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UNIT 1

FAMILY RELATIONSHIPS

Lesson 1. Happy families are alike

Ex. 4a

Alice (14)

I adore being with my family. My parents are my real friends and they certainly mean a lot to me. They always help me in difficult situations. It's fun to spend time together. My family is very important to me. I think it's nice to have someone you can **rely on** and share all your experiences with.

Brian (13)

I'm lucky to have such a wonderful family. We spend a lot of time together, play together, and watch TV together. We are **a close-knit** [ˌkləʊs'niːt] **family** and we would do anything for each other. After all, without a family you have nothing – that's my opinion.

Liz (15)

We are in the same class at school and we have the same friends. Well... we aren't exactly the same – she's taller and thinner than me. And we also have different characters. If you have a twin (близнец) you are never lonely – there's always someone to talk to, someone who will come to you if you need **a shoulder** ['ʃəʊldə] **to cry on**.

Andy (14)

Most people think that a perfect family is the one with many children and I absolutely agree. I'm the youngest of five children. It's great to feel that there are so many people who can help you sort out your problems. Besides, I think that people who have a strong family behind them feel more **secure** [sɪ'kjʊə] **and confident** and can **deal with** life better.

Alex (15)

Though we are only two – my mum and me, I'm lucky to have such a close-knit family that sticks together. Of course, you need your family's **support** to rely on. We really **get on well** with each other, spend a lot of time together, which is fun.

Lesson 2. Can you recognize true beauty?

Ex. 1b

- This person is pretty young with blue eyes and long blond wavy hair. She's got an oval face, full lips and a small nose.
- This person is a pretty lady in her late twenties. She's got a small straight nose, a pony-tail and a tattoo.
- This is a young lady in her early twenties, I think. She's got blue eyes, straight red hair and a lot of freckles.

Lesson 3. Relationship is built around personalities

Ex. 2, 3

My name's Ted. I come from New Zealand. I'm 15 and I'm a student. You can see me in the photo. I'm the youngest of the two children.

And this is my family. My mum Susanne. She's in her late thirties. She's tall and has fair hair. She works from home but that doesn't mean you will always find her there. She's very energetic, talkative and crazy about shopping.

This is my dad, Tom. He's in his mid forties. He's a businessman. Five years ago he set up a building company here in Wellington. He's also a very energetic man, full **of beans**. I think he's the **breadwinner** in our family. I don't think he's got any special hobbies but he enjoys reading books on history. He's athletic and likes to play rugby.

Then this is my elder sister Lucy. She's nineteen and she's a medical student at Wellington University. She's crazy about her studies and spends most time reading books. She's really friendly and understanding. She's as **charming** and attractive as our mum. She's got wonderful impressive eyes and a winning smile. She likes expensive things and can't stand boring people. And, you know, I sometimes think she talks too much.

This is my grandad John. My father and I **take** after him. He's really kind-hearted. Something interesting about him is that he's got a lot of interests. He likes reading, travelling (every summer he takes us to a few picturesque places), doing yoga, jogging and, can you imagine, – surfing the Net!

I've also got a granny, Mary by name. I think she's in her mid sixties. She used to be a college teacher but she is retired now. Though she looks a bit **strict** she's really kind-hearted and soft. Sometimes I think she's too **sentimental**, especially when at family occasions she tells us how she was bringing up her children with love and care. She likes gardening and spends a lot of time growing vegetables and flowers.

And finally, this is my cousin Alice. She isn't married and she has no children. She's in her mid-twenties and she's a successful TV presenter. She's very rich, I think. She's interested in fashion and cars.

Lesson 4. Spend quality time together!

Ex. 3a

Dad: Jane, have you heard the news? Have you heard that your granny is coming on Friday?

Jane: Oh, that's great. What are we going to do then? Any special plans?

Dad: We will probably eat out on Friday.

Jane: That's a good idea! And what about Saturday? Do you remember I am having a party in the evening with my friends?

Dad: Are you? OK, then you will take her shopping in the morning. I'm sure she will like it. She's crazy about shopping! And in the evening I expect she will want to go to the theatre with Aunt Emily.

Jane: Are you going to invite any relatives for dinner, dad? I think they will be glad to meet Granny. They haven't seen her for ages.

Dad: Well, probably, I'll think about it. Thank you. And what about Sunday? Have you got any ideas?

Jane: Let's ask mum.

Dad: Fine. I hope she will help.

Lesson 5. Strong bonds will always matter

Ex. 3a

1. Young people will get lazier and lazier and finally will stop helping their parents because they will use more and more gadgets ['gædʒɪts] at home.
2. Not many children will have siblings and there will be more families with an only child.
3. Because of the computer, many teenagers will live isolated from other people and that's why they will grow selfish.
4. There will be more single-parent families.
5. Teenagers will communicate with their parents only through the Internet.
6. Houses will be getting more and more expensive and that's why several generations will live together in one house.
7. Most children will live with their great-grandparents because people will live longer.
8. Families will spend more time together.

Ex. 4b

The Browns are a very active family. They've already been camping in the mountains of Jupiter, had a picnic on Mars. They are tired of travelling to the Moons with friends and relatives. That's why they are going to buy a tent, take some food with them and find a natural forest somewhere on the Earth.

Lesson 6. How to work through family problems

Ex. 3a

A. Tom Edmonds (University of Calgary)

Family life can be difficult at times. You can't choose your family, yet they're with you for life so it's important to find a way to work through your problems. Whether you're having a difficult time sorting out family problems, or perhaps you're just not getting on well with your brother, sister or parents, there are things you can do to improve the situation. You need to think about what you do or say. In family gatherings, you need to be on your best behaviour so that you do not **offend** family members.

B. Ann Carrol (University of British Columbia)

Respect your parents. Do this not just by giving them respect, but by listening to what they say and doing your best to make them happy. Realize that you may be able to choose your friends, but you're born to your family. When you are talking or discussing a problem with a family member, you need to fully listen and understand what they are saying. Do not interrupt them, **do not blame** the person directly **for** the conflict. Instead, what you need to do is address the act or event that leads to the conflict. When talking, make sure you use a normal tone of voice and talk to them in a loving and respectful way.

C. Frank McKenzie (Australian National University)

Try to **compromise** whenever and wherever it's possible. When winning an argument you lose respect and love, your victory is fake. When you see that the people who you love most are happy, you will have a feeling of great happiness. Dealing with family members, you need to remember that you should **treat** them the same way that you want to be treated. Make sure that you do not offend family members. Always be polite! Use words and phrases such as *please, thank you, I am sorry, I was wrong, I love you, you're welcome* to sound polite, loving and to show you're ready to compromise.

D. Sara Green (University of Canberra)

You are not always going to agree with your family members, many times you and your family members are going to **disagree or even quarrel about** a variety of things. Make sure that you do not offend family members. Be careful when disagreeing with them. The best way to do that is always to be respectful. Always make eye contact when you are talking to them and **avoid** being rude and hard. And remember that no matter how old you are, you are still a child for them!

E. Alan Rogers (Alabama State University)

Communicate! Show (an) interest in what life was like for them when they were growing up. Try to relate their experiences to your own. Also, show the same interest in what they are doing now. Does your parent work? If so, ask about their work. Take part in family activities, such as birthdays or visiting elderly relatives. Doing things together makes relationships stronger. Eat together. Modern-day life makes this virtually impossible to do, however, it really does change your family life greatly – for the better.

Lesson 7. Stop criticising me!

Ex. 2a

1. *Jane Hopkins, 14*, is a student. Her father is a businessman who works half of the year in the Netherlands.

– When he comes home, he starts criticising ['krɪtɪsaɪzɪŋ] me. Why don't I eat pudding? Why can't I be quicker in the bathroom? Why can't I have a tidy bedroom? I say, advice is all very well, but not several times a day. I'm afraid one day it may lead to a conflict. The older I get, the more certain I become: I want to leave home as soon as I can.

2. *Alex George, 16*, is a school student. He is a member of a music band and plays the guitar. He does not get on well with his parents.

– They say I should do more to get a good education. But I want to be a musician. Dad wants me to join the army. Mum is always criticising my hair style and my clothes. Why do they criticise me so much? Why can't I have the freedom to dress as I like? I don't want to become a bank manager after all!

3. *Jill Stevenson, 15*, is a college student. She goes to church on most Sundays, but her parents do not trust her when she goes out with boys.

– Kids grow up much faster today. But my dad won't let me stay out longer than 11 o'clock on Saturdays. It's stupid. I'm nearly sixteen. He's still living in the past. I talk to him, try to find the way to sort out the problem. I want him to see I'm an adult.

4. *John Clarke, 15*, wants to leave school before taking his exams. He is tired of wearing the school uniform with a silly little school cap. Quite often he does not return to school after the midday dinner break and walks round town.

– Some teachers are not easy to deal with. They think I'm stupid and tell me so day after day. Mum and dad are always lecturing ['lektʃərɪŋ] me because of school. Kids like me haven't got a chance at school. We're just there to be shouted at. I want to get a job and then do evening classes.

Lesson 9. Can relationships be good in a foster family?

Ex. 2a, 2b

John is extremely lucky. He is a happy, cheerful 17-year-old teenager who adores his family. However, just like many teens, his life wasn't always so easy when he was growing up. John was brought up by his parents until he was 7. He was lucky to have a close-knit family. Unfortunately, his mum and dad died in a car crash and John had to live with his grandparents. "I don't think they were happy with me. It was awfully difficult for them to look after me. I was really a wild child," said John. He started smoking, playing truant (missing school), getting into trouble. Nobody knew what to do with him. "I remember in my early teens I stayed out late at night, got into trouble with police and even started to take drugs. So it was decided that I should go and live with a foster family." Things started to change. The Smiths had fostered a couple of teenagers before and they all were happy to be together. James and Linda Smith showed John that there was another life, did everything to bring him up with love and care. John understood how important it was to go to school, get an education, get on well with everyone around and lead a healthy way of life. He is really happy with the recent changes in his life.

Ex. 3b

- How important are your foster parents to you?
- They've really done a lot for me. They help me to understand how to live my life, what's good and what's bad, how important it's to go to school. They are quite easy to deal with, we spend a lot of time together, communicate in a relaxed way and it's fun to be with them. It's a real family because I've started to feel secure and confident.
- What can lead to family problems?
- Well... I'm sure that when you argue a lot it doesn't help to deal with misunderstandings and sort out day-to-day problems. The relationships are bad if you criticize each other all the time without trying to understand each other. It's very important to talk and communicate, for it will help to avoid conflicts and keep peace and friendship in our family.
- Right! Do you sometimes quarrel with your foster parents and other children?
- When dealing with my family I try to compromise. We are real friends, they help me, and I'm really glad they helped me to make up with my grandparents and now we get on well. No, we never quarrel now.

UNIT 2

INTERPERSONAL RELATIONSHIPS

Lesson 1. Why are you friends?

Ex. 3a, 3b

Speaker A Her name's Elizabeth, Liz for short. She's a bit taller than I am. She's got long dark hair and she likes to wear it in a ponytail. She's open-hearted and sociable ... and ... what makes her a real friend – very reliable. Yes ... you can always rely on her. She'll never let the cat out of the bag. She can't live without shopping, which makes us closer.

Speaker B He's in his late thirties. He's got shoulder-length hair, a round face and freckles. He's quite well-built and muscular. Jeff is crazy about sports, especially body-building. He's got lots of positive features but what I appreciate most is that he's really hardworking. He sometimes stays in his office until midnight. And he's really helpful ... He'll always lend a helping hand.

Speaker C He's a bit younger than I am. He's a little shorter, but we look pretty similar. We don't spend as much time together as we used to when we were younger, but we play pool from time to time and we sometimes go jogging in the morning. I think I'm more sociable than George, but he's more popular with girls. He's good at languages, but his real passion is music ... And I think he's really well-organised and I like it.

Speaker D I think Natasha is the most easy-going person I know. She makes friends easily, because she's sociable by nature. Imagine ... She's got three mobile telephones and she's always on the phone. She enjoys outdoor life and never gets bored. She's naughty sometimes but when you talk to her you realize how intelligent she is. She's careful with money and generous at the same time. She dreams about travelling abroad one day and seeing the rest of the world.

Lesson 2. Friendship is ...

Ex. 2d

1. A friend in need is a friend indeed.
2. As we know, false friends are worse than open enemies.
3. When a friend asks, there's no tomorrow.
4. The way to have a friend is to be one.
5. Be slow in choosing a friend, but slower in changing them.

Ex. 4b

I'm absolutely sure that friendship is the most fascinating thing in the whole world. They are rich who have true friends. What is more, they give us so many moments of happiness and satisfaction, make our life full of joy and pleasure. That's why we should value friendship and treat our friends with respect and love. However, friends sometimes fall out because of misunderstandings that appear from time to time. Besides, irresponsibility and selfishness can ruin the relationship between friends. My own opinion is that real friends are people who take care of each other and treat their friends the same way they would like to be treated. I personally believe that true friendship will save the world and make our life happier and more interesting.

Lesson 3. What brings friends together

Ex. 2a

1. What about starting a *Book Club*? Do you love reading? Do you know people who appreciate reading?

Pick (choose) a book that you'll all read and then gather to discuss it. Fiction, non-fiction, fantasy or a romance story, it doesn't matter. Get together with friends every week or two and talk about books. Think how they touched your emotions, got you thinking or moved you to action.

2. Why don't we start a *Garden Club*? Are you passionate about your garden? Do you share gardening tips (advice) with friends and strangers?

Invite friends to tour your garden and then visit theirs. Share gardening strategies, plant flowers, and spend time with like-minded people.

3. How about going to the cinema together? Do you hurry out to see the latest blockbuster as soon as it is released? Do you prefer watching movies in the comfort of your home? A *Movie Lovers Club* is a great idea!

You probably talk about the movies you've seen, so why not start watching them with a group of friends? Going to the local cinema or watching the latest DVDs at someone's place can bring people together.

4. Let's start a *Hobby or a Craft Club*. Are you enthusiastic about a particular hobby? Do you find craft time relaxing or worthwhile?

Invite friends to share your passion for your hobby. You can **take up** different hobbies and develop talents and new skills by sharing interests with each other.

5. Start a *Business Club*. Do you own or want to start a business? Do you know other trustworthy people who are interested, and perhaps as ambitious as you are?

Team up with others to work on your own business strategies. Share resources, brainstorm ideas, and encourage each other to move forward with your business dreams.

6. Starting a *Game Club* can be a fantastic activity. Do you enjoy playing Monopoly? Playing games can be a great way to have fun, relax, or change everyday routine [ru:'ti:n]. The **chit-chat** while playing games deepens friendship and brings to light talents that were previously unknown.

7. Start a *Local Tourist Club*. Are there historic buildings or sites in your local area? Are there tourist hot spots that you've never visited?

Bear in mind that very often the treasures around us go undiscovered. Invite friends to check out the local tourist attractions and discover something new about your homeland.

8. Start a *Walking or a Cycling Club*. Do you want to improve your physical health? Do you hate exercising alone? Gather friends to walk with you at lunch time. Find somebody to join you for a bike ride in the evening.

9. Start a *Give Back to the Community Club*. Do you have a favourite charity organization? Are they looking for volunteers to help them with their activities?

Gather together and help those in need.

10. Start ...

Ex. 2c

What about starting a Fashion Club? Have you got any ideas how to make school uniform more attractive and comfortable? Are you dreaming about creating designer clothes? Bring your friends, join us, share your ideas and let's make the world around brighter and better.

Ex. 3b

Tom: Hi! Could I speak to Sam, please?

Sam: Sam speaking.

Tom: It's me, Tom. I'm calling to ask what you are going to do at the weekend. Have you got anything special to do? Any special plans?

Sam: Well ... Let me think ... Nothing special. Why are you asking? Have you got any ideas?

Tom: I think yes. What about joining our Local Tourist Club?

Sam: A Tourist Club? Sounds interesting! What is a Tourist Club?

Tom: Well, you see, there are a lot of places around our town which are absolutely undiscovered. I've already teamed up with some trustworthy guys from our school. At the moment we are working out a plan of our next trip.

Sam: I think I'd like to try. I've always dreamt of visiting some places I've never been to. When and where do I start?

Tom: We are gathering at Jason's at 3 on Saturday. We are going to brainstorm some ideas and get more information.

Sam: All right! I'll be there. And thanks for inviting me!

Lesson 4. Friends or acquaintances?

Ex. 3c

There is a difference between an acquaintance and a friend.

My own opinion is that an acquaintance is someone whose name you know, who you see every now and then, who you probably have something in common with and who you feel comfortable with. It's a person that you can invite to your home and share things with. But they are people who you don't share your life with, whose actions sometimes you don't understand because you don't know enough about them.

On the other hand, a friend is someone you love. Not that you are 'in love' with them, but you care about them and you think about them when they are not there. I personally believe that they are the people whose pictures you have and whose faces are in your head. Friends are the people you feel safe and secure with, because you know they care about you. They call just to see how you are doing, because a friend doesn't need an excuse. They tell you the truth, and you do the same. You know that if you have a problem, they are there to listen. They are the people who stop you from making mistakes and help you when you do. I'm absolutely sure that they are the people whose hand you can hold, or you can give them a hug or a kiss and they will not think it is silly, because they understand the things you do and they love you for them. What is more, they are with you. They watch you live and you watch them live and you learn from them. That's why, your life is not the same without them.

Lesson 5. The main secret of a true friendship

Ex. 3a

In ancient Greece, Socrates was well known as a wise man. One day one fellow met the great philosopher and said, "Do you know what I've just heard about your friend?" "Hold on a minute," Socrates stopped him. "Before telling me anything I'd like you to have a little test. It's called the Triple Filter Test." "Triple filter?" "That's right," Socrates continued. "Before you talk to me about my friend, it might be a good idea to take a moment and filter what you're going to say. That's why I call it the triple filter test. The first filter is *Truth*. Have you made absolutely sure that what you are about to tell me is true?" "No," the man said, "actually I just heard about it and ..." "All right," said Socrates. "So you don't know if it's true or not. Now let's try the second filter, the filter of *Goodness*. Is what you are about to tell me about my friend something good?" "No, on the contrary ..." "So," Socrates continued, "you want to tell me something bad about him, but you're not certain it's true. You may still pass the test though, because there's one filter left: the filter of *Usefulness*. Is what you want to tell me about my friend going to be useful to me?" "No, not really." "Well," concluded Socrates, "if what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"

Lesson: always avoid ...

Lesson 7. Friendship stories

Ex. 3a, 3b

Jill's Story

There was a time when Jill didn't have many close friends. She was a bit shy and not very confident. She never really wanted to be popular, but she did want to have someone to share secrets and laughs with. All through high school, though, she just had some "light" friendships where she didn't find much comfort or companionship.

When time came to go to college, Jill was quite nervous. She was going to live in a town 300 miles away from home with nobody to rely on and hang out with someone she didn't know. There wouldn't be a single person she knew in town. She had no idea how she was going to make friends in this new environment.

The first week of classes, something happened that changed Jill's life forever. In her English Composition class, she was asked (as were all the students) to tell the class about herself. She told everyone where she came from and all of the other usual details that students share in such situations. The final question for each student was always the same: "What is your aim for this class?" Now, most of the students said it was to get a good mark, to learn something new or things like that, but for some reason, Jill said something absolutely different. She said that her aim was to make just one good friend.

While most of the students sat in silence, one student came to Jill and held out his hand and introduced himself. He asked if she would be his friend. The whole room was silent – all eyes focused on Jill and the hand just in front of her. She smiled and stretched her hand out to take his and their friendship began. It was a friendship that lasted all through college. It was a friendship that turned into a romance. It was a friendship that brought two people together in marriage.

Jill learned that being confident, honest and taking action help to deal with problems and overcome difficulties.

Lesson 9. Love and friendship

Ex. 2b

On a cold day in 1942, inside a Nazi concentration camp, a lonely, young boy looks beyond the barbed wire and sees a young girl passing by. She also notices him. In an effort to give expression to her feelings, she throws a red apple over the fence – a sign of life, hope, and love. The young boy bends over, picks up the apple. The expression of joy touches his eyes, a ray of light appears in the darkness.

The following day, thinking he is crazy for even dreaming of seeing this young girl again, he looks out beyond the fence, hoping. On the other side of the barbed wire, the young girl looks forward to seeing again this tragic figure who moved her so much. She comes again with an apple in hand.

Despite cold winter winds and chilling air, the two hearts are warmed and the boy gets an apple again. The scene is repeated for several days. The two young spirits on opposite sides of the fence look forward to seeing each other, just for a moment and just to exchange a few words.

At the last of these momentary meetings, the young boy greets his sweet friend with a frown and says, "Tomorrow, don't bring me an apple, I will not be here. They are sending me to another camp." The young boy walks away, too heartbroken to look back.

Ex. 3

From that day forward, the sweet image of the girl would appear to him in moments of unhappiness. Her eyes, her words, her thoughtfulness, her red apple, all came in his dreams. His family died in the war. The life he had known disappeared, but this one memory was alive and gave him hope.

In 1957 in the United States, two adults, both immigrants, are on a blind date. "And where were you during the war?" the woman asks.

"I was in a concentration camp in Germany," the man answers.

"I remember I used to throw apples over the fence to a boy who was in a concentration camp," she says.

With a feeling of shock, the man says, "And did that boy say to you one day, 'Don't bring an apple anymore because I am being sent to another camp?'"

"Why, yes," she answers, "but how could you possibly know that?"

He looks into her eyes and says, "I was that young boy."

There is a long silence, and then he continues, "I was taken away from you then, and I don't ever want to be without you again. Will you marry me?"

They embrace [Im'breis] one another as she says, "Yes."

On Valentine's Day 1996, on national TV show, this same man affirmed his never-ending love to his wife for forty years.

"You fed me in the concentration camp," he said, "You fed me throughout all these years; now, I remain hungry if only for your love."

UNIT 3

A HEALTHY LIFESTYLE

Lesson 1. The greatest wealth is health

Ex. 1a

The best six doctors anywhere
And no one can deny it Are sunshine, water, rest, and air,
Exercise and diet.
These six will gladly you attend
If only you are willing
Your mind they'll ease,
Your will they'll mend
And charge you not a shilling.

*Nursery rhyme quoted by Wayne Fields,
What the River Knows, 1990*

Ex. 4a

Want to become a healthier person? It's all about making gradual changes. Following the tips in this article offers several **benefits** (the usefulness of a situation) for you: lower risk of several diseases, and the chance to live a long and happy life.

- **Get lots of sleep.** To be healthy you'll need 8–10 hours of sleep every day. This keeps you awake and attentive, so you don't have to drink caffeine and sugar-loaded energy drinks.
- **Laugh and smile!** Smiling and laughing a lot, as it has been scientifically proved, keeps you healthier.
- **Do nothing** for a short while. Staying in a dark, quiet place without having any stressful thoughts for about ten minutes will help you **relax** (rest) and feel better. Just do this twice a day.
- **Eat more fruit and vegetables.** Fruit and vegetables are an important part of a healthy **diet** (the food that a person usually eats). Try to get at least 2–3 portions of fruit per day.
- **Drink water!** Good old H₂O is key to making you work throughout the day. Try drinking 250-gram glasses of water three times a day. It helps you re-energise and keep going. Not drinking enough fresh water leads to headaches and other problems. Do this, and you'll stay in good condition.
- **Get a little exercise every day.** This will not only make you feel better, and make you look better, but help you to get through the day.
- **Stretch!** It feels great! From when you wake up in the morning, to your gym class, this easy form of muscle exercise warms you up and makes you more **flexible** (able to bend and move easily).
- **Run and jog** (running at a slow speed for exercise)! This doesn't necessarily mean run five miles every morning, just for about 10 minutes twice a week will keep you

in shape. Don't ever run for an hour and then suddenly stop and sit on the couch for another hour. It will hurt to walk the next day.

- **Challenge yourself.** If you **do** 10 **push-ups** (using your arms to raise and lower your body when lying on the floor) as your maximum, try going for 12! Little challenges like this keep your body nice and **fit** (strong, able to do physical exercises without getting tired).
- **Do something you love.** Play with a pet, go swimming, ride a bike or go for a walk. If you had a bad day at school, doing things you love to do will keep you in a good mood and take out your anger. Not only is this fun, but it lets you be yourself for a while. Try it!
- **Feel good about yourself!** There is always going to be someone in the room who does at least one thing better than you, so don't compare yourself to other people! Find things you are good at, and use your talents!
- **Positive emotions** are healthy, prolong life and make living pleasant.

Lesson 2. You are what you eat

Ex. 2c, 2d

- A:** Eat a variety of foods. You need more than 40 different **nutrients** for good health, and no single food **supplies** them all. Your daily food selection should include bread and other whole-grain products; fruits; vegetables; **dairy** products; and meat, **poultry** and fish.
- S:** How much bread should I eat every day?
- A:** Eat at least 90 grams of **wholegrain** bread and cereals, rice or pasta every day. Look for the word “whole” before the name of the grain as it is very important. Grains, breads and cereals provide B-vitamins which help turn the food we eat into energy that our bodies need to work, play and grow.
- S:** And what about fruit and vegetables?
- A:** Vegetables **provide** vitamin A which helps us have healthy skin and good eye-sight. Fruits provide vitamin C which helps our bodies **heal** and grow new **cells**. It is very important to eat at least 100–150 grams of fruit and the same amount of vegetables. You may choose from fresh and **frozen** as well as **dried** fruit, all kinds of fruit and vegetables are good for you.
- S:** The food pyramid shows very little **fat**. Why?
- A:** Your body doesn't need a lot of fat. Get most of your fat sources from fish, nuts and vegetable oils. Eat less fats like butter, margarine [ˌmɑːdʒəˈriːn] and lard. Choose low-fat meat, chicken or turkey. Bake it or grill it. It is much healthier than frying. Add more fish, eggs, beans and nuts to your diet.
- Meat, fish, beans and nuts provide **protein** and **iron** which help build stronger muscles [ˈmʌs(ə)ls]. Iron carries **oxygen** to all parts of your body, helps **prevent** infections, and also helps your body make more energy to get you through a busy day.
- S:** And what about milk and milk products ?
- A:** Dairy products are very important. They provide calcium [ˈkælsiəm], which helps build strong bones and teeth. So, if you can consume milk, yogurt and cheese every day, do it. But go for low-fat milk. It's better. Ice cream is not very good for your health. So try to limit it. The less ice cream you eat the better for you.

Lesson 3. Smart food, junk food

Ex. 2a

Josh: Help! I love hamburgers and chips with coke most of all. They are so tasty, so delicious and smell so nice! I think I could eat them every day for lunch and dinner. My mum doesn't understand me, she thinks they are unhealthy – not good for my health – and never gives me any money to go out to a fast food restaurant.

Nova: Your mum is right. If you eat fast food very often, you will easily become **overweight**. It happens because there are more calories ['kælərɪz] there than in traditional food. It simply kills appetite control systems.

Foxy: True! Fast food gives us twice as much energy and makes us eat more than we normally would. The body gets almost twice as many calories as you would if you ate the same weight [weɪt] of pasta ['pæstə] and salad.

Josh: But fast food is quick, convenient, and it's not very expensive!

Nova: Fast food is usually high in fat, calories and cholesterol [kə'lestərɒl]. Too much fast food can lead to health problems and first of all, heart diseases, and you may become fat!

Josh: Don't frighten me. It can't be true.

Foxy: I read about a man who dined on fast food for just one month. The result was tens of kilos gained. Try if you wish but don't say later you haven't been warned.

Ex. 3a

Fast food can be a delicious silent killer

Our world is very fast. It's getting faster and faster. People don't have enough time for doing important things. This also includes cooking and eating food. Fast food is easy and convenient. It takes less time to get it and many people like its taste. But! Many people are overweight and don't understand why. The role of fast food in putting on weight is very important. Food has a lot of **additives** if it is not home-cooked. Foods like pastas, pizzas, burgers look nice and taste nice because of **artificial** [ˌɑ:tɪ'fɪʃ(ə)l] colours, **flavourings** ['fleɪvərɪŋz] and **preservatives** [prɪ'zɜ:vətɪvz].

However, it is important to understand that though fast food looks so nice and tasty it may be dangerous for your health. Fast food, if eaten often, can lead to **obesity** and other problems. A typical meal from a fast food restaurant, say a serving of fries and a cheeseburger, amount to about 1,000 calories. This is about half of the dietary recommendations.

Fast food is highly unhealthy and can never give the nutrients and vitamins of a healthy home-cooked meal. Fast food is inexpensive because it is usually made with cheaper ingredients such as high-fat meat, refined grains, and added sugar and fats, instead of **nutritious** foods such as lean meats, fresh fruits and vegetables. It doesn't provide any benefits to the body and the harm it causes to the health is big.

Lesson 4. Feel fit

Ex. 2

Health and fitness have now become a major concern. **Earlier** life was very hard and humans used to hunt in order to survive, and their body had a lot of physical exercise. They ate **less** and exercised **more**. Now people live **well, much better** and **more easily** than a long time ago. They don't have to be strong to get their food and as a result, they hardly do enough of physical exercise which is necessary to keep the body fit and healthy. People don't choose their food **carefully** and **easily** get overweight. How do we ensure that we have all that we need to have a healthy life? This is a big question. We need proper nutrition and a fit and healthy body. Good health is all that most people dream of. Becoming healthier and fitter is not very difficult but needs a lot of work.

It is less difficult with food. People should choose what they eat **more carefully**, eat a well-balanced diet and eat **less** fast food. It is easy to become lazy about exercise even though simple fitness exercises can help to have a fitter and healthier life. It is possible to lose weight just doing regular exercise. So, by doing just two simple things – eating **properly** and exercising **regularly** – one can live **most happily**.

Ex. 4

Regular physical activity (20 to 30 minutes a day, three or four times per week) is an important part of a healthy lifestyle. It helps prevent diseases and makes the quality of life better.

Make the first step in finding out just how fit you are!

The questions here will help you understand how much activity you perform regularly.

For each question below, give yourself a score. After completing all the questions, total your points and check your score to find out your current fitness level. Then, develop a plan to increase your activity and get fit for life!

1. In the past week, how many times did you exercise for at least 20 minutes? (i.e. walking, swimming, cycling, jogging, cross-country skiing, skating)

Give yourself 1 point for each time.

Points ____

2. How many stretching or flexibility sessions have you participated in during the last week? (Each session should last five to ten minutes and should include all of your body's major muscle groups.)

Give yourself 1 point for each time.

Points ____

3. Do you have a fitness goal of a certain number of days per week, miles per week, or minutes per week?

Yes, and I achieve my goal most weeks: 2 points

Yes, I'm working towards it: 1 point

No: 0 points

Points ____

4. Do you usually climb stairs instead of using a lift or escalator when going up one or two floors?

Yes: 1 point

No: 0 points

Points ____

Points ____

5. On average, how many hours of television do you watch daily?
 Less than 1 hour: 2 points
 1 hour: 1 point
 At least two hours: 0 points Points ____
6. How active are you after classes?
 Very active; walking or moving a lot: 2 points
 I take short walks: 1 point
 Totally inactive (sit at desk): 0 points Points ____
7. Do you do any active work around the house, like vacuum-cleaning or gardening?
 Yes: 1 point
 No: 0 points Points ____
8. How many strength training sessions have you participated in during the past week?
 Give yourself 1 point for each Points ____
9. Do you know your heart rate? cholesterol level? blood pressure? ideal weight?
 Give yourself 1 point for each "yes" Points ____
10. What kinds of food did you consume for dinner last night?
 Mostly fresh, low fat foods: 2 points
 Combination of fresh and processed foods: 1 point
 Fast food: 0 points Points ____
11. How do you usually get to school?
 Walk / bicycle at least 1 mile: 2 points
 Go by transport and walk: 1 point
 Go by transport: 0 points Points ____

Your Total Point Score: ____

If you scored:

0–6 points: Your fitness level is below average. Your activity level is too low to offer any health benefits.

7–14 points: Your fitness level is about average. If most of your points came from daily activities, we encourage you to add more.

15–30 points: Congratulations! You are already living the "fitness lifestyle". Consider adding different activities or varying your programme to maintain interest and motivation. Check your activities to see if you have a good balance of aerobic activity, flexibility, and strength.

31–40 points: Your activity level indicates that you are probably training for a particular sport or competition. If you are feeling good, then continue enjoying your activities. But remember, your risk of injury increases a lot with extremely high activity levels. It is possible that you are overtraining, so listen to your body and cut back if needed.

Lesson 5. No smoking, please

Ex. 2a, 2b

No one in the right mind will have a cocktail made from a rat **poison**, an insecticide [ɪn'sektɪsaɪd] and a nail polish remover. Then why breathe it into your body? Do you know, cigarette smoke **contains** over 4,000 **chemicals** including around 46 **carcinogens** [kɑ:'sɪnədʒ(ə)nz], some of which are hydrogen cyanide (found in rat poison), nicotine (used in insecticide), acetone (found in nail polish remover), formaldehyde used to embalm dead bodies and still more. All these chemicals are breathed into the body while smoking a cigarette.

One out of ten men in the world is a smoker and every 8 seconds someone dies because of this habit. According to the statistics, smoking kills around 5 million people a year.

Nicotine in tobacco [tə'bækəʊ] reaches the brain through blood stream just 10 seconds after a person starts smoking.

Smoking influences different people in a different way. More than 40 diseases are associated with smoking; it **increases** the risk of cancer, bronchitis [brɒŋ'kaɪtɪs], heart diseases, etc. Nicotine **decreases** the oxygen carrying capacity of blood. The immune system of an active smoker is so bad that they take more time to recover from any disease.

Vitamin C is destroyed by smoking. This is the reason why an active smoker usually looks older than their non-smoker friend. According to studies, an active smoker is likely to live fourteen years less than non-smokers.

Smoking not only affects active smokers, but also affects the so-called passive smokers. If somebody smokes in the room, infants under 2 years of age can get bronchitis and pneumonia [ɪnju:'məʊniə].

It is never too late to start anything or stop anything. Deciding to stop smoking is deciding to choose a healthy way of life. The body can go back to its normal soon after you say goodbye to your very last cigarette. One year after people stop smoking, the heart diseases decrease by 20%. So, just say "I am never-ever going to smoke away my life and health" and be happy!

Ex. 3a

American scientists have been examining 20,000 men and women for 10 years. Their findings are as follows:

1. 77 per cent of smokers die sooner than their peers. So, **the more** people smoke, **the sooner** they die.
2. 66 per cent of people who drink alcohol die young. So, **the sooner** you will start drinking, **the less** you will live.
3. People who eat fruit and vegetables at least 5 days a week prolong their life by 44 per cent. So, **the more fruit** and vegetables you eat, **the longer** you will live.
4. People who are physically fit prolong their life by 24 per cent. So, **the more** you exercise, **the better** for you.
5. All in all, the scientists calculated that those who exercise, eat fruit and vegetables and don't smoke or drink alcohol live 14 years longer than those who don't follow these rules. So, **the sooner** you understand it, **the better and healthier** your life will be.

Lesson 6. Addiction – when you just can't stop it

Ex. 2a, 2b

Mary: Teenage Helpline. Mary Blake. How can I help?

Jane: Hello Mary. I am Jane. Listen! I worry as I have several questions about my friend and I have no one to talk to as I am afraid to spoil everything.

Mary: Don't worry. If you wish, don't give me your friend's name. I will try to help anyway.

Jane: My friend started missing classes and I don't know why. At school she says she is ill but she doesn't stay at home and her parents don't know anything. She tells me nothing. She is avoiding me and Sarah, and is hanging out with older girls. I am afraid that something has gone wrong, and I don't understand what exactly.

Mary: Jane, I have some questions. Could you answer them honestly?

Jane: Yeah...

Mary: Has your friend recently become moody or behaves in ways, which are unlike her usual behaviour?

Jane: Sort of. She sometimes does strange things.

Mary: Like what?

Jane: Like asking for money without explaining what she needs it for. Or once she said I could buy her new jeans. She knew I liked them a lot, but she loved her new jeans so much, too! I refused, and she was unhappy about it.

Mary: Does she get upset, anxious or depressed easily?

Jane: It's difficult to say as we don't spend a lot of time together now. But probably yes.

Mary: There may be different reasons for her behaviour, but there's one thing I am afraid of. Your friend might be becoming a drug addict. If you go to our sight, you will find a wider list of signs of addiction. Analyse them and write to me ASAP (as soon as possible). We don't really have any time to waste!

Ex. 3a

1. Mary, I am afraid what you said might be true. What shall I do?
2. Jane, you cannot really help someone who has an addiction. That person has to help himself. All you can do is show that you care, tell those adults you trust about the problem, and be ready to praise every small step taken to stop the addiction.
3. Mary, I decided to talk to my parents first but I want to know more about the problem before I do it.
4. You are right, Jane, but don't wait too long, as the longer you wait the more difficult it may be to sort it out. I attached the information you might find useful.

Types of addiction

There are two types of addiction.

1. Physical addiction is when a person's body becomes dependent on something and wants more and more of whatever it is to be able to feel OK. Trying to give up can make that person suffer withdrawal [wɪð'drɔːəl] symptoms which can last for quite a long time, but slowly the body gets used to doing without.

These withdrawal symptoms can feel like a really bad flu that they want to go back to whatever they were taking to feel OK again. It is hard to give up. It is much easier not to start.

2. Psychological [ˌsaɪkəˈlɒdʒɪk(ə)l] **addiction** is when someone wants something which will change their mood or feelings. They may not get physical withdrawal symptoms, but they may feel lonely or depressed if they can't get the thing that they want.

3. What can be addictive?

People can become addicted to a wide range of things

- drugs – legal and illegal,
- alcohol,
- tobacco,
- sniffing glue or petrol.

But people can also become addicted to behaviours, which take over their lives.

Among others, teenagers often become gamers and spend too much time on their computers, video games, mobiles and SMS, and chatting on the Internet. All these problems look less dangerous than drug addiction but they are also very harmful.

Keep yourself safe by:

- asking smokers not to smoke near you as passive smoking is also dangerous,
- avoiding being around someone who is addicted to alcohol or drugs,
- telling someone if you feel unsafe,
- never trying whatever drug somebody is using,
- not making the mistake of thinking what that person is doing must be cool because they are older than you.

Lesson 7. Sleep tight

Ex. 3b

Sleep is food for the brain. During sleep, important body functions and brain activity happens. Sleeping little can be harmful. You can look bad, feel bad, and you work poorly. If you don't sleep enough you may find it difficult to get along with your family and friends and get bad marks at school. Remember: A brain that is hungry for sleep will get it, even when you don't expect it. When you do not get enough sleep, you are more likely to have an accident or illness.

FACTS:

- Sleep is vital to your well-being, as the air you breathe, the water you drink and the food you eat. It can even help you to manage the stress of being a teen.
- Teens need about 9 1/4 hours of sleep each night to function best (for some, 8 1/2 hours is enough). Most teens do not get enough sleep – one study found that only 15% reported sleeping 8 1/2 hours on weekdays.
- Teens often have irregular sleep patterns – they typically stay up late and sleep in late on the weekends, which can affect their biological clocks and hurt the quality of their sleep.

CONSEQUENCES:

Not getting enough sleep or having sleep difficulties can:

- limit your ability to learn, listen, concentrate and solve problems. You may even forget important information like names, numbers, your homework or a date with a special person in your life;
- add to skin problems;
- lead to bad behaviour such as shouting at your friends or being impatient with your teachers or family members;
- make you eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.

SOLUTIONS:

- Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy, happy, and smart!
- Make your room very comfortable. Keep it cool, quiet and dark. If you need to, get dark curtains. Let in bright light in the morning to tell your body to wake up.
- Having caffeine close to bedtime can hurt your sleep, so avoid coffee, tea, coca cola and chocolate late in the day so you can get to sleep at night.
- Choose a bed- and wake-time and stick to it, coming as close as you can on the weekends. A good sleep schedule will help you feel less tired.
- Don't eat, drink, or exercise within a few hours of your bedtime. Don't leave your homework for the last minute. Try to avoid the TV, computer and telephone one hour before you go to bed. Have quiet, calm activities, and you'll fall asleep much more easily!
- If you do the same things every night before you go to sleep, you teach your body the signals that it's time for bed. Try taking a bath or shower (this will leave you extra time in the morning), or reading a book.

Lesson 9. Your steps to a healthy life style

Ex. 2a, 2b

I'm John Doe. I'm a journalist with an important magazine. The other day I saw a white-haired man sitting in front of his house. I could see the wrinkles on his face and neck, and his wrinkled hands. Articles on the secrets of living to an old age are always popular with our readers so I decided to ask him some questions to find out the secret of his long life.

John: Is it all right, Sir, if I talk with you for just a moment?

Man: Sure. I'll be delighted! Until not very long ago I lived a full and active life.

John: Well, I say, that a lot of activity helps one to live a long time.

Man: That's true, very true. I still feel very well, though I walk more slowly now.

John: Is it all right if I smoked a cigarette?

Man: Sure, go ahead.

John: I suppose you don't smoke, or drink...

Man: On the contrary! I've always smoked my head off. Until a little while ago I went dancing every night. As for alcoholic drinks...

John: You mean to say that you've done all these things all your life?

Man: Of course. Why does that surprise you so much?

John: I've always been told that doing those things is bad for the health.

Man: I never thought about it!

John: I suppose that you have another secret - a lot of fruit, vegetables, a lot of exercise in the fresh air.

Man: Don't be silly! I hate exercise in the fresh air. I don't like any kind of vegetables.

John: I can't believe it!

Man: What do you mean? What are you talking about?

John: It's just that I can't understand how you've been able to live like that and to have lasted so long. Tell me, how old are you?

Man: I'm 53!

Ex. 3

The world's oldest man, Walter Breuning, died at the age of 114.

He put his long life down to eating just two meals a day, working as long as he could, and always ready for change. He died of natural causes at a hospital in the USA.

Walter Breuning was born on 21 September 1896. As a kid, Breuning had no electricity or running water – his mum had to bring water from an outside to give him a bath.

In an interview shortly before his death, Breuning said he wasn't afraid of dying.

He also said: "Everybody says your mind is the most important thing about your body. Your mind and your body. You keep both busy ... you'll be here a long time."

Ex. 4a

Paul C. Bragg – a health legend

Paul Bragg began his journey into physical fitness as a very sickly teenager and lived to the age of 95. The following extract is taken from his book *Healthful Eating*:

Hippocrates, the father of the natural healing sciences said: "Food will be your medicine, and medicine will be your food." "Strength, growth, nourishment result from the right food."

These statements are equally true today. We know that the only real cures come from food. As an example, let's take scurvy, the disease that kills thousands around the world every year. It can definitely be cured by massive doses of Vitamin C.

I could go on and on speaking about the importance of nutrition. Food is the magic doctor. Drugs cannot make such claims. Travel the world over, and you will find the shelves full of every imaginable kind of food.

Yet with all this great variety of food, we are poorly nourished. Being overfed can be even more dangerous than being underfed.

Important nutrients are missing in the daily diet. Too much rich food – such as fatty meats, dairy products, eggs, sugary and salty foods – are just as dangerous to good health as too little food ...

My early experience

My life was saved by the science of nutrition. At the age of 16, I had a terminal case of T.B. (tuberculosis [tjuːˌbɜːkju 'ləʊsɪs]). By the grace of God, I was led to Dr. August Rollier in Switzerland, a man who was ahead of his time in the science of nutrition. From a boy dying with a bad disease – for whom not one doctor in America could hold out any hope of recovery – I became a healthy young man.

Seventy years later

Ever since my recovery I have had a painless, tireless, ageless body. I have been an outstanding athlete in many sports. And today, as a great-grandfather, I am still an athlete – at the age when most men of my calendar years are old people with one foot in the grave or already in the grave.

I still jog, swim miles at a time, climb some of the world's highest mountains, play tennis. I write several books a year, and have a lecture schedule that takes me around the world.

I still have all my own teeth, and a scalp full of healthy hair. My blood pressure is 124/73, and I have a strong, steady pulse of 64. My vision is as keen as an eagle's, and my hearing as sharp as an alert animal's. It became possible only because of proper food and daily exercise ...

UNIT 4

THE WORLD OF FASHION

Lesson 1. What's a must this season?

Ex. 2b

(Different designers present clothes at a fashion show)

1. It's ideal for chilly autumn days. It's long, so that your legs are warm. When it gets really chilly you can cover your head with the hood and you can put your hands into the big pockets. It's got six large decorative buttons. Six buttons on a coat is a fad this season! For this collection I used plain material, no patterns or other colours. Just a simple light brown. Simple and elegant.

2. It's a must for a man's wardrobe next spring! Its silhouette is simple but nice. It can go well with jeans of any type. It's got a zip but you can leave it open if you wear a sweater under it. It looks very good with a long scarf. A striped scarf will make you look stylish this season!

3. If you wear it, you'll be the centre of attention! It's bright and very smart! It's got long loose sleeves and a big collar. The collar and the buttons are of a contrasting colour. The shirt is ideal for a day out at a café or a disco. Girls, beware!

4. It's a nice outfit for a warm spring day. The blouse isn't baggy or loose, it fits the body well. It's because of the zip that goes from top to bottom. The sleeves are also tight and long. The floral pattern makes the blouse look romantic. The skirt is simple – it's knee-length and has no pictures or design on it. A floral top and a plain skirt is a good combination for work or school.

5. It's the most romantic outfit in the collection! The top is really very simple – no collar, no buttons, no pockets but it looks as if it's made for a princess. The light pink colour and the material make it look so very romantic! The polka-dot skirt with pink and grey polka dots is a good match to the top.

6. It's ideal for a warm summer day if you go out. The material is natural so you won't feel hot in it. It doesn't have many decorations – just a small collar and short sleeves. It's got a classic silhouette, so you can wear this dress for several summers.

7. It's perfect for teenage boys – the baggy jeans and a checked shirt over a yellow T-shirt will make it easy to make friends with new people. The jeans are very comfortable – you can skateboard or roller skate or dance in them. You can put many useful things into the pockets, and you won't lose them because the pockets have zips. The shirt is good in the evenings when it gets cooler. You can wear any T-shirt under it and you still will feel comfortable in this outfit.

Lesson 2. You look wonderful today!

Ex. 1a

1.

A: You look wonderful today!

B: So do you!

A: This nice suit **suits** you perfectly.

B: Do you really like it?

A: Yes, I do. It **goes well with** your pink shirt, too.

B: Thank you.

2.

A: Those are nice gloves! They **match** your handbag marvellously!

B: Thanks. I'm very glad you like them. You look great too! I like your blue sweater. Is it new?

A: Oh no, I've had it for years!

3.

A: I like your skirt! It **fits** you like a glove!

B: Thank you. How kind of you to say so.

A: Where did you get it?

B: I got it in London.

A: It's beautiful.

B: Thanks a lot.

Ex. 3a, 3b

(Buyers say why they choose items for their shops)

1. I'm taking this beautiful white silk blouse.

2. This warm jacket with a fur collar will be popular with boys under 20.

3. I think these tight leather trousers will be popular for discos.

4. I'm sure this short plain linen skirt will be a hit this season.

5. I'm sure this plain hooded cotton T-shirt will be popular this season and next season too.

6. This pale pink sleeveless lace top looks romantic.

7. This warm light colour woolen sweater is a must for cold days!

8. These baggy blue denim jeans have been popular for a couple of seasons.

Lesson 3. Can you give me another pair?

Ex. 1

1.

Customer: I'd like to buy a dress. Which way shall I go?

Shop-assistant: Some dresses are casual, **other** dresses are smart. Which do you need?

Customer: I'd like to have a look at casual dresses for summer.

Shop-assistant: OK. Over there on the left.

Customer: Thank you.

2.

Shop-assistant: Lots of casual dresses. These are made of cotton. **The others** are made of linen.

Customer: I prefer cotton dresses. I need a blue dress. Middle size.

Shop-assistant: Fine.

3.

Shop-assistant: Would you like this dress? It's lovely.

Customer: No, I'd like **another** one, but I don't know which.

4.

Shop-assistant: Have a look at these two dresses. I think they'll suit you well.

Customer: This dress is too dark, but **the other** one is really cool. I'll try it on.

Ex. 2a

Customer: I bought a lovely leather jacket here last month and I like it a lot. I'd love another one in a different colour.

Shop-assistant: We don't have those any more. But we have other jackets in a different colour. Have a look at this one.

Customer: Yes, it's lovely, but the red colour doesn't suit me. Do you have another colour?

Shop-assistant: Here are two similar jackets.

Customer: I like the blue one, but I don't like the other jacket. Do you have other jackets I can try on?

Shop-assistant: Take the blue one and I'll bring you other jackets to try on. The fitting room is over there.

(five minutes later)

Shop-assistant: How are you getting on?

Customer: The blue jacket suits me well, but the other don't fit me. The brown jacket is too baggy and the black one is too tight.

Shop-assistant: The blue colour matches your eyes perfectly! That's a good choice.

Customer: Thank you. How much is it?

Shop-assistant: 78 pounds.

Customer: Good! I'll take it!

Ex. 3b

1. "The eyes believe themselves; the ears believe **other** people."
2. "One hand washes **the other**."
3. "One man's meat is **another** man's poison."
4. "The grass is always greener on **the other** side of the fence."
5. "One good turn deserves **another**."
6. "In helping **others**, we help ourselves."
7. "It's one thing to flourish and **another** to fight."

Lesson 4. What does she say?

Ex. 2b

(Two old ladies listen to a radio interview with Vivienne Westwood)

Nina: Hey, Sonya! Put the volume up! My favourite radio programme is on! Oh, we've missed a lot of it!

Sonya: Don't worry, dear. In a second it'll be on... Is it Ten Questions to a Guru? Who's on today?

Nina: Shh! That's Vivienne Westwood!

Sonya: Sorry.

Radio host: ... Well, we have already heard what Vivienne Westwood thinks about politics and environment, the role of women and modern art. We have two more questions today... Here we go! Someone's calling. Hello!

Caller 1: ... Hello. I'm Sharon from Portsmouth. Missis Westwood, what's your opinion on how important fashion magazines should be?

Vivienne Westwood: Thank you for the question, Sharon. Fashion magazines? I hate them! I hate them and I hate television, radio, the internet and cinema! Do you know why? They're our biggest enemy because they feed people information, they don't let people think. The problem is people are not thinking now. If we don't start thinking, then we really don't have any future.

Nina: Sonia, what does she say?

Sonya: She says the problem is people are not thinking today.

Nina: Oh, yes, I agree. Shh. Let's listen!

Radio host: What can be done, do you think?

Vivienne Westwood: Well, I am attracted to people who know what suits them - they are individual and stylish. I think dress, hairstyle and make-up are the most important factors in making an attractive person. By the way, I was the first person to have a punk rock hairstyle.

Radio host: Thank you, Vivienne. I'm so glad you are in the studio today and you have to say something on any topic... Well, here comes the last question today... Hello!

Caller 2: Hello! I'm Claire from Bath.

Radio host: Hello, Claire.

Caller 2: Mrs Westwood, what makes your style individual?

Vivienne Westwood: I don't feel comfortable defending my clothes. I'm not trying to do something different, I'm trying to do the same thing but in a different way. I've always had my own little shop and I don't need other people to tell me what the public wants.

Radio host: This is all for today. Thanks for the questions...

Nina: ... Sonya, what does she say?

Sonya: She says she's always had her own little shop.

Nina: Oh, I see. Vivienne is great, isn't she?

Sonya: Oh, yes, dear. She's always been.

Lesson 5. Put on a warm hat!

Ex. 1c

- A. "Help me put on the coat!"
- B. "Help me take off the jacket."
- C. "Zip my boots up."
- D. "Hurry up! Don't be slow! Do the coat up!"
- E. "Don't throw the jacket on the floor! Hang it up!"

Lesson 7. School uniform: where do you stand?

Ex. 4a

Tank: School is a place to learn, not a place to dress up. So I say 'yes' to uniforms.

Pinky: I think that school uniforms stop most bullying. If all the students look the same nobody is left out.

John: Don't these schools do enough damage making all these kids think alike? Do they have to make them look alike too? I totally disagree with this idea for my children.

Trendy: I'm 15 and I can't agree with the idea of uniforms for schools. I don't see why we should wear them. Everyone knows that kids express themselves through clothes. If you wear a collared shirt and a tie to school, you show that you are more grown-up, and possibly want to go into business. If you wear athletic clothes, you show that you are into sports. If you wear all black you show sadness. If you wear bright colours, you show excitement. The list goes on and on. You can tell people who you are, what you feel, and maybe even what you are thinking, simply through your clothes. Personally, I think that school uniforms completely kill this form of self-expression.

Ray: Definitely. Students who wear the same thing look organised and disciplined ['disəplɪnd]. In my opinion, it helps focus on the studies better.

Diego: Hello, I'm Diego, a 14 year-old boy who goes to a public school. Here are my reasons why uniforms are good:

- 1) school uniforms save you money,
- 2) school uniforms save you time in the mornings to get to school,
- 3) school uniforms prepare you for work life in which you must often wear a uniform or follow a dress code.

Faith: I am 16 and have had uniform since kindergarten. Well, many people think that students who wear similar clothes study better. I'm not sure about it. Kids with uniform don't have any more discipline than students without. There is still bullying. Kids can dress the same as someone else but uniform doesn't affect weight, hair, skin, intelligence, attitude, voice or height. Kids still don't focus in school and still drop out, even if they've had uniform from the start.

Grace: I'm 14 and I will be attending a dress coded school. Before, in my old school, I didn't have to wear a uniform. But actually I am glad that I will have to wear uniform. No, more "What should I wear?" or "Does this make me look fat?" and even "I hope I look the best." I won't have to worry about it anymore, and I like it. So, I'm definitely for school uniform!

Lesson 8. 911 or how to develop your personal style

Ex. 2a

Style tip 1.

Proportion for clothes is very important. Wearing a big sweater with thick, baggy trousers will make you look very big. Putting together a narrow skirt with a tight T-shirt may make you look like you've grown out of your childhood clothes. The general rule of fashion proportion is that a big top needs a small bottom part, and vice versa.

Style tip 2.

People often dress either in neutral tones or in all the colours of the rainbow. One colour is boring, many colours may be too many. What to do? Find the balance! If you wear a one-colour outfit, add a little splash of colour with accessories and see how much it will change the way you look!

Style tip 3.

Black colour goes with everything and gives you a slimming effect. Go all black or pair it with any colour.

Style tip 4.

Never overdo on a single fabric. For example, in case of denim, you should not wear it from top to bottom, it will only make you look like a cowboy.

Style tip 5.

The common mistake is that patterned clothes make short people look shorter and fat people look fatter. A pattern can look stylish on people of all shapes and sizes. Just remember, the less is better.

Style tip 6.

Accessories are as much a part of your outfit as your shoes or your skirt. So don't forget about balance and proportion when you choose which earrings to wear or what handbag to use. The size, shape and material of your accessories should match that of the clothes you're wearing. For example, a bulky handbag is too much for a pretty, summery dress, whereas it's perfect for a thick trouser suit.

As for sunglasses, they are a great fashion accessory in the summer time but if the sun's away, put your sunglasses away. And don't keep them on when you're indoors. You may think you look cool but nobody else will.

Style tip 7.

As for sunglasses, they are a great fashion accessory in the summer time but if the sun's away, put your sunglasses away. And don't keep them on when you're indoors. You may think you look cool but nobody else will.

Style tip 8.

One of the most important things is to look neat and clean and always have fitting clothes.

Style tip 9.

In different places, we need to wear different clothes. For example, attending a formal meeting, you should look elegant and conservative. For women, the best way to dress is to wear a suit, matched with a white shirt and high-heeled shoes. Men's outfit includes a smart suit with a tie, dark socks and dress shoes, not trainers! At informal events, for example, meeting friends, we should choose some casual, comfortable clothes. For a picnic, put on shorts or jeans and a T-shirt, but leave them at home when you go to the theatre.

Lesson 9. A dress for the moon

Ex. 1a

A dress for the moon

(After Indira Krishnan)

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised to his father that he would send a part of his earnings home regularly.

In town, Madan learned to be a tailor. He worked hard and soon became known for the fine clothes he made. All people in the town wanted clothes made by Madan. The more dresses he made, the more proud and boastful Madan became.

One night Madan sat looking at the full moon high up in the sky. The moon was beautiful above a tall coconut tree. Madan said, "I am sure I can make a dress for the moon. The moon will like my handiwork, and then the sun and stars will want me to make dresses for them."

The coconut tree heard his words. Laughing softly, the tree bent down and whispered, "That's one thing you can't do."

Madan didn't like that. "How do you know what I can do?" he said. "You are only a tree."

The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some help, tell the moon that I want to make a dress for her. You are tall enough to do that," he said.

So the tree told the moon about Madan. The moon said she would like to have a dress made by the famous tailor from Earth.

Madan was excited. Quickly he began to make a dress of wonderful white silk for the moon. When it was done, he said to the coconut tree, "The dress is ready. Give it to the moon." The coconut tree did so.

The following evening, the moon didn't come out in her new dress. The coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose." Madan was shocked. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon gave the dress back to him, and he had to redo it. Madan spent the night making the dress a little bigger.

The next evening the moon rose a little later. She wasn't wearing her new dress again. And again the coconut tree bent down and whispered, "The dress is too small."

Madan couldn't believe that! "How could I go wrong?" he cried.

"I tried to tell you before but you didn't listen," said the tree. "I have seen for many years that after the moon is full, she grows smaller each day until you can't see her at all. Then, she starts growing bigger day after day until she gets full. So how can you make one dress that would fit the moon perfectly?"

Brokenhearted, Madan sat with his head in his hands all night long. When he saw the moon on the other side of the sky, he whispered, "I am sorry, dear Moon. I am not as great a tailor as I thought."

"It's all right," said the moon. "After all, I'm the moon. How can I wear clothes as people do?"

From that day on, Madan worked harder than before. He was not proud or boastful anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble one, too.

UNIT 5

WEATHER

Lesson 1. Does Weather Camp look attractive?

Ex. 2a

International WEATHER Camp

*We talk about it! We **expect** it! We depend on it!*

State College, Florida City

February 1–10, 2018

Resident science camp for school students.

We aim to encourage your interest in weather and to make you weather-wise.

Join our camp and get wide knowledge about weather!

Learn the answers to these questions:

What is weather? How does weather work? What is extreme [ɪk'stri:m] weather?

What is climate?

Discover how to

- write a weather forecast,
- conduct weather research,
- do experiments [ɪk'sperɪmənts].

Get acquainted with a meteorologist's [ˌmi:tɪrə'lɒdʒɪsts] job by presenting your own weather **forecast**,

- giving information about extreme weather events.

You WILL BECOME weather wise:

- you will understand weather;
- you will understand rules of safe behaviour in any weather;
- you will plan outside activities wisely.

And last, but not least: you will be offered quality free time.

Lesson 2. Welcome to the weather camp

Ex. 2

Dear boys and girls! Welcome to the International Weather camp! We are glad you've chosen to be here. You'll be able to get wide knowledge about weather and develop practical skills – you'll read weather maps, forecast weather, conduct experiments, carry out research and do scientific projects. You'll have a wonderful opportunity to work with meteorologists and learn more about this very useful work.

The working language of our International Weather Camp is English, so you'll be able to use a lot of English and improve your communication skills. We hope, our camp will encourage your interest in and enthusiasm [ɪn'θju:zɪæzəm] about weather, because weather doesn't **leave anyone cold**.

Hi everybody! We'll **give you a very warm welcome** here. All the instructors are kind, patient, understanding, helpful, and of course, very experienced. We have good facilities, including a library, a computer centre with access to the Internet, a science laboratory, a TV room and a gym to help you keep fit. We hope you'll be fine here, that is you will never **be under the weather** at our camp. You'll also learn useful life skills, such as making your beds, cleaning your rooms, and washing your clothes. Don't worry, you won't have to wash your clothes by hand – we've got washing machines here. These skills will help you **to weather the storm** – to solve any life problem. We believe, you'll make new friends here, who will be real, not just **fair weather friends**. So, let's get started.

Lesson 3. What's the weather like today?

Ex. 1a

What's the weather? What's the weather?
What's the weather like today?
Tell us, please, what is the weather?
What's the weather like today?

Is it sunny? Is it cloudy?
Is it rainy out today?
Is it snowy? Is it windy?
What's the weather like today?

Oh, it's sunny! Oh, it's sunny!
And it's very-very warm.
And I like it, oh, I like it
Sunny weather when it's warm!

Lesson 4. Are you weather-wise: what is weather?

Ex. 3A

A. Weather **occurs** ([ə'kɜ:z] = happens, is found) in the **atmosphere** ['ætməsfiə], or in the air between the Earth's **surface** ['sɜ:fɪs] and space, which consists (is made up) of a few **layers**. To be more exact, weather usually occurs in the layer, closest to the Earth – up to 15 kilometres. Only really big storms can go into the next layer of the atmosphere.

In the first layer temperatures drop about 6.5 degrees Celsius ['selsɪəs] as you go higher one kilometre. The higher from the Earth, the fewer molecules ['mɒlɪkjʊ:lz] of oxygen and other gases there are in the atmosphere.

B. The simplest explanation of weather is that it is the **state** of atmosphere at a definite time and place on the Earth. It can be hot or cold, dry or not, calm or stormy, clear or cloudy. This condition (state) is **influenced** by a number of atmospheric [ætməs'ferɪk] factors, such as air **pressure**, temperature ['temprɪtʃə], **humidity**, **precipitation**.

C. Temperature is how hot or cold something is, for example air, land or water. Temperature is **measured** ['meɪʒəd] in degrees Celsius or Fahrenheit ['færənhaɪt].

D. The air around us is never completely dry – it is **humid**. It means that it contains water in the form of **vapour**, which is a gas. **Humidity** is the amount of water vapour in the air. Cold air can hold less water vapour than warm air.

Weather forecasts give **relative humidity** as a percentage [pə'sentɪdʒ]. For example, 50 percent humidity means that the air is holding only half of the amount of water vapour it can hold at this temperature. 100 percent humidity is the point where the air can hold no more water vapour – and water vapour turns into water.

E. Precipitation is the term given to **moisture** that falls from the air to the ground. The most common form of precipitation is rain, snow, hail, sleet, drizzle, fog, mist.

F. Atmospheric **pressure** is the weight of the air pressing down on the Earth's surface and on everybody and everything on the Earth's surface. On weather maps pressure is shown with lines called isobars ['aɪsəʊbɑ:z]. High and low pressure areas on weather maps are marked with **H** or **L**.

Warm air is lighter than cold air, cold air is heavier than warm air. In cold air, molecules are close to each other, and they do not move fast. In warm air, molecules are more active, they move faster and they are far from each other. High pressure near the Earth's surface occurs when air becomes colder and falls. Low pressure occurs when air is warm and rises.

Pressure is an important factor in forecasting weather. In low-pressure areas of the Northern hemisphere, weather is usually cloudy and winds are strong. In high-pressure areas, weather is usually dry and fair with light winds.

Lesson 5. Are you weather-wise: how does weather work?

Ex. 3a

For weather to occur, there must be energy. This energy comes from the Sun, which **heats** the Earth. The **heating** is uneven, because there is day and night and because different surfaces, e.g. trees, mountains, water in oceans, seas, rivers, absorb [əb'zɔ:b] and reflect [rɪ'flekt] different amounts of **solar** ['səʊlə] energy. Besides, the Earth is heated more at the equator [ɪ'kweɪtə] than at the north and south poles. These temperature differences influence the atmosphere. Warm and cold air move and change air pressure. The movement of the air near the Earth's surface is key to weather formation, and so is pressure, as air moves from high to low pressure areas.

The Sun also heats the water, which is on the Earth in rivers, lakes, seas, oceans, and in the upper layer of the ground. It **evaporates** and water vapour rises into atmosphere making it **humid**.

When the water vapour rises higher and mixes with the cold air, **condensation** occurs: water vapour (a gas) turns into small water **droplets**, which form clouds. When the little droplets run into each other because of wind, larger **drops** grow and start falling to the ground because the air can't hold them any longer. During a storm, the wind can throw the **raindrops** high up where they freeze and turn into little balls of ice. They fall down in the form of hail. When clouds rise higher, the water in them freezes and turns into ice crystals, which make up **snowflakes**, falling to the Earth as snow.

Lesson 6. How is weather predicted?

Ex. 3C

1. The thermometer is used to measure temperature.
2. Air pressure is measured with a barometer.
3. Wind speed is measured with the help of an anemometer.
4. The humidity, or moisture in the air, is measured with a psychrometer.
5. A rain gauge is used to measure the precipitation that has fallen.

Ex. 4b

For centuries weather observing tools were the various human senses – the eye, the nose, the ear. The technology of weather observation was developed in the last seven centuries. The rain gauge, barometer, anemometer, psychrometer and thermometer were all invented in the years between 1400 and 1700. These instruments were improved through the years, but even today they are the basic observing tools of weather observers all over the world. However, things have changed. With the development of the telegraph ['telɪ,grɑ:f] in the 1840's, then radio and telephone, new observing systems such as instrumented balloons, radar and satellites have appeared. They are now part of the range of tools that are used by weather watchers. Thus, the quality of the data, the possibilities of meteorologists to exchange information from the weather stations in different regions and the rate of this exchange have experienced a huge leap, especially with the appearance of computers.

The data collected by different weather observers, is brought to processing ['prəʊsesɪŋ] computers. The processed ['prəʊsest] information in the form of forecasts, maps, and even three-dimensional models are sent back to weather information users via television, radio, and the Internet. But today nobody can say how weather will be predicted in the future, or how accurately it will be predicted.

Lesson 7. Weather forecasts

Ex. 4a

Summer forecast

Much of England and Wales will start with early fog, especially across the central and southern areas. In the afternoon these regions will see heavy showers with thunder and lightning which will move further across western and northern regions later in the evening.

The average day temperatures will range from plus 17 Degrees Celsius in the Scottish Highlands to plus 24 Degrees Celsius in the southeast of the UK.

On the whole, it will be a warm, rainy, and at times stormy day. So don't forget to take your umbrella with you. Take care you are not under the weather.

Spring forecast

The day will start mainly bright with some fog. Much of the UK will be sunny and dry with light or moderate winds later in the day. The south-east, East Anglia and Lincolnshire will see more sunshine in the afternoon, and cloud will begin to thicken across north-eastern England during the evening. Western Scotland and Northern Ireland have the chance of patchy light rain or drizzle for a time.

The average day temperatures will range from plus 15 Degrees Celsius in the Scottish Highlands to plus 20 Degrees Celsius in the southeast of the UK.

On the whole, it will be a fantastic warm day. Have a good day, and fair weather.

Winter forecast

Southeast England, central south England, East Anglia, the Midlands, the northeastern Scotland will all have early snow, which will turn to rain during the morning and will move to the south-west. So, the afternoon will see sunshine in the east and south-east and showers, some heavy, in the north and west of Great Britain. Early dampness will clear quickly across southern and central England, and southern Scotland, which will have sunny intervals later in the day.

On the whole, it will be a cold day with the average zero temperature in most of the UK and 3–4 degrees Celsius in western and southern parts of the country. Northern Ireland will be very windy. But remember, no matter what the weather, always bring your own sunshine. Take care.

Autumn forecast

The UK will feel generally mild today under mainly overcast skies. London and southern England will have a cloudy and *breezy* but dry day, with brighter spells (intervals) in places. The rest of Southern England, along with the Midlands and East Anglia, will also be gusty but dry. Wales and northern England will see windy weather, with patchy rain later in the day. Northern Ireland will have drizzle or *downpours* and be blowy, too, as will Scotland, where there's a chance of sunshine and a few showers.

Remember, there's no bad weather, there are bad clothes.

Lesson 8. Should we trust weather forecasts?

Ex. 1

Three men in a boat

I remember a holiday of mine, which was completely ruined one late autumn because we were foolish enough to read the weather forecast in the local newspaper. "Heavy showers, with thunderstorms, may be expected today," it said on Monday, and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people passed the house, as happy and merry as could be, with the sun shining out, and not a cloud to be seen.

"Ah" we said, as we stood looking out at them through the window, "won't they come home wet?!" And we chuckled to think how wet they were going to get.

By twelve o'clock, with the sun pouring into the room, the heat became unbearable, and we wondered when those heavy showers and thunderstorms were going to begin.

"Ah! They'll come in the afternoon, you'll see," we said to each other.

"Oh, won't those people get wet!"

At one o'clock the landlady came in to ask if we weren't going out, as it seemed such a lovely day.

"No, no," we answered, with a knowing chuckle, "not we. We don't mean to get wet – no, no."

And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer [tʃɪə] ourselves up with the idea that it would come down all at once, just as the people had started for home, and they would finally get wet more than ever. But not a drop ever fell, and it finished a great day, and a lovely night after it.

The next morning we read that it was going to be a "warm, fine, fair day; much heat;" and we dressed ourselves in light things, and went out, and, half-an-hour after we had started, it began to rain hard, and a bitterly cold wind began to blow, and both kept on for the whole day. So we came home with colds and rheumatism ['ru:mə,tɪz(ə)m] all over us, and went to bed.

The weather is a thing I never can understand.

After Jerome K. Jerome

Ex. 6

When the weather is wet,
We must not fret.
When the weather is cold,
We must not scold.
When the weather is warm,
We must not storm.
But be thankful together,
Whatever the weather.

UNIT 6

CLIMATE

Lesson 1. Climates of the world

Ex. 4a

The UK

The UK is an island country and its weather and climate are strongly influenced by the sea, which surrounds the British Isles (Great Britain and Ireland). As the British Isles are times smaller than other lands in the northern hemisphere, they are more influenced by the ocean than inland countries with similar latitude. The sea warms up and cools down more slowly than land, keeping winters relatively warm but also making the summers cooler. Besides, the warm sea current called the Gulf Stream, which starts in the Gulf of Mexico, keeps the sea on the west side of Britain warmer – frosts are rare in these areas.

The overall climate in the UK is called temperate maritime. This means that it is mild with temperatures not much lower than 0 °C in winter and not much higher than 30 °C in summer. It also means that it is humid and changeable ['tʃeɪndʒəb(ə)].

The USA

Because of its huge (very big) size the US climate is incredibly varied. If there is a 'general' climate then it is temperate, but it is also tropical in Florida ['flɒrɪdə] and Hawaii [hə'waɪ], arctic in Alaska [ə'læskə], arid in the Great Basin of the southwest and semi-arid in the Great Plains to the west of the Mississippi River.

The temperatures range from 57 degrees C during the summer months in California's [ˌkælɪ'fɔːniəz] Death Valley to –62 degrees C in Alaska, with lots of different temperatures in between.

Belarus

Belarus has a humid continental climate with four distinct seasons and a sharp contrast between severe winters and warm summers.

The average annual temperature is 5.8 degrees Celsius. Average monthly temperatures vary by 24 °C, ranging from –6 degrees Celsius on average in January to that of 18 degrees Celsius in summer.

Belarus has an average annual precipitation (rain and snow) of 550 to 700 mm, spread evenly throughout all months.

The average number of sunlight hours in Minsk is 1815 (of 4383 possible). It means that it is sunny 41.4% of daylight hours. The remaining 58.6% of daylight hours are cloudy, foggy or misty, mostly from October to March.

In general, there are no significant (great) differences between the districts of Belarus, due to the small size of the country.

The climate is influenced by the country's inland location, the domination of flat relief and relative remoteness from the Atlantic Ocean.

Lesson 2. Extreme weather events

Ex. 5b

1. Lightning
2. A blizzard
3. Tornados
4. Droughts
5. Hurricanes
6. Floods
7. An avalanche
8. Wildfires

Lesson 3. Are extreme weather events related to climate?

Ex. 2a

Hurricane Katrina hit the south-eastern part of the USA in late August 2005. With winds of up to 127 mph (204 kmph) and huge waves, the hurricane killed 1,836 people. 80% of the coastal city of New Orleans [nju:'ɔ:li:nz] was flooded to depths of up to 6 meters. The **damage caused** by the flood and the wind was worth around \$300 billion.

From late June to late August 2010 Russia **suffered from** one of the worst heatwaves in world history, called the Great Russian heatwave. In July temperatures in Moscow rose to 39 °C and broke records in other Asian ['eɪʒ(ə)n] and European [juərə'pi:ən] territories of Russia. The **impacts** were catastrophic [ˌkætə'strɒfɪk]. This extremely hot and dry long lasting weather caused wildfires, which **destroyed** about 200,000 hectares ['hekteəz] of forests and peat fields. The drought, which followed **lack of** rain for two months, destroyed grain crops in 28 regions.

The heat, smoke and smog as a result of wildfires around Moscow killed more than 10,000 people. The UNO estimates of human loss are at 55,736 people in the whole of Russia.

The winter of 2010–2011 brought heavy snowfalls, record low temperatures, travel chaos ['keɪs] and school **disruption** to Great Britain and Ireland. A maximum snow depth of 60 cm was recorded on 1 December in the Peak District and Sheffield. Scotland and Northern England felt the greatest impacts.

In April 2011 at least 100 tornadoes **swept through** the states of Alabama [ælə'bæmə], Mississippi [ˌmɪsɪ'sɪpi], Arkansas ['ɑ:kənsɔ:], Tennessee [ˌtenə'si:], Georgia ['dʒɔ:dʒə], Louisiana [lu:'i:zi'ænə] and Virginia [və'dʒɪniə]. At least 310 people lost their lives [laɪvz] and the storms caused a lot of **destruction**. The tornadoes cost billions of dollars worth of damage.

On December 27, 2015 heavy rain caused flooding in Northern England. It **disrupted** normal life. People were evacuated [ɪ'vækjuertɪd] from 2,200 homes in York. On July 18, 2017 a tiny Cornish seaside town (Wales) was flooded after a storm, when water ran over the seawall. The flood was **disastrous**, but fortunately did not **injure** anybody.

A lightning **strike** killed 323 reindeer in Norway on 26 August 2016 during a thunderstorm. The herd of animals was on a hill in an area from 50 to 80 metres in diameter [daɪ'æmɪtə]. The animals were killed by the ground current: lightning **struck** the ground and the electricity current spread along the ground surface and travelled through the bodies of the animals. Ground currents cause most lightning deaths and **injuries**.

These extreme weather events occurred in the 21st century, and there have been hundreds of other natural **disasters** – summer heat waves, winter freezes, tropical cyclones, tornadoes, wildfires, floods and other natural disasters since 2000, which bring along destruction and human loss. Do they mean the global climate is changing?

Ex. 2d

1. First of all, hurricanes are related to the geographical regions of the tropical zone. They form to the north and south of the equator over the warm oceans of the world, such as the Atlantic and Northeast Pacific – here they are called hurricanes, over the Western Pacific, where they are called typhoons. They also form over the Indian Ocean where they are called tropical cyclones.

We can say that hurricanes occur in the subtropical climate.

2. It's impossible to relate heatwaves to any climate, as they occur on different continents, e.g. in Asian and European Russia, and in different climates, for example, in the humid continental climate in Russia and in Belarus, and in the maritime climate of the UK.

3. Snowstorms and blizzards are not related to one climate. They happen in continental climates and in polar climates.

4. Tornadoes occur on all continents, therefore they cannot be related to one climate.

5. Floods can't be related to a definite climate. They occur on different continents and in different climates.

6. Lightning strikes in different countries on different continents.

Ex. 4b

Extreme weather is an unexpected, uncommon, unpredictable, or unseasonal weather event, such as any storm – a blizzard, freezing rain, an ice storm, a hurricane, a thunderstorm, a tornado, heavy rain or lack of rain.

Very often extreme weather events can cause natural disasters: an avalanche, black ice, a drought, a flood, a heatwave and a wildfire. Avalanches occur after a heavy snowfall in the mountains. Black ice happens after an ice storm, or freezing rain. Droughts occur after a long period of very hot weather and lack of rain. Floods are caused by downpours – very heavy rain that falls quickly. A heatwave is extremely hot and dry weather lasting for a long time. Wildfires start as a result of continuous hot weather and lack of rain.

Extreme weather and natural disasters will often cause serious damage to the economy of a whole country, to an individual person or to the environment. They disrupt all spheres of life and work. Natural disasters also result in injuries, loss of life or other health impacts, such as **disease** and epidemics.

Lesson 4. How to survive extreme weather?

Ex. 1a

(Two children are talking outside their house.)

- It looks like rain. Look at those black low clouds.
- Yes, it might (may) rain soon.
- It will probably rain in a few minutes. We'd better run inside!
- Right! Look at the trees! They're bending almost to the ground. And the clouds! Oh, there's a drop of rain on my face! A thunderstorm must be coming!
- After a week of boiling hot weather we'll give it a warm welcome.
- You must be joking! You can't be enjoying a thunderstorm! It's very scary!
- Yes, I can. It feels so cool and nice after this boiling weather!
- It's here! Let's run inside!

(Parents are talking near the front door of their house.)

- Where are Tom and Nell? I can't see them.
- They must have gone inside.
- Yes, look at the puddles. It must have been raining heavily.
- Right you are. They can't have gone anywhere else.

Ex. 6b

The best advice is, of course, to always check weather forecasts and extreme weather warnings. You shouldn't travel either by car or on foot during a blizzard, because it can be very dangerous. You might get frostbite or hypothermia, which means that your body temperature will be very low.

The second tip is to be prepared: you should collect and always have a safety kit for winter travelling – a good sleeping bag, extra layers of warm clothes, warm footwear, gloves and a winter hat, extra food, water, a torch, a signal light, matches. Get a full fuel tank before travelling.

If you are stranded travelling by car, stay inside and run the car for ten minutes each hour. You must make sure the snow does not block the exhaust each time you start the car. This helps to avoid carbon monoxide poisoning.

Do various exercises to keep you warm, drink water to stay hydrated.

Keep your seatbelt on and turn on the hazard lights to help people see you or find you.

Going outside wear layers of warm and wind-proof clothes and have a fully charged mobile phone.

If you are caught outside when going on foot, cover all open body parts and immediately go inside a building.

If you cannot get inside immediately, call for help and make a fire to help you keep warm and draw attention.

These tips may help to save your life.

Lesson 5. An interview about the US weather and climate

Ex. 2a, 2c

Q: Can you tell us, Alan, how many seasons are there in the US?

A: You might be surprised, that most states have four distinct seasons, but in the north seasons differ more from each other than in the south.

Q: Yes, I see. And what kind of summer weather does the country experience?

A: Look at the map and be attentive. Summer weather is different in different parts of the country. **Summer** temperatures range from warm in the north to very hot in the south. June is a lovely time in **the northern** US with warm sunny days and a wealth of things to do.

The beaches on the US **north-eastern** coastline of New England are busy all through the summer.

If you are not comfortable in the hot and humid cities of the east, you can choose the temperate climate of the **north-west**, which is known for milder weather and more rainfall.

It gets hotter further to the south. Like the rest of the eastern coast, the weather in the south-east is humid and feels completely different from the dry heat of the **south-western (arid climate)** deserts.

The climate in the **southern** states – from South Carolina to Tennessee to Georgia, Alabama, Mississippi, Florida, Louisiana and Texas – is tropical, and, therefore, thunderstorms and heavy rain occur quite often to ease the heat.

Q: A really varied picture! And what are the hottest months?

A: July and August, I'd say. It's always hotter in cities.

Q: It's useful to know if you're planning a holiday in the US – a lot of people can't stand boiling hot weather.

A: Yes, right! Maybe, for some people it's better to travel in early autumn.

Q: Is the weather rainy and dull in autumn?

A: Firstly, I can't say it's always rainy. Secondly, autumn is called "fall" in the US. Thirdly, September and October are great for travelling! There is still warm, fair weather and wonderful views of golden and red colours across national parks, forested valleys, and towns and cities in the **north**.

Q: I've heard a lot of times that many hurricanes make a landfall on the **south-eastern** coast. It's not a secret that people do not give them a warm welcome but rather expect them with a certain degree of worry. When is the hurricane season in the US?

A: You're right. Before the cold winter weather finally sets in, there is one more – hurricane – season. It occurs from June 1 to November 30 in the North Atlantic Ocean. The peak of hurricane activity is from late August to the end of September. Storms dominate in **south-eastern** states, bringing wet and windy weather.

Days grow colder and shorter in November, and many **northern states** experience the first snowfalls. In **southern states**, the end of the year is mild, but rain showers can occur. However, the weather and temperatures in the south are still pleasant.

Q: And when does winter arrive?

A: Winter is actually round the corner after Thanksgiving Day, which is celebrated on the last Thursday of November.

Q: What's the weather like in winter?

In winter, the **northern** states are the coldest, with severe, freezing temperatures, heavy snowfalls and blizzards, which disrupt traffic and normal life.

In contrast, the **southern** states are known as the Sunbelt, where temperatures rarely fall below freezing. Winter is dry, warm, and there's a good deal of sunshine.

Q: Travellers have a choice – between the North and the South. When does spring begin?

A: Spring arrives in April in **northern** states. Although it is still cold, the snow starts to melt and temperatures begin to grow. It rains more often. In **southern** states the weather is generally mild, warm and sunny, but it is also wet in some areas, particularly in the Pacific Northwest.

Q: Thank you, Alan, for your detailed answers. My last question is: When is the best time to visit your country?

A: I would say, any time, any season is good. In summer, there's a wealth of things to do in national parks, by lakes or on the coast: biking, hiking, watching wildlife and enjoying flowers, swimming and sunbathing, eating out in outdoor cafes and restaurants. In winter, you can attend museums, galleries, shows, festivals, parades. You'll never feel bored!

Lesson 6. First-hand experience of the British climate

Ex. 2a

1. It's a well-known fact that the climate of the UK is influenced by the sea, which is nowhere farther than 120 km. The sea warms slowly in summer and brings cool breezes overland, and it cools slowly in winter, generously sharing its warmth with land areas. The UK's climate is mild: it is never too hot or never too cold. One would expect similar weather in all seasons without much contrast between them.

2. But my first-hand experience will help me draw a different picture – a clear picture of four seasons. It is strongly influenced by the climate of my hot, sunny Australia. Here we often have to deal with droughts and wildfires caused by lack of rain for days, months and even years! The UK never experiences a rain deficit, even during the summer months, which are warm, and even hot in July! Heatwaves can be an exception though.

3. On official meteorological sites, you can read that precipitation is spread evenly throughout the year with annual averages of 885 mm and 133 days of rain or snow. If you have lived in the mild “maritime” climate of the UK, you might have a feeling that precipitation falls 24/7 in the form of drizzle, short showers, light or heavy rain – sometimes, real downpours! Britain seldom suffers from lack of rain, so green grass covers the gentle hills and valleys, plains and garden lawns almost all the year round. Well-fed by rain, all plants look so full of life and so different from the vegetation in arid and semi-arid climates of most of Australia.

4. Winter might signal its arrival with a little snow, especially in the north – in Yorkshire in England and in the mountainous areas of Scotland. It occurs after short, mostly dull autumn days, cheered up by the bright colours of autumn leaves, which look even brighter under the blue sky of an Indian summer. Winter may start in late November with below freezing temperatures at night, and as a result, icy roads and paths, causing injuries and longer journeys because of the slippery surfaces.

5. If there is a possibility of dangerous impacts, caused by extreme weather, the Met Office issues warnings for rain, fog, snow, ice and wind. Flood warnings are issued by Environment Agencies. There is no definite season for floods – they can occur any time in any season. They are a big problem and the flood damage costs huge amounts of money.

6. In spite of the problems caused by weather or weather extremes, British people know how to weather the storm and how to avoid feeling under the weather. They know how to make the most of each season. Think of Christmas, for example, its beauty, shining with millions of sparkling lights on houses, in shop windows, on Christmas Trees in every home and in the streets! The British are optimistic – time flies! Spring will soon begin in March, bringing the long Easter holiday. And the possibility to escape to warmer climates in summer is just round the corner!

7. Here's one more interesting observation about UK's weather. It can be described as unpredictable – because it is very changeable. Any weather is possible during the day.

No wonder, the British like to talk about the weather – they praise it or blame it for destroyed plans, cancelled journeys and activities. Actually, they know how to deal with the naughty weather – a ‘brolly’, rainproof wear and layers of clothes. As they say, “Rain or shine, keep calm and carry on.”

Lesson 7. Welcome to Belarus – any time, any season!

Ex. 2a

To **s.brown@email.com**

Subject The best time to come to Belarus

Hi Sam,

I hope you are fine.

I am very glad you're thinking seriously about coming to Belarus. I'll give you my true, first-hand experience of our climate and weather. I believe it will help you make the right choice.

Summers in Belarus have become very hot. Heatwaves are common here. Sometimes I think: "When will it end? This heat is simply unbearable!" Personally, I feel under the weather. Do you like hot weather? If you don't, there's no need to worry – you can always hide in the shade of gardens. What I like about summer is the freedom – the freedom to do whatever you want! And it is such a joy to finally have the bright sunshine almost every day after long, grey winter days and slushy, windy spring days until the end of March.

It's difficult to predict what the weather will be in summer. Each summer is different: one may be extremely hot, the other is cool – very rarely though. In my opinion, cool summers are far more comfortable. I feel active, full of beans, and I can do lots of things.

I remember that we often suffer from lack of rain in summer, and when it's extremely hot, temperatures break all records, and rise to 40 °C. On such days, we look forward to windy weather and hope that it will bring refreshing rain.

I also remember going past grain fields or vegetable fields, lying under direct sunlight, without any shady protection by trees. I always feel sorry for the plants, which badly need water and clouds to help them stand the heat and survive the boiling hot weather. When rain finally falls on the baked surface of the ground, it is usually accompanied by thunder and lightning – the weather gets violent.

If a downpour occurs, Minsk should expect flooding. Traffic will be disrupted, and cars will stop not to be completely damaged by the flood water. The craziest will ride their bike or even go for a swim, believe it or not!

Summer is also the time of windstorms. But don't worry – we will always follow weather forecasts and take weather warnings seriously – we will stay inside. It's the safest way to weather the storm.

Autumn comes late – at the end of September, when days grow short and leaves change their colour to red and yellow. It means we're on the way to overcast, grey autumn skies, and after crossing the Rubicon in late October we will have to wait for fair weather until next April.

Winter is a contrast to hot summers – it fits the classic description of the continental climate. I always expect winter with some sadness – I know 100% there will hardly be any sunshine for a long time! When the sun does shine in winter, it's usually frosty, and the picture is unearthly beautiful. The clean, white ground under the clearest blue sky is covered with millions of bright, shining diamonds! I always miss this sight, because such weather occurs mostly during the Christmas season, while February brings windy weather and nasty blizzards.

If you like winter sports, Belarus is the right place to come – skiing, skating, sledging. Unfortunately, meteorology can't forecast weather for the whole of winter. Winters are unpredictable! Actually, you can experience all types of winter weather in Belarus.

I've noticed recently that spring comes earlier than before. And it's good ...

It is when you feel very well – life goes on!

So, what do you think about the Belarusian climate and weather? Are you prepared to experience it?

Choose the time that suits you. Choose any season you like. You can count on me.

Feel free to email me.

Best wishes,

Liudmila.

Ex. 3c

Spring in Belarus

Snow melts away quite fast, shortening the period of slush and unattractive views and giving way to the green grass with white or blue dots of the first flowers. It's great – the first flowers are fit enough to stand the night's hoar frost and freezing temperatures.

In April, trees and bushes are fresh and tender green. The colours are more varied – nature is ready to nurture multicoloured tulips, primroses, peonies, daffodils, irises and lots of other flowers whose names I will never be able to remember!

May is nothing but fabulous! Beautiful nature, fair weather and comfortable temperatures, busy birds making nests, blossoming fruit trees encourage life and offer new opportunities. There are certain limitations about activities – you sure can't go for a swim in a river or lake because the water is too cold. You will love a picnic by a river though and you will enjoy watching gracious swans.

Lesson 8. Months and seasons

Ex. 1

January brings the snow,
Makes the toes and fingers glow.
February brings the rain,
Thaws the frozen ponds again.
March brings breezes loud and shrill,
Stirs the dancing daffodils.
April brings the primrose sweet,
Scatters daisies at our feet.
May brings flocks of pretty lambs,
Skipping by their fleecy dams.
June brings tulips, lilies, roses,
Fills the children's hands with posies.
Hot *July* brings cooling showers,
Strawberries and gilly-flowers.
August brings the sheaves of corn,
Then the harvest home is borne.
Warm *September* brings the fruit,
Sportsmen then begin to shoot.
Fresh *October* brings the pheasant,
Then to gather nuts is pleasant.
Dull *November* brings the blast,
Then the leaves are falling fast.
Chill *December* brings the sleet,
Blazing fire and Christmas treat.

Sara Coleridge

Ex. 2a

Winter pleasures

What a wealth of jolly things
Good old winter always brings!
Ice to skate on, hills to coast –
Don't know which we like the most!
Games to play and corn to pop –
Midnight seems too soon to stop!
Books to read aloud at night,
Songs to sing, and plays to write!

Nona Keen Duffy

Mad March wind

Mad March wind went out to play.
"I'll have such fun," said he, "today."

I'll toss the clothes put out to dry,
And chase the clouds across the sky.
And when the girls and boys come out,
I'll blow their scarves and hats about,
I'll tangle up their curly hair,
And fling their kites high in the air."

Eunice Close

Under our tree

Under our tree in the summertime
It's good to lie in the grass,
And see the sky held up by the tree,
And feel the small winds pass
Over the tips of the tallest weeds;
And watch ants scurry and go
Through the forests of moss on business
That only the insects know.
It's good to lie still where no one can see
The world of the grass,
And the ants,
And me.

Solveig Paulson Russel

October's party

October gave a party,
The trees by hundreds came,
The chestnuts, oaks and maples.
And leaves of every name.
The Sunshine spread a carpet,
And everything was grand.
Miss Weather led the dancing,
Professor Wind the band.

Eve Merriam

UNIT 7

LEISURE TIME

Lesson 1. What's leisure?

Ex. 2a

Leisure or free time is a period of time spent out of work and domestic activity. It is also the period of recreational [ˌrekrɪ'eɪʃ(ə)nəl] time before or after compulsory activities such as eating and sleeping, going to work or running a business, attending school and doing homework or housework. Leisure time is the time when you can forget about day-to-day stress and stressful activities and **relax** [rɪ'læks]. These activities can be our hobby.

Lesson 2. How can you avoid boredom?

Ex. 2a

First of all, boredom is a state of mind. It doesn't happen all the time. You are bored because you don't know what to do with your time, can't find anything interesting to do, or because you don't like what you are doing.

So the simplest solution to (1) **avoid** boredom is to find something interesting to do. There must be several things that you enjoy doing or would like to try either alone or with a friend. Ask yourself what they are and list all of them. After you've done it, choose one from your list, and do it. Are you still bored?

1. If your home is in a mess, your mind and your emotions are in a mess too.
2. You can invite your friends or family to share your new dish with. They might be pleasantly surprised.
3. You can decide on making candles, knitting, embroidering, that might help you (2) **pass** [pɑ:s] **your leisure time** in a pleasant way and (3) **create** [kri'eɪt] something you can (4) **be proud of**.
4. Many people play online games as (5) **a cure** [kjʊə] **for boredom**, but don't let this (6) **pastime** dominate in your life.
5. Photography, drawing, painting, scuba diving and playing musical instruments are very special ['speʃ(ə)l] activities that you can start as a cure for boredom.
6. Blogger.com and Wordpress.com are the two most popular blogging platforms ['plætfɔ:mz]. It's easy to sign up and you will have your own blog in minutes. You'll have an opportunity (7) **to communicate** [kə'mju:nɪkeɪt] **with** other bloggers.
7. Whenever you are free, read something exciting, encouraging, or anything that will enrich your knowledge.
8. Watch your favourite television shows or films. They can both entertain and enrich your mind and emotions.
9. Go to a leisure centre. These places provide instructors and equipment for different activities like dancing, yoga, aerobics, and many more which can make you feel happy and keep fit.

10. You can go to the cinema, have a picnic, drive to the beach or do anything else under the sky together with a friend.
11. Write down all things that you want to have, do or become. Don't think of whether you can achieve them or have them or not. Just keep writing. See what happens.
12. Write down your thoughts, activities, progress ['prəʊɡres], dreams, aims and *emotions*. You'll learn so much about yourself when you read it a few months later.

Lesson 3. Visiting museums – entertainment or education?

Ex. 2a

Faith Walker: Welcome to the VOA Special English programme. I'm Faith Walker.

Today we talk and answer your questions about museums in the United States. Daniel is helping me in this programme.

We have a letter from our listener Tanya Brown who wants to know how to make a visit to a museum a success. Can you share a few secrets with us, Daniel?

Daniel Stoner: Yes, sure.

Before the visit

Think what you're interested in or what you're studying at school. You'll have an opportunity to **explore** history, art, in other words, to deepen your knowledge about different spheres of life.

Then try to get information about the museum you think might be interesting for you. Find a brochure ['brəʊʃə] or explore the museum's website to learn about the permanent and special **exhibitions** [ˌeksɪˈbɪʃ(ə)n], **opening times**, **admission** [əd'mɪʃ(ə)n] **fees** and **discounts** ['dɪskaʊnt]. More than half of museums are **free** to the public. It means people don't need to pay. Of those that **charge fees**, 58.7 percent have free days.

At the museum

Find the information desk and ask what exhibitions are on. When you are in the hall, ask if you can touch the **exhibits** [ɪg'zɪbɪt].

Keep the visit simple and don't try to see everything. It could be better to come again one day. You should try to get to the how and the why of things.

Take a break if you feel tired.

After the visit

Share your experiences with friends and relatives. Think if it has helped you find answers to the questions you came with or make new discoveries.

Faith Walker: Thank you very much, Daniel.

Ex. 4a, 4b

Faith Walker: Americans love museums. We have art museums, history museums, car museums, train museums and space museums. Many are famous. Millions of people from around the world visit them each year.

Let's take the Smithsonian museums across America! The Smithsonian is more than a collection of museums. It's a research institution which makes its discoveries available to everybody. *Admission is free* to all Smithsonian museums and the zoo in Washington, D.C. Most museums are open seven days a week from 10am to 5:30pm, except December 25.

Today, many museums are interactive learning centers that *give you an opportunity to explore* and make your own discoveries, learn, and, yes, even touch some *exhibits*.

Children's museums are just one example of these new interactive museums. The Brooklyn Children's Museum, the oldest museum of its kind, celebrated its one hundredth anniversary in 1999. By 1975, there were only about 31 children's museums in the United States; today there are 200 children's museums in this country.

I believe, nobody will argue that museums are places of fun. And today we tell you about some unusual museums in the United States, which we can say are fun.

Faith Walker: We have those other museums. The kind that make you ask, “Did they really build a museum for that?” David Stoner tells us about some of these unusual museums.

Daniel Stoner: It may be yellow, brown, grey, mild, or hot and spicy. We put it on sandwiches, on hot dogs... No American picnic would be complete without mustard.

People in the town of Middleton, Wisconsin love it so much, they built a museum in its honor. The National Mustard Museum has over five thousand kinds of mustard from sixty countries. You can even taste and buy containers of mustard in the museum.

If you visit the Banana Museum in Auburn, Washington you could learn everything you ever wanted to know about bananas. There are almost four thousand objects in honor of this favorite fruit.

If you are ever in Haines, Alaska you might want to visit the Hammer Museum. There you will find over one thousand five hundred different kinds of hammers. Dave Pahl started the museum in two thousand two. He says some of the hammers on display were used thousands of years ago by the ancient Egyptians.

Or you could visit Barney Smith’s Toilet Seat Museum in San Antonio, Texas. Yes, it is what you think it is! Mr. Smith says he has painted or decorated about one thousand toilet seats. Many of the seats have a personal meaning to him. Some show his travels around the world.

Faith Walker: Thanks, David. I’m sure you can tell more about different unusual museums in the US. I hope our listeners have enjoyed the program. Now our time is up. Good bye everybody. Take care.

Lesson 4. Can you enjoy simple pleasures?

Ex. 2a

What is this life if, full of care,
We have no time to stand and stare.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad [brɔ:d] daylight,
Streams full of stars, like skies at night.
A poor life this if, full of care,
We have no time to stand and stare.

William Henry Davies, a Welsh poet

Ex. 3a

1. There are many beautiful rivers in Florida, but none of them attract me so much or give me the joy of the Crystal. This amazing river, together with two other rivers, snake their way toward the Gulf of Mexico. Within a few miles, the subtropical landscape turns into meadows of grass and then into islands of grass – it is the shallow beginning of the Gulf of Mexico. The waters here are dangerous, as the bottom of the river is very rocky.

The coastal marshes that surround the rivers have a lot of food for fish. Fish are plentiful here. Everything is quiet, and I can only hear the water splashing against my boat. I put a fly on the line, and it begins its beautiful journey. The fly sinks deep. A moment later the rod bends, and the water splashes. The air is full of fish. The beautiful fish is at the side of the boat. I admire the silver fish with its huge eyes staring at me, and after a short moment I let it go back to the waters of the gulf.

The weather is absolutely marvellous. The water is clear and flat and shines in the sun. I can see right to the bottom and watch a turtle in the river.

It is times like this that you wonder what you have done right in your life to have such a fabulous gift.

2. I enjoy vegetable gardening. I really think it's a relaxing recreational activity.

You can use your backyard or front lawn, but if you are living in a flat, you might have to grow your vegetables or herbs in containers on your windows or on the balcony.

You should take into account that most plants want lots of sunshine, regular watering, support and rich soils. All of them will need your care, some of them more, some less. But of course you have to look at the amount of time you have, before you decide what type of plants you want to grow. If you are a beginner, growing peas, carrots, cucumbers and beans are the easiest.

But there are a few benefits as well. You will enjoy the fruits of your labour, save some money on buying vegetables and eat fresh and healthy food.

3. I am a dedicated mushroom-picker all through the summer to autumn. For some it is sport, for some it's a matter of some extra money. For yet others, it's the way to spend some good time with family, among beautiful woods, which have prepared a gift for them. There's a special feeling when you find the first mushroom – you feel you must take part in the mushrooming fun and give it up only when the basket is full. If you decide to join the fun, be careful. There are some poisonous ones too. Unfortu-

nately, there are more of them than good ones. For example, mushmires ['mʌʃ'maɪəz], which have red caps with white spots on them. Eating one could cause serious health problems.

We usually go for yellow toadstools. You can seldom take them for anything else. But the best of course are penny buns, or 'bennies'. There's a number of recipes to cook mushrooms. My favourite is mushroom sauce. It's cooked mushrooms, which are then baked in the oven with melted butter, mixed with sour cream, onions, and spices like salt, pepper, garlic, dill ... Can you share your recipe?

Lesson 5. Is reading and watching films your leisure time activities?

Ex. 2a

I'm the first to admit that I didn't think I would enjoy this film. I went along to see it with some friends and was extremely surprised!

As others may do as well I tar all James Bond films with the same brush, however Casino Royal totally changed that! From start to finish I was on the edge of my seat, seeing this film at the cinema is a must!! It doesn't follow the same pattern as most Bond films do, it tells the story of how Bond becomes a 007 agent and how he becomes the way he does. It's got so many action scenes in it that you'll have forgotten about the one from the beginning by the end because so much is going on! It's a truly brilliant film, I was certainly impressed and would recommend that everyone go and see it!

Too long, but definitely better than some of the other films that Costner has done. You slightly get the sense that this film has been made with an eye on awards, but put that aside and it's exciting enough and well acted. It's a while since I saw Dances with Wolves, but I do remember being moved by the scenery as much as by the story...

If you haven't seen Robin Hood, I highly recommend that you do.

No, it isn't a masterpiece, on any level. Yes, I realise that Kevin Costner lacks a satisfactory British accent (he doesn't even attempt one). But the movie is still fun.

There are great action scenes including the fight against the Celts and Nottingham's soldiers and the final confrontation at the climax of the film.

This is a great fun, family film that should go down as a classic. This is an action packed film, full of adventure. Its a great plot with a great cast! A winner every time! Definitely would recommend seeing it!

The Tom Cruise and Steven Speilberg dreamteam is back in tandem once again for the hotly hyped War Of The Worlds. This film, adapted from the H.G. Wells novel, is reportedly the most expensive film ever made. Imagination has always been in the heart of stories about ghosts, robots, creatures from a different world or travelling back and forth in time. If you have enjoyed movies like Twilight, The Lord of the Rings or Watchmen this film is for you.

I was a bit annoyed at the apperances of the US Army in the film though. If aliens invaded Earth to kill all humans, then ALL countries would respond with full military mobilisation and possibly even nuclear weapons. Fighting would be on a far larger scale.

Also, I hate the way Tom Cruise's character kept taking things into his own hands all the time, doing things by himself.

It's a girly movie, but still, I really liked it! There's so much hype about this I was really reluctant to see it, but the story does draw you in. really good ending too. Not your average happy days ending, so it had depth.

Ex. 4a

Title: THE BANJO PLAYER

Author: SAM YARNEY

Review after: Zanne Marie Gray

My readers know that I've been dealing with multiple sclerosis for the past five years. If you've really been paying attention, you know that I have a particularly painful form of the disease.

It is important that you know this so that when I say that Yarney's book was exciting enough to make me completely forget my pain, you understand that the book is worth reading. In the past few years I can count on one hand the number of books that moved me nearly as much as *The Banjo Player*.

When I first began to write this review, I could think only in adjectives. Thrilling, amazing, deep, breathtaking, and most important, the reader can believe it is all true.

I'm not sure how to classify this book. Is it a political thriller? Perhaps it is a romantic mystery. Is it reality, which looks like fiction? *The Banjo Player* has reflected my idea of political motivation and intrigue [ɪnˈtriːg] we all wonder about.

I'm not going to give away any details of the book. I believe it is something you must experience on your own. Can I give you an outline of the book? Absolutely not. The plots and sub plots are interwoven together so realistically that sometimes I have this strange feeling of dīja vu.

What I can say is that since 1996, this is only the second book I've read that deserves to be a movie.

Not only is this November's Book of the Month, it has already been chosen as the 2010 Book of the Year. Buy it. Read it. Then tell a friend.

Lesson 6. How do they spend leisure time in different countries?

Ex. 2a

US leisure time

A survey, conducted by an American research company that specializes ['speʃəlaɪzɪz] in public opinion research gave the following results.

1. The average amount of weekly free time Americans have for leisure activities fell by 20% in 2008 – from 20 hours in 2007 to 16 hours in 2008 – and now is 10 hours less than the amount of leisure time (26 hours) in 1973, when the company started the research.

2. The biggest changes for 2008 in how people are using their leisure time are in TV watching (up 6 points), exercise (up 3 points) and spending time with family and kids (up 3 points).

Since 1995 the largest changes in how people are spending their leisure time are exercising (up 6 points), computer activities (up 5 points), spending time with family and kids (up 5 points) and swimming (down 5 points).

3. Three in ten (30%) Americans say their favourite activity is reading (up from 29% in 2007) while one-quarter (24%) say it is TV watching and 17% say it is spending time with family and kids (up from 14% in 2007). Besides these three, the top five leisure time activities include exercise (8%), computer activities and fishing (each at 7%).

4. The average amount of time spent working, including housework and studying, is now at 46 hours per week, up slightly from 45 hours in 2007. In 1973, when this question was first asked, the average was 41 hours a week.

5. The paradoxical situation is that the research shows Americans have increased their work week by one hour, at the same time, they have lost four hours of leisure time. What is the three-hour gap spent on? This “grey area” can be explained because the extra time is time spent on computer or mobile phones. The conclusion is that the respondents didn't consider this as time spent working, they also didn't count it as leisure time.

Also, as leisure time falls, Americans appear to be doing more solo activities. Four of this year's top five choices are typically done alone: reading, watching TV, exercising, and computer activities.

Lesson 7. Open your leisure centre

Ex. 2a

LEISURE CENTRE

Something for everyone

We offer a range of activities from swimming and aqua aerobics to embroidery and photography. They will not only help you avoid boredom, but also improve your health and create something you can be proud of. The varied timetables give everyone an opportunity.

We promise

You are welcome at every visit.

We will try and make your visit as FUN and enjoyable as we can.

Fitness club

Join in! Fitness can be great fun in a group.

We recognize that exercise needs your dedication. We cannot pedal and jog for you but we will encourage you on the way to progress.

Aquazone ['ækwəzəʊn]

Swimming

Swimming is a fantastic activity, which is not only one of the best forms of exercise, but also a lot of fun!

We believe no one is too old or young to start learning to swim.

With that in mind our programme is designed for all ages and abilities.

We are dedicated to making swimming lessons fun.

Opportunities for everyone

We offer a range of activities from swimming and aqua aerobics to fun pool parties. The varied timetables at our swimming pools give everyone an opportunity.

Health benefits

Swimming is great at relaxing the body and mind.

Swimming works your whole body, improving blood circulation, muscle strength and mobility.

Social benefits

You can meet new friends or get the whole family involved in this social sport.

Safety

Swimming is an important life skill that helps keep you safe in and around water.

A stepping stone

Swimming is a stepping stone to a variety of water based activities such as canoeing, diving, surfing and many more.

Adventure club

Activities

Adventure Club provides a great range of activities to keep your children active and entertained in a safe and friendly environment.

Activities include swimming, arts and crafts, football, dancing and many more.

Friends for life

Adventure Club is a fantastic place to meet new friends.

Facilities

We offer modern leisure and sporting facilities which make our Leisure centre an ideal choice.

Fees (each class or meeting)

Adult £6.00

Junior £3.50

Under 3's are free

Family Group (4 people max. including 2 adults) £16.10

Adults with a monthly card £4.60

Juniors with a monthly card £2.40

Lesson 8. The pleasures of imagination

Ex. 1

The pleasures of imagination

After Paul Bloom

How do Americans spend their leisure time? The answer might surprise you. The most common activity is not eating, drinking alcohol, or taking drugs. It is not *socializing with friends, participating in sports, or relaxing with the family*.

Our main leisure activity is participating in experiences that we know are not real. When we are free to do whatever we want, we turn to the imagination – to worlds created by others, as with books, movies (films), video games, and television (over four hours a day for the average American), or to worlds we ourselves create, as when *daydreaming* and fantasizing [ˈfæntəsaɪzɪŋ]. While citizens of other countries might watch less television, research in England and *the rest of Europe* finds a similar *fascination* with the unreal.

Surely we would be *better off* doing more practical things – eating and drinking, developing relationships with the surrounding people, building homes, and teaching our children. Instead, 2-year-olds pretend to be lions, students stay up all night playing video games, young parents hide from their little kids to read novels ...

What is the solution to this puzzle?

One solution to this puzzle might be Reality Lite – a useful substitute when the real pleasure is *unavailable*, too risky, or too much work.

Often we experience ourselves as the main character of an imaginary event, described in a book or shown in a film. In other words, we get transported. But how? Through *visual effects*, the pictures that we see while watching films or playing video games, through the power of the WORD, used by authors. They can create the illusion [ɪˈluːʒ(ə)n] of running around shooting aliens, or doing tricks on a skateboard, that fools a part of us into thinking that we, ourselves, are acting.

Besides, we have information that people lack in real life. We know what's going to happen, or what the other characters think, because we see them in different situations, we always follow them. WE become the main characters with their complex relationships and conflict around love, family, wealth, and status.

This fight makes the main characters to take action, and through this action we become part of a different life, very fast and full of adventures. Together with the main characters we learn something new from their experiences, and together with them we become different – better, stronger, cleverer, wiser. Together with the main character we might suffer the loss of our dearest and nearest. But to stop the pain we simply wake up from our dreams and jump back to Earth. What can be more pleasant and exciting?

UNIT 8

MEANS OF COMMUNICATION

Lesson 2. Communication is the process by which ...

Ex. 1b, 1c

There once was a young man called Brett
Who would spend his free time on the Net.
He stayed home all alone –
No TV and no phone,
A computer mouse – his only pet.

Ex. 3b

*When we think about modern means of communication we cannot understand how people who lived some fifty years ago were able to keep in touch. Nowadays, with a mouse in one hand and a mobile phone in the other one, we cannot imagine human contacts without modern **technology** devices.*

How do people **communicate** today?

Thanks to the new technologies people are communicating more than ever before. Modern means of communication have made the distance between people unimportant.

Unlike 20 years ago, we usually call someone, not visit. This traditional way of keeping in touch has suffered a lot as people choose quicker and easier phone calls. Mobile phones are **portable** and let us contact others wherever they and we are. Furthermore, mobile phones offer the possibility of texting. Text messaging is the most convenient and the cheapest form of communication when we need to pass a quick note containing only a few words.

Emails have **replaced** letters and postcards almost completely. *People prefer emails, which are quicker to write and send, and more sure to reach the addressee.*

Business people still use fax and telegram in offices, but they have started creating special websites for communicating with partners. Video conferences are often used and business people do not need to travel to **remote** places.

To keep in touch with our families and friends that live abroad we use video chats, chat-rooms and instant messaging. Thanks to them we can talk with our relatives for free and without time limits.

All in all, it is mostly the Internet and mobile phones that we use to communicate. Have they really improved communication?

Lesson 3. History of communication

Ex. 1b, 4b

Communication is the ability to share information. We need communication. Communication keeps businesses and factories running. It helps people in trouble to contact police, fire departments, ambulances and doctors. Our armies would be useless, and our government would not work without it. We would lose contact with our families and friends that live far away. There would be no radio or television stations to entertain us, or films to see.

The word 'telecommunication' comes from Greek and means 'communication at distance'. Now it is a general term for systems or technologies *that are used in sending and receiving messages over a distance electronically*. Mobile and satellite phones, radio, television and networks are a few examples of telecommunication. It is sometimes hard to realize that as you sit at your computer clicking on keys it began with primitive and even ancient forms of telecommunication.

There was a time when cave drawings were painted on the walls of caves and canyons to tell the story of people's culture. But real communication began with language. Story-telling was used to tell stories before there were books. Town criers shouted their messages across short open spaces. People ran to deliver messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is unreliable, as the game of Chinese whispers demonstrates. So a system of writing was necessary. When writing appeared, messages on stone columns communicated very well across time, but they were an inefficient method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more reliable. New men and fresh horses were available at posting stations. A message could travel the full distance of the road from Susa to Sardis (3200 km) in ten days. What helped to make communication even more efficient was the Aramaic language as a Lingua Franca used in Ancient Persia.

There were forms of long-distance communication not based on words. The smoke signals used by American Indians are of this kind. So are fires which usually meant 'danger' or 'victory'. Drums in the jungles of Africa and Asia were one way to send signals to neighbouring groups. Ancient Egypt was the first country *where birds - domesticated pigeons were used for sending messages*. Genghis Khan saw their potential and pigeons carried news of each new victory to his homeland in Mongolia. Ship's flags and semaphores – mechanical devices on towers – were other forms of telecommunication.

The true 'jump' came with the electricity leading to the telegraph and signal lamps. 1843 was the year *when Samuel Morse proposed a way to give every letter and number a special code* (point, line and space). It was Morse's Symbol code, which we can still find used today.

Seven years later, Antonio Meucci and Graham Bell independently managed to build an early telephone. Since Meucci didn't have the money to patent their invention (the cost was \$250 at the time), it was Bell *who managed to register it first*.

Many other innovations were soon to come: in 1895 Guglielmo Marconi invented the 'wireless telegraph' – radio. Alexander Popov from Russia *whose invention of the radio came before Marconi's, did not patent it*.

In 1923, the television was invented, in 1947 the invention of transistors gave birth to the field of electronics, in 1969 the first microprocessor was invented. The rest of the story is widely known: in 1983, the military project Arpanet became available to universities and research centres, *which finally gave birth to the Internet*. Email began to take place of snail mail.

In the 20th century, telecommunications also reached beyond our planet. Radio waves have already travelled to the planet of Neptune and back. In short, telecommunication has come a long way from cave paintings and smoke signals.

Maybe someday, we will have telephones like wrist watches... or, televisions with only interactive 3D programming... or, we will have a mental connection with things so all we have to do is think, and it is done... or, computers will be able to visually connect with anyone in the world, without cameras...

Only the future will tell... after all, hundreds of years ago no one would have dreamed of all the things we have today.

Ex. 2c

People ran to deliver messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is unreliable, as the game of Chinese whispers demonstrates. So a system of writing was necessary. When writing appeared messages on stone columns communicated very well across time, but they were an inefficient method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more efficient. New men and fresh horses were available at posting stations. A message could travel the full distance of the road from Susa to Sardis (3200 km) in ten days. What helped to make communication even more efficient was the Aramaic language as a lingua franca used in Ancient Persia.

Lesson 4. Computing is about living

Ex. 4c

1. With your parents work out rules of going online or using your mobile phone: when you can do it, how much time you can spend, what areas you can browse, how you can use the Internet to benefit your studies
2. Do not give any personal information – your address or telephone number, your parents' name and their plastic card number – to unreliable sites.
3. Think twice and consult a trustworthy adult before posting photos of yourself or somebody else on the Internet.
4. Do not respond to any messages that make you feel uncomfortable and do not blame yourself for getting them.
5. Do not agree to meet in person someone you got acquainted with online.
6. Keep your passwords a secret.
7. Do not post online anything that can hurt others. Remember: treat others the way you want to be treated yourself, whether it's virtual or real life.

Lesson 6. The era of mobile phones

Ex. 2a, 3

One day I was standing in line at the local department store. There was a teenage girl in front of me talking on her mobile. As I was in my mid forties, it brought back memories of communications between friends when I was that age.

We had one phone in our house. It was not only wired to the wall, it was on the wall and had a very short **cord**. In other words, the only "roaming" allowed was within three feet – one metre only. If you wanted to call someone, you stood facing the phone to dial the number.

Once you made the connection to your friend you had to be careful what you said and how long you said it because this was a "party" line. (For those who don't remember, the word "party" refers to several neighbours having to share the same phone line, not a happy wonderful celebration for some occasion.) You never knew if one or more neighbours were listening as all they had to do is pick up their receiver **to eavesdrop** on your conversation. Also, if one of them wished to use the phone they could break into your call at any time. Back then teenage conversations weren't so important. Any adult wanting the line could interrupt you.

Unfortunately, there were no other **options** for communicating. There were no personal computers, no internet, no e-mail, no text messaging or chat rooms. That landline telephone was all we had. I couldn't help thinking how things had changed in the short thirty years since I was a teenager.

Being a polite person, *I turned away from the girl in front of me so as not to hear her conversation. As I slowly turned I noticed a teenage girl in line behind me.* Not surprisingly, she too was talking on her mobile. Still trying **to avoid** eavesdropping, I turned sideways trying not to listen to either of them.

You see, I'm old enough to control my behaviour but not old enough to have poor hearing. I **could not help hearing** their conversation. Both girls were talking about school. Both were talking about teachers they found difficult. A name was said by both which I couldn't quite understand but which sounded the same. I was surprised to hear how similar their conversations were until I realized they were talking to each other!...Now I couldn't help laughing!

Lesson 8. Future of communications

Ex. 2d

Sometimes we take it for granted that our life is becoming more and more comfortable and successful with all the new means of communication and new devices – plasma TVs, portable computers, wireless Internet and smart phones. Though it seems as if everything has already been created, inventors surprise us with new gadgets every year. We don't know what can be invented in 10, 20 or 50 years from now. What we need to know is whether new means of communication will be available in the future and whether they will change the quality of our life.

It is always possible that new ways of keeping in touch will appear and replace the old ones. The question is whether new technologies will be just fads or whether they will improve our communication seriously. When we think about the future, we imagine something really revolutionary like time travel or telepathy.

But the thing that worries many of us most is what we are going to do about the changes that all these new inventions bring along and how they will affect our lives. It appears that there is a contradiction between the advantages of new technologies and the disadvantages we can't help noticing. If we don't do anything about aggression-promoting TV programmes, Internet and mobile phone addictions today, it might be too late tomorrow.

Lesson 9. Slam

Ex. 1

Nick Hornby (born 17 April 1957) is an English novelist and essayist. He is best known for the novels *High Fidelity*, *About a Boy*, and for the football memoir *Fever Pitch*. His work frequently touches upon music and sports. *High Fidelity* – his first novel – was published in 1995. The novel, about a record collector and his relationships, was adapted into a 2000 film starring John Cusack and a Broadway musical in 2006. His second novel, *About a Boy*, published in 1998, is about two “boys” – Marcus, a teenager from a single-parent family, and Will Freeman, an immature and selfish man in his mid-thirties who becomes better through his growing relationship with Marcus. Hugh Grant and Nicholas Hoult starred in the 2002 film version. *Slam* is a novel published in 2007. The book is written from the perspective of a teenager, Sam, who gets into trouble.

Ex. 2

Good **stuff** had been happening for about six months.

- For example: Mum got rid of Steve, her rubbish boyfriend.
- For example: Mrs Gillett, my Art and Design teacher, took me to one side after a lesson and asked whether I’d thought of doing art at college.
- For example: I’d learned two new skating tricks, suddenly, after weeks of making an idiot of myself in public. (From now on skating = skateboarding.) All that, and I’d met Alicia too.

Looking at what I just wrote, you could have guessed a lot about me. You could have guessed that my mum and dad don’t live together, for a start. You could have guessed that I skate, and you could have guessed that my best subject at school was Art and Design. And you don’t need to be Sherlock Holmes to work out that Alicia was a girl who meant something to me. If you were able to guess it all from that first little paragraph, I’d start to worry that I wasn’t an incredibly **complicated** and interesting person, ha ha.

I don’t know. **As far as people like Alicia’s parents are concerned**, you’re a bad person if you don’t read and study, and as far as people like my dad are concerned, you’re a bad person if you do. It’s all mad, isn’t it? It’s not reading and whatever that makes you good or bad. It’s whether you get addicted to drugs and go out mugging. I don’t know why they all get themselves into such a **stew**.

Well, here’s the thing. I know it sounds stupid, and I’m not this sort of person usually, honest. I mean, I don’t believe in ghosts or reincarnation or any **weird stuff** at all. But this, it was just something that started happening, and ... Anyway. I’ll just say it, and you can think what you want.

I talk to Tony Hawk, and Tony Hawk talks back.

Some of you won’t have heard of Tony Hawk. Well, I have to say that not knowing Tony Hawk is like not knowing Robbie Williams, or maybe even Tony Blair. It’s worse than that, if you think about it. Because there are loads of politicians, and loads of singers, hundreds of TV programmes. George Bush is probably even more famous than Tony Blair and Britney Spears or Kylie are as famous as Robbie Williams. But there’s only one skater, really, and his name’s Tony Hawk. Well, there’s not only one. But he’s definitely the Big One. He’s the J.K. Rowling of skaters, the Big Mac, the iPod,

the Xbox. The only excuse I'll accept for not knowing TH is that you're not interested in skating.

When I got into skating, my mum bought me a Tony Hawk poster off the Internet. It's the coolest present I've ever had, and it wasn't even the most expensive. And it went straight up onto my bedroom wall, and I just got into the habit of telling it things. At first, I only told Tony about skating – I'd talk about the problems I was having, or the tricks I'd learned. I knew they would mean much more to a picture of Tony Hawk than they would to a real-life Mum. I'm not **dissing** my mum, but she hasn't got a clue, really. So when I told her about things like that, she'd try to look all enthusiastic, but there was nothing really going on in her eyes. She was all, Oh, that's great. But if I'd asked her what this or that trick was, she wouldn't have been able to tell me. So what was the point? Tony knew. Maybe that was why my mum bought me the poster, so that I'd have somebody else to talk to.

After a while, I started talking to Tony Hawk about school, Mum, Alicia, whatever, and I found that he had something to say about those things too.

Does this sound mad to you? It probably does, but I don't care, really. Who doesn't talk to someone in their heads? Who doesn't talk to God, or a pet, or someone they love who has died, or maybe just to themselves? TH ... he wasn't me. But he was who I wanted to be, so that makes him the best **version** of myself, and that can't be a bad thing, to have the best version of yourself standing there on a bedroom wall and watching you. It makes you feel as though you mustn't let yourself down.

UNIT 9

SCHOOL MATTERS

Lesson 1. School problems

Ex. 2a

Joe: "I am having huge trouble getting my homework done. I leave it till the last minute or copy someone else's. I know cheating is wrong. My mum and dad don't know anything, but I know they will be disappointed if I tell them. Do you have any advice on how I can organise my homework and what I need for school? I would really appreciate the help, thank you."

Pamela: "I've just started a new school and I feel like I don't belong here. I'm too shy to actually talk to anyone. In the class that I was in before I **fit in** pretty well and they understood me, but I don't think that's going to happen now. I don't want to be alone for the rest of the school year. Please, help."

Ella: "My classmates **bully** me because I'm not good at sports. I feel like I don't have any real friends because they're constantly calling me names, and this one boy, that I have to sit next to, enjoys throwing my pens and notebooks off my desk. What should I do?"

Bob: "I'm not an easy student. I often **oversleep**. I'm late. I **skip lessons** and I lie about where I am. It was a small bad habit I developed last year but it has gotten way worse this year. This has to stop...but I don't know where to start. I can't **cope with** it myself."

Ex. 4a

A. "What you need to do is to tell your parents or another adult you trust. Usually your parents are the best people to tell. Don't forget they were at school not so long ago, so they might know more than you think about your situation. If you can't tell your parents, then talk to a teacher or an older person you trust. The school can't do anything about your problem if they don't know about it. Take a friend with you if you're nervous and remember there are many ways a school can stop it."

B. "It's really hard introducing yourself to people, especially if they've already got friends. Why don't you speak to the people you're sitting next to in class, before and after class? Find out what clubs there are at your school and go to something you're interested in. You've got to be brave and say "Hello – what's your name?" It's difficult but you've got to do it. You'll feel great afterwards. The best thing you can do is to talk to people, remember to smile, be open and friendly, listen to what others have to say and make them feel important."

Ex. 5c

A – Giving advice

You should *talk to your parents*.

Why don't you *join a school club*?

What you really need to do is *to tell your teacher about it*.
Have you thought of *calling the helpline*?
The best thing you can do is *to be friendly*.

B – Rejecting advice

That's easier said than done!
I don't think it's a good idea.
That's all very well for you to say, but ...
I don't think so.

C – Accepting advice

That's a good idea!
That might work.
It might be a good idea.
I think I'll take your advice.

Lesson 2. I study to learn

Ex. 5b

How to cope with disappointing marks

Remember, a mark does not show what kind of a person you are, so don't feel as if you are a terrible person. Don't compare yourself to others; they're not you and you're not them, you will always get different marks. It's part of life!

Tip 1 If your study is an uphill struggle, asking for help from a friend or a classmate will be a good idea. Try to find other students like you in class who want to study better. If you form a group and try to study together helping each other, you will be able to get everything done even if you have missed the class.

Tip 2 Talk to your teacher. This demonstrates to your teacher that you are serious about improving your marks and getting help. Ask your teacher why they think you are not doing so well, and what his advice is for you to improve.

Tip 3 Set a specific time for homework and studying. Eliminate any distractions, such as TV, music or computers from the study area. Completely clear your desk and make sure you've got a nice comfortable chair.

Tip 4 To get good marks, you need to discipline yourself to participate in class. Participating in classroom activities gives an opportunity for learning new skills. You should be always on-task, listen to your teacher and classmates' answers, respond to questions and participate in group discussions.

Tip 5 Some students skip classes that they don't like. Do go to your classes, however. Just missing one class can leave a hole in your knowledge that can take a long time to repair. If you absolutely can't go to a class, ensure you catch up by borrowing notes from a friend.

Follow these tips and there is no reason why your marks shouldn't improve.

Lesson 3. Do you speak English and make mistakes?

Ex. 1b

S1: I learnt Italian, no problem. It was a child's play for me. The vocabulary was easy, the pronunciation was easy – everything was dead easy! But English is not a bed of roses. For example, in my language, if you want to say 'He likes school', you say 'Он любит школу'. If you want to make a question, it's the same - 'Он любит школу?' In English you have to use 'do' or ... or ...

S1: Does ...

S2: Yes, does. Does he like school? I don't understand why you have to do that.

S2: Spelling is my biggest problem. It's impossible to know how to pronounce a word when you see it for the first time. For example, B-E-A-R is 'bear', but D-E-A-R is 'dear'! The same letters E-A-R but two different pronunciations! It's ridiculous!

S3: Some words are a hard nut to crack. 'Make' and 'do', for example ... it's the same word in my language. But in English you need two words. You do your homework, but you make a cake. It's so confusing. I always do a mistake with it.

S2: Make.

S3: Sorry?

S2: Make ... you make a mistake, not do a mistake.

S3: Typical.

Ex. 2a

If you want to make progress without wasting your time
Make a list of expressions that easily rhyme
It won't make much difference if you make a mistake
Just make an announcement: "I've made biscuits and cake!"

If you do badly, can you do your best?
If you can't answer, can you do the test?
Can you do the shopping? Can you do the dishes?
Can you do your homework? Can you make your wishes?

Make a trip to some country to meet people like us,
Make friends and smile, and don't make a fuss,
Say you love making plans, appointments and such
Making breakfast or dinner doesn't bother you much.

If the words that you hear don't make any sense
Make an effort to answer and do not feel tense
Do exercises; don't make much noise
Please, do me a favour, I can't make a choice.

So make up your mind,
And learn verse of this kind,
Then you'll use "do" and "make"
Without any mistake!

Ex. 3a

Sandra: When I speak English, I'm too shy. I'm afraid to make mistakes.

Bob: You're not alone. I know all about that. My wife Xin was like that. She used to get quiet when she was with others. Now she's rather confident.

Sandra: Because she has you. You are an expert in English. How do you help your students improve their speaking skills?

Bob: Yeah. You're right. I help them cope with their shyness.

Sandra: How do you that?

Bob: It's a daily mental practice. You can learn not to fear about making mistakes. You learn to feel good about your efforts.

Sandra: I don't feel good about my efforts. I feel that I can't speak English properly.

Bob: You can learn to tolerate your mistakes.

Sandra: OK. Tell me how I can learn not to worry about my mistakes.

Bob: Don't you see how well you're speaking English with me now?

Sandra: No, I don't. I'm making a lot of mistakes. Is there anything I can read about it?

Bob: Take a look at this article: [How can I improve my spoken English?](#)

Sandra: That sounds great. Thanks, Bob.

Bob: You're welcome, Sandra.

Ex. 4a

Some people are shy to speak a new language with others. This shyness is mostly associated with the fear that "I will make mistakes." Students and teachers often focus on mistakes. They worry about mistakes. They correct mistakes. They feel nervous about mistakes. They try to speak perfectly. No one, however, is perfect. Native speakers make mistakes all the time. Instead of focusing on the negative – focus on communication. Taking lessons is always important, but equally important are these pieces of advice:

1. Read, listen, watch. Try to find topics that INTEREST you. Read online newspapers (*The Times*, *The Guardian*, *The Independent* ...), keep listening to Internet radio stations like the BBC, watch TV shows in English, etc.

2. Write, communicate. Try to find discussion forums from the web about things that you find interesting and FUN (music, various artists, hobbies, etc.) and start communicating there with other people using only English. Please do NOT be afraid of making mistakes. The more you enjoy communicating, the better!

3. If you are shy to speak English with other people, say the following words before the mirror: "I don't worry about making mistakes when I speak English. I am making an effort to improve my English. People like me as a person. People speak with me because of my good personal qualities. They don't mind if I make mistakes at times because English is not my mother tongue. I make mistakes only to learn from my mistakes."

The key thing in this is not to be afraid to make mistakes. The only mistake is not opening your mouth.

Lesson 4. Exam fever!

Ex. 1b, 1c

Part 1

"As a student myself, I am aware that the last thing you want to do before an exam is to sit down and revise. But it is really important that you do, so here are some tips on how to get through the stressful exam period:

Revision space: Find a good place to work. It should be quiet and not messy.

Manageable revision: Don't try to revise for too long all at once. Do your revision in half-hour slots, taking a five or ten minute break in the middle. This will help you concentrate and you'll remember more of what you are revising.

Start early: Don't leave your revision until the last minute. If you haven't already, start revising now. It is true that it is never too late to start revising, but you shouldn't leave it until the day before your exam.

Get help: If you don't understand something then ask someone. Never suffer in silence. There is no point learning something from memory if you don't understand it, it won't help you in the exam. Get your teacher to explain it.

Make notes: Don't just read through your class work, make notes. Get a small pile of notes (Post-it or similar) and a pen and write all the key words from your subject onto the notes. Then stick them all over your house. As you walk around and see the words, challenge yourself to be able to say what they mean.

Part 2

Studying the night before an exam increases the level of stress in the body. The best way to reduce stress is to relax: watch TV, talk to a friend, read a novel. Try to revise the main points of your subject earlier in the day and leave the night free for other things. Staying up all night before an exam is the worst thing one can do. Don't go to bed late. Sleep at least eight hours the night before an exam. Remember: you will need energy and focus while you're taking your exam. Also, don't forget to set your alarm clock the night before!

Part 3

If your exam is in the morning, get up early and have a good breakfast. Research shows that students who eat breakfast do much better in exams than those who don't. Exercise to prepare yourself physically before you take your exam. Get to school early. Leave plenty of time to get there. If you are late, you will feel more nervous. While waiting for the exam to begin, avoid speaking to any nervous students and absorbing their negative energy. Well, I hope my tips will help you to cope with the exam fever. Good luck!

Ex. 2a, 2b

That was the night before my History exam. I had spent the whole day hanging around with Jack and Teddy in order to relax before the important day. When I came home, I refused to have dinner as I started to panic. I tried to remember some historic dates and names, but I couldn't! I rushed into my room and got down with total revision. At 3:30

am I realized that I couldn't make out my notes, so went to bed. It was 5:45 am in the morning when I woke up. I lazily got up from my bed, and went to get ready for the day, thinking that I still had one hour to revise for the exam as the exam was to start at 8:30 am. I was in the bathroom when the doorbell rang. My mother answered it. I heard Jack and Teddy greet my mother. I also heard that the bus would be leaving in next 10 min.

I was SHOCKED !! How could this be? What was I missing here?

And then it suddenly struck me. The timings of the examinations had changed (from 8:30 am to 7:45 am) and the announcement was made during the previous exam time. I changed into my uniform, grabbed my bag and left. Many of the students already seated in the bus asked, "What happened?", "Why so late?" etc. and the reason was explained.

I don't remember the exam itself. The only memory of that exam is that I felt too sleepy answering the questions and my stomach produced those unpleasant gurgling sounds. Later I was happy to know that I had passed my History exam with the grade 'C'.

I still wonder what would have happened, had Jack and Teddy not come to my house that morning...

Lesson 5. Plans for the future

Ex. 3a, 3b

“I used to be into football and TV, but now I’m keen on computer technologies. I want to become a graphic designer, so I’m going to study Web Design at university. It makes sense! I have applied for a Computer Science and Web Design course. I’m leaving for London tomorrow. I’ll have to get up early as my bus leaves at 9 a.m. I’m really excited! I think one day I’ll design CD covers and be my own boss.”

Lesson 6. Learning world

Ex. 1a

Facts about education around the world

1. One in five adults in the developing world – almost 781 million people – cannot read or write.
2. Most illiterate people are women. About 70 percent percent of women cannot read or write.
3. About 58 million children of primary school age do not go to school.
4. More than 120 million children do not attend secondary school.
5. Many children who go to school do not finish it with even the most basic reading and math skills because their schools do not have enough teachers, books or facilities to give a quality education.

Ex. 1b

Across the world many children miss out on their education because:

- they are made to work to help support their families,
- they have to join the army and become child soldiers,
- their families do not have the money to pay for their education because in most developing countries school is not free.

Ex. 2a

Text A

No roads go to this remote area in the Cordillera [ˌkɔːdɪlˈje(ə)rə] Oriental. There aren't even any paths. Instead, the 12 families who live here, use 12 steel cables that connect one side of the valley to the other and is the only way in or out. For the residents of a small hard-to-get-village 40 miles southeast of Bogota – it's the only way to communicate with the outside world.

Every day to get to school, 9-year-old Daisy Mora has to overcome the turbulent river valley of Rio Negro sliding across on a cable. From a height of 1300ft this brave little girl moves through the air with only a piece of wood as a brake. Every morning, Daisy puts her younger brother, who is still too small to overcome the canyon on his own, in a bag and prepares to jump for her daily journey to school.

Some might ask why no bridge has been built to make travel easier and the answer is a lack of money.

Text B

Tsosoloso Ya Afrika School is one of many schools in Midrand that are so overcrowded that they have up to 100 children in one class. It is so bad that pupils are left alone as the school's 11 teachers jump from class to class to reach as many children as possible.

Tsosoloso Ya Afrika is made up of mobile classrooms, which can last up to 10 years, but with the huge number of children at the school, these classrooms are falling apart. The roof is falling down and there are no windows in almost every classroom.

Only one toilet is working for the 1 200 pupils. At break time the children wait in a line to use the toilet.

'There is discipline [ˈdɪsɪplɪn] and order at the moment,' said one teacher. 'But we can't expect that it will last for a long time. Huge classes might cause big problems in the future.'

Lesson 7. Cheating at school: for and against

Ex. 2a

Grace: I dislike cheating, it's dishonest. Cheating is the same as lying. Copying a friend's work is never a good idea **because** you won't get any knowledge. Even if no one finds out that you've been cheating, YOU will know. You'll feel bad about it and you'll never learn to do that kind of work.

Tank: Some people say cheating is bad, and it's wrong. There is also that popular phrase everyone loves to use: "When you cheat, you're really cheating yourself." Is this true? I say: NO! I have cheated on tests, homework and projects all through my school years. It's something I take pride in. I'm proud of myself **because** out of the hundreds of times I've cheated, I've only been caught ONE time.

Pinky: **Since** every school has a cheating policy, cheating can get you in serious trouble. You can get an automatic F or Zero on the test or project or even be expelled (исключен) from school. If you cheat to get a better mark, you're taking a big risk of getting a much worse mark that will seriously set you back.

Grace: Cheating is unfair to you. School can help make you a better person in many ways, and help you learn the things you'll need in your future life. If you cheat, you will never really learn these things, **for** all you're going to learn is how to cheat!

Tank: Unfair? School is unfair to you too! Most of the subjects you have to take at school, you will never need in your life. If you're not going to study Physics or Maths at college or university, why would you need the laws of relativity (законы относительности)? Save time for yourself.

Pinky: **As** it's important to play fair in games and sports, school must be a place for a fair play, too. When you cheat at school to get better marks, it's unfair to the kids who actually studied and did the work.

Fred: I cheat because my homework, test or projects are not a bed of roses. I can't cope with them but I want to get as good marks as my classmates. **As** for my parents they think I have no problems at school, I don't want to disappoint them."

Lesson 8. A true school story

Ex. 1a

Part I

When I was a Senior at E.C. Glass High School in Lynchburg, Virginia during the 1961–62 school year, we had a nasty teacher named A.J. Fielder, better known as “Happy Jack”. Happy Jack Fielder taught hard courses in Chemistry and Physics. He gave low grades (marks) to his students. Many students needed high grades to get into the college of their choices.

I was one of those who decided to take the risk of taking Happy Jack’s classes. Happy Jack gave very hard tests. Almost all of us got no better than 50 or 60 out of 100 on these tests. In other words, we were failing. If we failed, we would not be able to go to college at all.

However, there was one kid in the class who always got 100 on every physics test. His name was Charles Pryor. He was not regarded as one of the smartest (cleverest) kids in the school. Actually, I was regarded as the smartest kid in the school, although I knew that in reality I was not.

I had close friends named Jimmy and Johnny Farrar, who were identical twins. They were also among the smartest kids in the school and were taking the same physics class from Happy Jack. I went over to their house many times to discuss our low grades in Physics.

We knew that something had to be done about this. We were desperate. By getting 100 on every test while the rest of us were getting not more than 60, Charles Pryor was placing us all in a difficult situation. We were all studying hard. We did not think that he was very smart, so it could not have been that he knew the material better than we did.

We finally understood how he did it.

There were three physics classes, taught in periods (lessons) 4, 5 and 6. Charles Pryor was in the sixth period. Happy Jack gave the same tests to all three periods. Therefore, during period 5 Charles Pryor could meet with a student from period 4 who had just taken the test, find out what the questions were and look up the answers before period 6. We became convinced that this was what Charles Pryor was doing. He was a cheat.

Now, what to do about this?

Ex. 2b

Part II

Finally, we decided to write an anonymous letter to A.J. Fielder explaining what Charles Pryor was doing. However, we did not want to say that it was Charles Pryor who was doing it. We just said that some student was doing this. In order to make sure that nobody would ever know who had written the letter, we put on gloves and bought a new pad of paper, so that our fingerprints would not appear on the paper. We went through newspapers and found the words we wanted to write, cut them out with scissors and pasted them with glue. We got a new envelope and put the letter in the envelope. Then, we mailed the letter to Happy Jack.

A few days later, Happy Jack made an announcement to all the physics classes. He read the letter in class. He wanted to know immediately who had written the letter and who the cheating student was. I kept silent and did not raise my hand and neither did Jimmy or Johnny Farrar.

A few days later, Happy Jack Fielder gave us another test. However, he did not give the same test to all three classes. Instead, he gave an easy test to the students in period four. Everybody in that class got 100 on that test. Then, he gave an extremely difficult test to the students in periods 5 and 6. His message was clear: "If you do not say the name of the cheating student, all of you will fail. You will not be able to go to college and your futures will be ruined."

I went over to Jimmy and Johnny Farrar's house again. Now, we were really worried. We decided that we had no choice. We wrote another letter. The second letter contained only one sentence: "The person referred to in the previous letter is Charles Pryor." A few days later, I was walking down the high school corridor past the classroom door and saw A.J. Fielder with my letter in his hand, having a heart-to-heart talk with Charles Pryor. I do not know what happened next and heard nothing more about this. We all passed our exams and went to college.

For 40 long years since 1961 I have been keeping this secret. In all these years, until today, I have never told anyone about this letter.

Today, after 40 years, I decided to look up Charles Pryor on the Internet, and here is what I found:

Charles W. Pryor has a Ph.D. degree in Physics and is the CEO and Chairman of the Board of Westinghouse Electric Corporation, whose technologies are used in nuclear power plants all over the world. Charles W. Pryor won the Academy of Distinguished Alumni Award for 1998.

We must now realize that he was not cheating after all. He was simply better at physics than we were.

This is a true story.

After Sam Sloan

Lesson 9. Goodbye, school!

Ex. 3a

Summer holiday

We're all going on a summer holiday –
No more working for a week or two.
Fun and laughter on our summer holiday,
No more worries for me or you,
For a week or two.

We're going where the sun shines brightly,
We're going where the sea is blue.
We've all seen it on the movies,
Now let's see if it's true.

Everybody has a summer holiday
Doing things they always wanted to
So we're going on a summer holiday,
To make our dreams come true
For me and you.
For me and you.