
4. Scientists have developed a safe cigarette,  \_\_\_\_\_
5. Nicotine is an addictive drug like alcohol and other narcotics. \_\_\_\_\_  \_\_\_\_\_
6. If you've been smoking for many years, it's too late to stop. \_\_\_\_\_  \_\_\_\_\_
7. One in four smokers starts smoking at the age of twelve. \_\_\_\_\_  \_\_\_\_\_
8. Cigarette companies aim their advertising at young people. \_\_\_\_\_  \_\_\_\_\_
9. Smokers get many more cavities in their teeth than non-smokers. \_\_\_\_\_  \_\_\_\_\_
10. There is no proof that smoking when you are pregnant harms the baby. \_\_\_\_\_  \_\_\_\_\_
11. Smoking causes heart problems, cancer and ulcers. \_\_\_\_\_  \_\_\_\_\_
12. Scientists have proved that smoke from other people's cigarettes is harmless. \_\_\_\_\_  \_\_\_\_\_
13. If you don't start smoking before the age of twenty, you probably will never start smoking.  \_\_\_\_\_
14. Athletes can smoke without risk because they are fit. \_\_\_\_\_  \_\_\_\_\_
15. More girls smoke than boys.  \_\_\_\_\_

16. Many teenagers smoke because they lack self-confidence, \_\_\_\_\_  \_\_\_\_\_
17. It's easier for teenagers to stop smoking than it is for adults. \_\_\_\_\_  \_\_\_\_\_
18. There is no proof that smoking leads on to other drugs. \_\_\_\_\_  \_\_\_\_\_
19. If you stop smoking you put on weight.  \_\_\_\_\_
20. Tobacco kills more people in America each year than alcohol, cocaine, crack, murder and AIDS combined.!  \_\_\_\_\_

**Give yourself one point for each correct answer.**

**17-20** You really know facts and you are definitely not a smoker because you realize how harmful it is.

**13-16** You are like most people; you know it's dangerous, but may be you are putting your head in the sand about a few things.

**9-12** Maybe now you've learned a lot of new and scary facts, you will think twice about smoking.

**0-8** Who are you kidding? You probably think smoking is good for your health.

### **Smoking in the U.K.**

**1. Match the paragraph with its headline a-d and organize 4 paragraphs in the logical order.**

1. In the UK, the smoking epidemic among men reached a peak in the 1940s when two thirds of all men smoked, but now, thanks to health education, only 29 % of adult men smoke. Among women, smoking only became a common habit after the Second World War. From a peak

of 41 % throughout 1948 to 1980, the smoking rate now dropped to 25 %. Throughout the 1990s, smoking was highest among those aged 20-24.

2. According to the latest government figures, 23 % of all 15-year-olds are regular smokers. Many of these teenage smokers are already addicted to nicotine, that is, they need to smoke their first cigarette of the day as soon as they get up. Eight out of ten smokers begin under the age of 20 and the majority wish they had never started. Three out of four children are aware of cigarettes before they reach the age of five whether the parents smoke or not. By the age of sixteen, two-thirds of children have experimented with cigarettes. In Great Britain about 450 children start smoking every day.

3. Children are three times as likely to smoke if both of their parents smoke and parents' approval or disapproval of the habit is also a significant factor. Most young smokers are influenced by their friends' and other siblings', smoking habits. Advertising also reinforces the smoking habit. Sports sponsorship by tobacco companies and particularly the televising of sponsored events increases children's awareness of the brands. A survey in 1996 found that boys whose favourite sport is motor racing are twice as likely to become regular smokers than those who did not have an interest in the sport because of heavy sponsorship of the sport.

4. Every year, almost 100,00 children worldwide become addicted to tobacco. High prices can deter children from smoking, since they do not possess a large disposable income. In Canada, when cigarette prices were raised dramatically in the 1980s and the early 1990s, youth con-

sumption of tobacco plummeted<sup>1</sup> by 60 %. A recent American study has shown that while price does not appear to affect initial experimentation with smoking, it is an important tool in reducing youth smoking once the habit has become established.

- a. What factors influence children to start smoking?
- b. Smoking trends among children and teenagers
- c. Addiction
- d. Did you know...

**2. Find the sentence which says:**

- 1. about women smoking
- 2. what age children begin smoking
- 3. by what and who young smokers are influenced
- 4. why only 29 % of adult men smoke
- 5. what can discourage children from smoking
- 6. how many teens have experimented with smoking by the age of 16
- 7. what makes stronger children's smoking habits

**3. What does the article say about smoking rate in the UK? Has it dropped or raised? Thanks to what?**

**4. What is your opinion? Do you think that... Choose what is right for you.**

... Smoking makes people seem sophisticated and attractive.

... Smoking makes people unattractive and smelly. "To the cigarette smoker the world is his ashtray" Alexander Chase, 1966.

**Your Attitude to Smoking**

**Try our quiz and find out how strong-minded you are in your attitude to smoking.**

**1. You are on a first date with a girl/boy. You meet in a cafe. It's really smoky inside. What do you do?**

- a. Yuck! I hate smoky places. I can't breathe and my hair and clothes become smelly. I would leave immediately.
- b. I don't like smoky places but I wouldn't want to upset my date. I would ask the waiter to open a window.
- c. I don't mind smoky places.

**2. You arrive at a party and all your friends are smoking. They try and persuade you to have a cigarette. What do you do?**

- a. Tell them that they are idiots and spend the whole party telling them about the dangers of smoking.
- b. One cigarette won't hurt me. I don't want to feel different.
- c. I would enjoy the party without smoking. I don't do everything that my friends do.

**3. Your older sister/brother has started smoking a packet of cigarettes a day. How do you feel?**

- a. I would be very angry with her/him for having such a disgusting habit!
- b. I would be very worried about her/him. I love him/her very much and I don't want her/him to damage her/him health.
- c. I wouldn't be very surprised because everyone in my family smokes.

**4. Your teenage cousin comes to stay. She/he is desperate to smoke a cigarette and asks if she/he can smoke in your bedroom. What do you say?**

- a. No way! I don't want to breathe in her/his smoke and it will make my bedroom smelly.
- b. No, because my parents might smell the smoke and think it's me who is smoking.
- c. I feel sorry for her/him because she/he is addicted so I let her/him smoke out of my bedroom window.

**Count which letters (a, b, or c) you have the most.**

**Mostly As:** You are very anti-smoking. This is good attitude and you should continue to be strong-minded. However, remember that smokers are not bad people, they are addicted.

**Mostly Bs:** You are anti-smoking but you are considerate about people's feelings too. This is a good attitude especially because people often need support rather than lecturing to give up smoking.

**Mostly Cs:** You have a very relaxed attitude towards smoking. We hope this doesn't mean that you are tempted to start smoking yourself. Remember, it's very difficult to give up.

**Put each of the following words in its correct place in the passage below**

<b>craving</b>	<b>packet</b>	<b>antisocial</b>	<b>stained</b>	<b>put out</b>
<b>addiction</b>	<b>fatal</b>	<b>chain-smoke</b>	<b>ash trays</b>	<b>harmful</b>

To many teens smoking is not just a pleasure, it is an (1) \_\_\_\_\_ They need it, depend on it, can't stop it. If they haven't smoked for some hours, they feel a (2) \_\_\_\_\_ for a cigarette. They often (3) \_\_\_\_\_, which means they light another cigarette immediately after they have (4) \_\_\_\_\_ one. Smoking is often considered (5) \_\_\_\_\_, since many people don't like the smell of cigarettes or the sight of the smoker's (6) \_\_\_\_\_ fingers, or (7) \_\_\_\_\_ full of to health and in \_\_\_\_\_ of ciga- cigarettes-ends. Above all, smoking is (8) \_\_\_\_\_ many countries a warning is printed on every (9) rettes. Scientists have proved that there is a link between smoking and disease which can be (10) \_\_\_\_\_, cancer and health problems of smokers'; future babies.

**Smoking in America  
(Jigsaw reading)**

Many American teenagers hate smoking and all over the USA are groups of teenage anti-smoking activists, (people who try to make changes by protesting in public or working for an organization) These groups teach them about how cigarette companies are trying to get young people to smoke.

**Work in pairs.**

**Look at these headlines. Which seems to be the most interesting for you? Choose one headline only. Now read the article for the headline you chose.**

- 1. The activists
- 2. Is smoking a crime?
- 3. Targeting young people
- 4. Teenage addicts
- 5. Changing teenager's attitudes

1.

Andy Berndt explains why he became a teen activist at the age of 12. "I learned that tobacco companies knew that cigarettes caused cancer in the 1950s but they didn't admit it until the 1990s. They lied to the whole country and that made me angry."

Jessie Smolin, 17, is another activist. Last year Jessie learned that her aunt had cancer. "She quit smoking but 10 years later she still got cancer. It started in her lungs and spread through her body. I held her hand while she was dying. It was the worst experience of my life."

2.

Some states (Indiana and Alabama) have drug tests in schools for drugs, alcohol and nicotine. In Florida it is illegal for anyone under 18 to have tobacco products. Punishments include a \$25 fine and 16 hours community service.

3.

Ray, a teen activist for SWAT, regularly visits schools in Florida and speaks to students as young as eight about tobacco. "Documents from tobacco companies show they target very young children. I tell the kids: Did you know cigarettes contain the same chemicals found in toilet cleaners?" The teen activists say that the cigarette companies need new smokers to replace the ones that die of tobacco-related diseases every year. Although cigarette companies in the US aren't allowed to advertise to young people, their advertisements still appear in sports and music magazines which a lot of teenagers read.

4.

Most kids smoke their first cigarette at 11 or 12 years old. Unfortunately, for many, that cigarette turns into\* a lifetime addiction\* to smoking. In fact, each day 3.000 kids become regular smokers. Sadly, about one third of them will die from diseases caused by tobacco.

5.

Teen activists are successful in changing teenagers' attitudes to smoking. In Florida the state gives lots of money to SWAT. They wrote their own anti-smoking adverts for teenagers. In the most famous advert teenagers placed 1.200 black body bags\* around the entrance to Philip Morris's building in New York to show the number of people in the US that die from smoking each day. In Florida smoking is forty per cent less among middle school students and eighteen percent less among high school students.

**Now tell the others in your class what you have read about. Use the prompts:**

- The headline of the article is...
- It begins with...
- It says that...
- I got to know that...
- Finally they say that...

**We hope you realize that it's difficult to give up smoking.**

Here are some suggestions for stopping people smoking. Rate them in order of effectiveness and importance. Create a bar chart for the opinions of your class based on how people rate the ten ideas.

1 = a good idea for reducing the number of smokers

2 = a good idea but difficult to enforce

3 = a ridiculous idea

- Sport sponsorship by tobacco companies should be banned.....
- People shouldn't be shown smoking in films.....
- There should be no cigarette adverts in magazines.....
- People should never be seen smoking on TV.....
- 5\_1 1-year olds should be told every week in school that smoking is unattractive and will kill them.....
- Anyone who sells cigarettes to people under 21 should pay enormous fines.....
- Smoking should be banned on all transport and in all restaurants.....
- The price of a packet of cigarettes should be double what it is now.....
- Pictures of famous people smoking should be banned from all magazines and newspapers.....
- Doctors should refuse to treat people if they are smokers.....
- It should be illegal under 21 to buy cigarettes.....

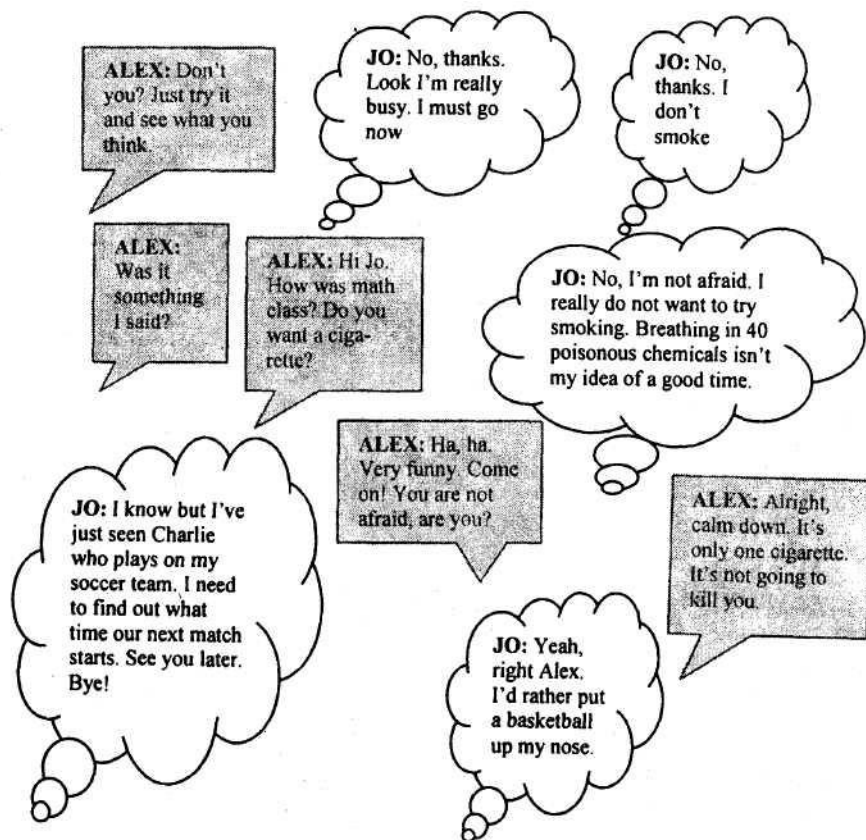
Words:

- reduce - уменьшить
- enforce - внедрить, выполнить
- ridiculous - абсурдный
- ban - запрещать
- enormous - огромный
- refuse - отказываться
- treat - лечить
- illegal - незаконный

### Refusing a Cigarette

Saying no can be difficult sometimes. Read this dialogue to find out how Jo refuses a cigarette.

1. Put speech bubbles in the logical order to get a conversation between Alex and Jo.



2. Read the dialogue in pairs, then act it out.

3. There are lots of different ways to say no when someone offers you a cigarette. Can you find them in the dialogue?

- Spend time with friends who you have more in common with.  
*I've just seen Charlie who plays on my soccer team*
- Show your knowledge. \_\_\_\_\_
- Be polite. \_\_\_\_\_
- Leave the situation. \_\_\_\_\_
- Be funny. \_\_\_\_\_

**Do you know that only 13 % of the population smoke in the USA, but in Russia - more than 76 % 400.000 people die in Russia every year as a result of smoking. Smoking is a serious risk. Think twice before starting.**

**Discussion:**

- Do you take care of your health?
- What do you think?
- Tick what is true for you

Mobile phones are good for young people

Mobile phones are bad for young people

**Look through the articles. Which of them are for and which against using mobile phones.**

- a. Kids sometimes lose their phones at school or use them in lessons. You don't need a mobile phone when you are at school because your friends are with you. It's better to talk to people without a phone.
- b. In Bangladesh the government wants to ban mobile phones for under sixteen-year-olds because they might cause brain damage. They are more dangerous for teenagers than they are for adults because teenagers' skulls are thinner. Also, many teenagers in the UK have their phones stolen. This could be a very frightening experience.
- c. In fact, mobile phones are good for young people! British teenagers used to carry a packet of cigarettes, now they carry a mobile phone. The time that they used to spend smoking, they now spend talking.  
British teenagers are smoking less so mobile phones are healthy! Also, a lot of parents feel that their kids are safer if they carry a mobile phone.
- d. Mobile phones make it easy to meet your friends at lunchtime or after school. They are good for emergencies\*, too. Your parents don't have to worry about you because you can always phone them.

**Fill in the chart with ideas for and against mobile phones for young children**

For	Against

**Debate**

**Fizzy drinks in schools?**

**School in Los Angeles have no fizzyT drinks like Coke and lemonade in the vending machinesT because so many children are overweight.**

**Yes**

In America companies like Coca Cola pay money to school to have their machines. Schools spend this money on sports and after-school activities. If they have to stop some sports activities, it will be bad for the children's health. Also, not every child is overweight. It's not fair to ban fizzy drinks for everyone. It's better to teach children to control themselves and to have a balanced diet.

**No**

Nearly half of the children in Los Angeles are overweight or obese . Schools are putting orange juice, milk and water in the vending machines so they are encouraging kids to eat and drink healthily. Also, research shows that if children eat a healthy diet, they listen more carefully in their classes.

Schools in I.A arc encouraging kids to drink milk, not Cake

**Alcohol and Teens**

"People these days are thinking less and drinking more"

**Eartha Kiti, singer**

**a. Ask your friend:**

- Do you agree with this idea?
- Do you think that nowadays people drink more than a century ago?



- Did children drink alcohol those days?
- Why do teenagers drink now?

**b. Now give your reasons. Use these words as prompts.**

**to be bored, not to differ from, look older, forget problems, to relax, rebel against (fight against the authority of parents, school, etc.)**

**Task 1. Why do US teens drink?**

In a survey US teens explained why they drink. Look at the reasons they gave. Which answer did most teenagers give? Give each answer a percentage from the box.

**51% 20% 13% 10% 6%**

- a. I'm just curious.
- b. Because my parents tell me not to.
- c. It helps me relax and be friendly.
- d. There's nothing else to do.
- e. Everybody's doing it.

**Task 2. Read the teenagers' opinions about drinking alcohol. Who thinks:**

1. It's OK.
2. to drink often is bad, but to drink at a party or with friends is fine.
3. teens drink for individual reasons.
4. teens should do what they want.

**Rashida -17- San Francisco**

Teenagers are going to do what they want to do. I don't drink, but I know many people who do. Most people I know do it when they're with a group of friends and they can't find anything better to do. There should be safe, fun places where young people can hang out with their friends at night.

**Will-17-Seattle**

I've been so drunk that I've been sick everywhere! But I keep on doing it because I think it's fun!

**Sally- 14-Chicago**

Young people know the risks but they drink for individual reasons; some are bored, for others it's peer pressure\*, others want to rebel to get attention.

**Sean - 16 - New York**

Getting drunk every week is stupid, but having a drink when you're out with friends or at a party is fine. The legal limit for alcohol should be 16, by that age you should be mature\* enough to drink responsibly and not be stupid.

**What do they suggest? Choose the opinion that you most agree with.**

**Task 3a. Read the text, think of the title.**

Look carefully at each line. Some of them are correct, and some have a word which should not be there. If a line is correct, put a tick (V), if a line has a word which should not be there, write the word.

1.	You are an average teen, just like the many people at your age.	1.	
2.	What's the easiest way to feel cool and to prove to other teens that you are cool?	2.	
3.	What proves you have made another step towards being an adult?	3.	
4.	If something is going wrong -just buy a bottle of beer and you are OK!	4.	
5.	If you ask an ordinary beer fan, the first thing you'll hear about is beer has wonderful taste	5.	
6.	But even if it's tasty, even if it's the only happiness of your unhappy life -	6.	
7.	Beer still contains alcohol! One can't say what about non-alcohol beer? It seems to be a ...	7.	
8.	good joke: who will be drink beer just to slake their thirst when we have mineral	8.	
9.	water or juice? But if you ask a teen: "Are you drinking an alcohol?" - the answer...	9.	
10.	should be: "Of course, not. You are probably blind - it's just a beer."	10.	
11.	But alcohol, especially as beer is drunk by teens - is a serious problem.	11.	
12.	The facts are that it's really very easy to get addicted to on an alcoholic drink,	12.	
13.	and beer is known as the one of the most addicting alcohol drinks.	13.	
14.	There are the millions of beer alcoholism cases. Isn't it anyone's stupid fashion?	14.	
15.	Isn't it time now, before you lose your brains forever, to think about it?	15.	

**Answer the questions:**

1. What is according to the article the easiest way to show that you are cool?
2. Do teens think that they are drinking alcohol while drinking beer?
3. Beer is known as non-addicting alcohol drink, isn't it?
4. Are there cases of beer alcoholism?
5. Do you drink beer? How often? What do you think of this problem?

**Task 3b. The author of the following article has his own view point on drinking beer. Look through the jumbled paragraphs and put them in the logical order. Then choose the correct item in 1-4 statements which go after the paragraphs.**

**USE AND ABUSE OF BEER**

**a.**

But never, ever, make cocktails with beer unless you are absolutely sure of the consequences!

**b.**

You may argue; but the philosophic content of any glass may be proved experimentally. It is unthinkable to mix aristocratic cognac and democratic beer. A mixture of vodka and beer would make a true revolution in your stomach, as well as a mixture of ideas of equality and brotherhood

would make a revolution in your country. It would be fine to force various ideologists to test cocktails of drinks respective of their cocktails of ideas.

**c.**

In many people's opinion, drinking beer is senseless, unpleasant and harmful, and it is better to drink orange juice.

Far from being a fan of beer, I'm a determined opponent of any campaigns against people's habits, be it smoking, drinking, sex, eating, breathing or whatever. I dislike orange juice, but I don't campaign against it. I believe drinking mercury is harmful, but if someone likes it, I respect his choice - unless he forces me to share his booze (alcoholic drink).

**d.**

As for beer-drinking, there is, as a matter of fact, nothing new-fashioned about it. People have drunk ale and beer for centuries. A drink with such a long history deserves some respect; its survival through the ages must mean people need it, it affects some parts of their souls. There must be some philosophy behind such an old drink.

**e.**

The philosophy of beer is one of democracy, equality, openness. It is primitive and popular; but it is natural. (I wish I could say the same about the philosophy of orange juice.) Beer-drinkers are usually big, good-natured, calm and not too clever. Such people form the foundation of any society.

1. The author's arguments are in favour of/against drinking beer.
2. Beer-drinking is a modern fashion/old tradition.
3. If you don't like something you should/shouldn't campaign against it.
4. Beer drinkers are usually aristocrats/ordinary, not too clever.

**Do you agree with this point of view? Yes or no, prove it.**

**Task 4. You should know that. Read facts.**

### **ALCOHOL STATISTICS**

- 37 % of 8th graders who drink heavily attempt suicide, while 11 % of non-drinking 8th graders attempt suicide.

Source: National Institute on Alcohol Abuse

- Among young adults aged 18 to 25, 19.9 drove cars while under the influence of alcohol in 2000

Source: National Household Survey on Drug Use

- Teenagers who begin drinking alcohol before the age of 17 are 3 to 4 times more likely to be in a fight after consuming alcohol, when compared with adults who begin drinking over the age of 21

Source: Dr Ralph Hingson, Boston University

- More than 40 % of individuals who begin alcohol at age 13 or younger will develop alcohol dependence

Source: National Longitudinal Study

- Alcohol is an integral part of most Western cultures, yet it is one that many people think we would be better off without. Shockingly, alcohol was the fourth leading cause of death in the US in 1999. It can cause a range of problems such as addiction, liver damage, and risky behavior leading to accidents and unsafe sex. In high enough doses it can be fatal; and the link between alcohol use and violence is well established.

**Answer the questions:**

1. How many teens who drink attempt suicide?
2. Do young people drive cars being drunk? How many of them?
3. Who is more likely to be in a fight?
4. When do teens get alcohol dependence?
5. What problems does alcohol cause?

**Task 5. Read the articles. Match them with their headlines.****1.**

The average American teenager has their first alcoholic drink at the age of thirteen but most teenagers don't know how to drink sensibly. One third of US teenagers believe that an average can of beer contains less alcohol than an average glass of whisky and 4.4 million teenagers have monthly drinking binges (binge drinking is at least five drinks one after the other for men and four for women). 16 % of teenagers have lost consciousness after drinking alcohol.

**2.**

Lots of US schools are using special large glasses that kids put over their eyes to make them feel like they are drunk. The good thing is that you're not really drunk so you can remember how bad it felt and how stupid it would be to drive.

**3.**

Drinking too much can be very dangerous. Many kids don't know that you can actually die from too much alcohol. Drinking and driving is a big problem in America. Every day in the US six teenagers get into a car and they don't get out alive because of drinking and driving. Drinking alcohol from a young age can cause problems when you are older too. Young people who start drinking before 15 are more likely to have a drink problem when they are adults.

**4.**

At 21 years, the US has one of the highest legal minimum drinking ages in the world. This high limit has saved thousands of lives through averted drink-driving accidents, and research has shown that delaying the onset of drinking reduces alcohol consumption for the rest of your life - and reduces your likelihood of becoming an alcoholic. But American teenagers feel that the limit is unreasonably high. After all, they can vote, marry, buy a house, and join the armed forces before the age of 21. And so - by obtaining alcohol from adults, using fake identification or buying from vendors who do not ask for ID - American teenagers drink illegally, and without adult supervision. Even President Bush's twin teenage daughters have been repeatedly caught under-age drinking.

**5.**

Another worrying trend is the dramatic increase in heavy drinking amongst women. Women's bodies cannot cope with as much alcohol as men can. Research shows that women experience alcohol - related liver damage at lower consumption levels than men, and women face other health risks - for instance drinking while pregnant can harm your body.

**Headings:**

- a. Why is drinking alcohol a problem for teenagers?
- b. How can you teach teenagers about the dangers of alcohol?
- c. Women's bodies cannot cope

with as much alcohol as men's

d. How big is the problem?

e. Old enough to know better?

### True or False?

Which of the following statements are true, according to the articles:

1. Experts haven't been able to prove a direct link between alcohol and violence.

2. Alcohol was until recently the 4<sup>th</sup> leading cause of death in the USA.

3. There is no link between alcohol and liver damage.

4. US teens can't buy a house or join the army until they are 21 years old.

5. The legal age for drinking in the USA is 21.

6. You are less likely to become an alcoholic if you don't drink in your teens.

7. Peer pressure stops a lot of people drinking.

8. Levels of drinking amongst women have not risen so much as amongst men.

9. Women's bodies are better at coping with alcohol than men's.

### Task 6. Choose any two articles for retelling.

### ARE YOU SENSIBLE ABOUT ALCOHOL?

Put the verbs in brackets into the past tense to make correct second conditional questions. Then, do the quiz.

1. You are at a friend's house. Your friend's dad has drunk some beer but you're not sure how much. What would you do if he \_\_\_\_\_ (offer) to drive you home?

a. Ask him if he knows about the dangers of drink driving.

b. Say no because I feel like walking home.

c. Take the lift even though I would be worried.

2. You arrange to have a party at your house. What would you do if your friends \_\_\_\_\_ (start) planning to bring bottles of whisky and vodka to your party?

a. Cancel the party. If they get really drunk, something bad may happen.

b. Ask them not to bring strong alcohol. If they refused, I'd watch them carefully at the party.

c. I'd join in with them. I don't want to ruin the party.

3. You have had an argument with your family and you are telling your friend how upset you are. What would you drink if your

friend \_\_\_\_\_ (offer) you a secret drink from his/her parents' drinks cupboard?

a. Nothing. Alcohol isn't going to help with my problems.

b. A beer with lemonade (shandy). I don't like the taste of alcohol.

c. A double whisky. I would need something strong to help me forget my problems.

4. You go to a friend's party on your bike. You drink a glass of wine. If you \_\_\_\_\_ (feel) drunk, how would you go home?

a. I'd get a taxi home and collect my bike in the morning.

b. I'd ride my bike home slowly and carefully. I don't want to waste money on a taxi.

c. I'd ride my bike home as quickly as possible. I have to be home by eleven.

5. You are at a party when some older kids arrive with some plastic cups filled with liquid. They won't say what is in the cups. If they \_\_\_\_\_ (encourage) you to drink from the cups, what would you do?

a. I'd tell them I never drink something when I don't know what it is.

- b. I'd take a little bit and then I'd throw the rest away when they weren't looking.
- c. I'd have a drink. I don't want them to think that I'm not cool.

**ANALYSIS**

Mostly **As**: You are very sensible about alcohol. You are a strong person who doesn't give in to peer pressure. Well done!

Mostly **Bs**: You are quite sensible about alcohol. You know that a little alcohol won't really harm you but remember never give in to pressure to do something you're not comfortable with.

Mostly **Cs**: You are not sensible with alcohol and you probably think that drinking alcohol is cool or you are giving in to peer pressure. Remember that alcohol can be dangerous. You need to read the articles.

**Task 7. Match the first and the last paragraphs. What heading will you write for the articles? Add something for each topic.**

1. Increased drug use among people today is a problem that must be dealt with by society to prevent from causing more damage than it already has.	a. In conclusion solutions to the problem lie in education and in strict law enforcement. More importantly, teen-agers should be provided with adequate recreational facilities to put an end to the boredom that drives them to drinking.
2. The problem of teenage alcoholism is one that worries officials and parents. To drink a bottle of beer is the easiest way to feel cool and to prove to other teens that you are cool.	b. In my opinion, sport should be used as much as possible to encourage young people to lead a more healthy and peaceful life instead of being involved in drug misuse.
3. Physical education has long been part of the school timetable for children; imagine an educational program which does not include some forms of physical education.	c. If something isn't done soon, an alarming increase in the number of young drug users is inevitable, which will undoubtedly have a harmful effect upon society as a whole.
4. As far as education is concerned, sport is an important part of every child's schooling, as it plays a big role in both their physical and mental development. It teaches children how to work as part of a team and cooperate with others.	d. At present, it seems that many students do not take part in any kind of physical activity at all. Will we see PE slowly disappear from our schools and only to be replaced by more "useful" lessons in future?

**Which articles are about positive/negative things that young people can be involved into?**

**Task 8. Read**

The articles on teenage drinking contained a lot of statistics and percentage about the problem of teenage alcoholism. Read these statistics about what American teenagers feel about pressure from their peers and from advertising and the media to look or behave in a certain way. Then create a pie chart to illustrate teenagers' feelings about the pressure to drink alcohol. Do a similar survey in your own class and set it out to show how many students feel very pressured, slightly pressured or not at all pressured.

very pressured		slightly pressured		not at all pressured
Drink alcohol	7 %	16%		77%
Smoke	8 %	15%		77%
Take illegal drugs	7 %	9%		84%
Have sex	9 %	19%		72%
Look a certain way (hair, clothes, make up)	16 %	39%		45%
have a boyfriend/ girlfriend	16%	36%		48%

### Reading comprehension.

#### Task 9. First, match the following words or phrases to their definitions.

- |                        |  |
|------------------------|--|
| 1. sober up            | a. things that go wrong with your body when you stop taking a drug |
| 2. withdrawal symptoms | b. take more than a safe amount of a drug                          |
| 3. overdose            | c stop being drunk.  |

Now, decide if these facts about alcohol are true or false to find the word to describe someone who is addicted to alcohol.

a-----

- Alcohol is poisonous to the human body.
- Eating a sandwich after drinking all night Will sober you up.
- Alcohol, food and non-alcoholic drinks are all digested the same way.
- Having a sleep helps you sober up.
- Alcohol only affects your body's organs when you are very drunk.
- You can suffer alcohol withdrawal symptoms after the first time you drink.
- It's fine for someone to drive the morning after drinking.
- Every time you drink alcohol you kill 10,000 brain cells.
- Although alcohol is a drug, you can't overdose on it.

True	False
A	S
I	L
S	C
R	O
T	H
O	H
D	L
A	I
Y	C

## TEENAGE PREGNANCY

### Task 1. Read the statistics.

- Last year in the UK 36,540 unmarried teenage girls between the ages of 15 and 19 had a baby.
- In the USA nearly one million teenage American girls become pregnant each year.
- Britain has the highest rate of teen pregnancy in Europe.
- The teenage pregnancy rate in Britain is twice that of Germany and four times that of France.
- The Netherlands has the lowest teen pregnancy rate in Europe.
- 4 out 10 teenage girls in the world become pregnant before they are 20.

#### a. Answer the questions:

Are you surprised by the facts? Is teenage pregnancy typical only of poor countries? What country has the lowest/highest rate of teen-pregnancy in Europe?

**b. Underline the key word(s) in each statement in task 1.**

**Task 2 (a). Read jumbled paragraphs. To form an article organize them in logical order and find the proper heading (a-f) for each paragraph.**

**1.**

Most teen girls are delighted when they first realize they are pregnant? they are given gifts and look forwards to having a body. However the reality is often a terrible shock even when the girl's parents help. Most can't cope with looking after a body and schoolwork and drop out" of school. In most cases the teen mother needs a job to pay for the baby, she has to find somebody to look after the baby while she is working or studying. Due to these problems, most teen mothers do not find good job.

**2.**

In most cases the father does not help financially or emotionally. If he is young too he can't help very much because he has the same problems as the mother. In the past, the couple would get married but evidence showed because the couple were so young, it didn't work.

**3.**

Life can be very hard. Many grow up in poverty or are neglected because the mother is too young to care for them properly. In the majority of cases the children do not do well at school because their mother has no time to encourage them or because she did not have a chance to do well in school, she cannot help them with schoolwork.

**4.**

Teen mothers are given some welfare" money to help them survive. Around the USA and parts of Britain, there are some schools that have a special childcare centre for the teen mothers. The centre looks after the babies while their mothers are in class. They also teach the mother how to make sure the baby stays healthy. Although these centres are helpful, they have been criticized for how much they cost the state.

**5.**

Teens in the USA in particular are constantly warned of the risks of getting pregnant. Sex education starts as early as 3rd grade, messages to say no to sex appear on TV, stories of young girls getting pregnant are constantly in teen magazines. However, the truth is most teens believe it won't happen to them.

**6.**

Some say teens should be taught to abstain from sex until they are married, others say we should give them more information. Some schools use 'Think-it-Over-Dolls'. These are dolls that cry during the night and must be picked up. They also need to be 'fed'. The dolls record it if you hit them or drop them. Teens are given the dolls to look after for a weekend.

**Heading:**

- a. What is life like for teen mothers?
- b. What help is available for teen parents and their kids?
- c. Why do so many teens end up in this situation? They must know the risks.
- d. What is life like for their children?
- e. How can the number of teen pregnancies be reduced?
- f. What about the children's dads?



## Task 2 (b). True or False

1. If the mother is too young, children are often neglected, they don't study well, because she can't help them with homework.
2. In the USA sex education begins in the 7th grade.
3. The most teens don't believe that pregnancy will happen to them.
4. The government doesn't take care of teen-mothers.
5. The special childcare centres aren't helpful, so they are often criticized.
6. "Think-it-Over-Dolls" are used to give the girls the chance to practise how to look after a baby, how difficult it is.

## Task 2 (c). Complete the sentences:

1. Most teen mothers don't find good job, because...
2. The young mother can't help her child with the homework, because...
3. The father can't assist very much, because...
4. The childcare centres look after the babies, while...
5. "Think-it-Over-Dolls" are dolls that cry and...
6. Teenagers in the US are constantly warned of...

## Task 3. Read the extract below about teen pregnancy. It is a warning from an anti-pregnancy advertisement. Words in bold are in the wrong place. Can you put them in the right place?

1. If you aren't careful, you will be very tired a teen parent.
2. If you have to look after a child, you will become socialize.
3. If you won't be able to a baby, it will wake you up in the night.
4. If you won't get in the night, you have.
5. If you don't finish school, you wake up a good job.

## Task 4. Read about the following programs and ideas that people have for reducing teen pregnancy and grade them out of 10. Give 10 for what you consider an excellent idea and 1 if you consider it a bad idea.

1. Using Think-It-Over dolls Rate
2. Visiting teen mothers who can testify that they can't go out and are permanently tired.  
Rate
3. Learning more about how to avoid pregnancy.  
Rate
4. Reducing welfare for single mothers so teens know they won't receive help if they get pregnant so they are more careful.  
Rate
5. Persuading teens to 'wait' until marriage.  
Rate

## Task 5. Read the story happened to a Russian girl. Did it end well?

### ALL WELL THAT ENDS WELL?

Ann had a birthday party, and nobody interested her as much as one of the guests - a good-looking boy of 18 who seemed to be an ideal friend who she needed at that time. They were just

introduced to each other, but Ann felt she was being lost in his velvety blue eyes full of tenderness. She noticed his look at her and smiled with her heart sinking. It was clear to everybody: they would be together, and perhaps for their whole lives.

Ann and Serge spent an enjoyable time talking about everything, but the words were not important or necessary for they felt they had been looking for each other for a long time, each lived in the heart of the other and was as close as possible. All the guests thought it was a wonderful loving couple. Ann found that Serge was rather sociable and free in communicating, without any complexes, even sometimes saucy, but that didn't matter to her. She was so glad to be near such an attractive boy, who easily made girls fall in love with him; Ann was proud when she saw some curious and jealous glances at them. And Serge... he was so confident of his good looks that accepted Ann's adoration as something obvious.

A month passed, and it brought a lot of remarkable moments of delight to Ann, as she met Serge almost every day. She believed she had found a great and bright love... but one fine morning she opened her eyes and understood that she had made a big mistake...

At first Ann felt fear, for she was only 15, and wasn't ready for such a turn of her fate. Then she tried to quiet herself, thinking that she had become a grown-up and had to make important decisions. Ann's parents were always too busy and tired to give a piece of advice; they provided independence in the full sense of this word to their daughter. But could she share this problem with them?!

Nevertheless it happened, and Ann heard her heart beating pleasantly; she closed her eyes, dreaming about a little laughing baby and imagined herself with a pram proudly telling her surprised friends of her age about her loving husband. But suddenly a thought came to her: "What will Serge say? Oh, I hope he will be as happy as I am." She called Serge, but was shocked by the cold tone of his voice when he heard the staggering news: "Are you sure?" Ann threw the phone down and burst into tears.

Can you imagine the end of this tragic story? Ann wasn't able to get rid of the child, she left school, her life turned out to be broken. She didn't meet Serge anymore. Ann had to stay at home with the baby, and it was so difficult to start her adult life, full of problems and troubles.

It's a typical, real story which has a wonderful beginning but an awful end. I don't want to tell you that all pretty boys are dangerous (I fall in love with them too), and that we should avoid them. But I'd like to draw your attention to these figures: about 20 per cent of abortions are of young girls of 14-16, and about 3 per cent of them can't solve this problem and decide to leave this world forever.

I wouldn't raise this question, but not long ago I heard such a strange opinion from one of my good and dear friends: "Sometimes girls are too thoughtless, they are as much responsible for their deeds as boys are." And this point of view is rather popular. However, I know several girls who got married, or were left with a baby on their hands at 15-17, and I can't believe that teenagers of this age are eager to care for children and husbands; to relinquish further education, rooting themselves to the house. We need freedom, joy, communication, new friends... and it can disappear in a moment?! Don't be a hurry, we all will turn into grown-ups at one time and change our life utterly. But now - enjoy every minute of your young age (of course, reasonably), the more so as it is spring, the time of entertainment, happiness and love!

1. Is the author a boy or a girl?
2. What advice does the author give the teenagers of 15-17 years old?
3. Do you agree that your age is time for happiness, love, education, but not for looking after babies?

**Connect a line in A with a line in B to get a sentence.**

1. At the party nobody interested Ann as much 2. She felt lost	a. it was a wonderful loving couple b. that she's made a mistake
3. All the guests thought	c. to give her advice
4. Ann was proud	d. her life was broken
5. One morning she understood	e. when he heard the news
6. Her parents were too busy	f. when she saw jealous glances
7. She imagined herself	g. as a good-looking 18 year old boy
8. His voice was cold	h. in his eyes full of tenderness
9. Ann didn't get rid of a child	i. proudly telling her friends about her loving husband

### **Hikikomori. What is it?**

**Words: Can you give Russian equivalents?**

- **recluse** - smb who stays alone indoors and avoids people
- **to get to smb.** - to affect smb. deeply
- **withdrawal** - hiding away, removing oneself
- **obsessive compulsive disorder** - physiological illness where a person feels they must perform the same task repeatedly
- **scared to death** - very frightened
- **to sell out** - to sell all the tickets
- **to get over smth.** to recover from
- **the last straw** - a small incident, which coming after many others, proves to be intolerable
- **agoraphobic** - fearing open spaces.

#### **1. Read about Japanese boy and say what hikikomori is.**

What are you doing tomorrow? Japanese teen Hirokatsu Kobayashi is spending the entire day and night in his bedroom, playing video games and shutting out the outside world. He has done this for nearly 2 years now. He is just one of a million teenagers in Japan who is suffering Hikikomori - a particular type of depression that causes teens to become introverted recluses.

#### **2. Read the passage. Find the answer to the question: What is the cause of deep depression?**

Exams, concerns about popularity, society says you must be a good son, a good student, get a good job, be a particular type of person... the list of pressures is endless and life can get to you. Although these difficulties exist in plenty of countries, hikikomori (a Japanese word) is specific to Japanese boys. Sociologists can't agree whether it is a social phenomenon or a disease, but it is defined as 'a withdrawal from society for over 6 months'. 6 months is a long time but many people have withdrawn from society with hikikomori for up to 30 years.

#### **3. Read and say what the boy is afraid of.**

Hirokatsu Kobayshi refuses to leave his bedroom unless he needs to use the toilet or to have a bath. He won't talk to his parents at all and spends much of the day cleaning his bedroom. He has an obsessive compulsive disorder. When he does leave his bedroom, he is scared to death and

also insists on wearing gloves and a face mask for 'fear of bacteria'. He even has to clean the bath for two hours before gets in it.

#### **4. Read and answer the question: Why did the boy refuse to leave the kitchen?**

When Yoshi, a loving mother from Tokyo, came home one day, her son (whom she calls Boy X because she doesn't want him to be known) had locked himself in the kitchen. That was three years ago and he has lived there ever since. Instead of forcing him to leave, his parents built a new kitchen and his mother leaves meals for him three times a day. Yo-shi's son had been unhappy at school, then he was bullied, he received anonymous letters saying how much he was hated, then abusive graffiti appeared about him around the school. The bullying was obviously the last straw.

#### **5. What is the solution?**

Some might say Yoshi's parents should have broken the door of the kitchen down but Japanese counsellors believe this would only have upset the teenager ever more.

Some clinics are being built to solve the problem but as so many hikikomori sufferers are agoraphobic, it is difficult to persuade many to attend and doctors don't want to force them. Counsellors say unless the teens want to help themselves, they should be left alone.

#### **6. What way do many families have chosen to help their child?**

What makes a perfectly healthy teenager suddenly decide to shut out his family, friends and school? In Hirokatsu's case, he failed an exam, but teens often fail exams and get over it. Psychologists therefore believe there must be other factors contributing to hikikomori. It's hard to find out much about hikikomori because those who have it refuse to speak to anybody at all. Despite suffering from lethargy and often being very gentle people, they normally react violently if forced to communicate. Many have attacked their parents (normally their mothers) who have tried to help them. Because of this, the way many families have chosen to help their child is to do nothing and allow them to do what they want. This can lead to quite bizarre family lives.

#### **To think about:**

- Could hikikomori happen in your country?
- What would you do if your brother suffered from hikikomori?

#### **In Conclusion:**

#### **What is the right to health and health care about?**

Write an article with your ideas for or against smoking, drinking, taking drugs.

Use the plan:

1. Introduction.
2. Main body.
3. Conclusion (or Recommendations).