

SCRIPTS

UNIT 1

Lesson 1, ex. 1b

If there is such a thing as a British dream, it's to own a roof over your head. Only 30 per cent of people choose to rent and I'm sure it really pays to buy. The housing landscape in Britain is extremely varied. Though houses differ in style, size, colour, material, the age of the building, and many other things, they are made up of four basic types.

Let's start with the simple terraced house. Actually, it's one of the most well-known types of housing and about a quarter of the Brits live with a neighbour on each side. In the past, terraced houses were associated with the working class and now are found in old industrial towns and cities. Generally speaking, they are the cheapest type of house you can buy as they are small, come with little to no garden space and have little privacy. Houses at the end of the row are more expensive compared to those in the middle because they are more spacious.

One third of the British population lives in semi-detached houses where they have just one neighbouring family. Each house is the mirror of the other. They are exactly the same inside and outside. In general, they are more expensive compared to terraced homes as they offer more privacy and there is more garden space available.

A great number of people in Britain dream of having a detached house with a garden. Such houses give total privacy, which is so dear to any British heart. The land that surrounds the house is a big plus for families who enjoy gardening or other outdoor activities. One downside to this is that they are the most expensive properties and only a quarter of the population can afford it. A detached house can take on any form or style: a bungalow, a cottage or a spacious mansion. Thick walls, small windows, and low ceilings usually characterise cottages. Originally, they housed agricultural workers and their families. So these traditional houses are found in rural areas and some are hundreds of years old. Good old bungalows are slowly becoming a rare breed in the UK. They were first built for Europeans who settled in Bengal in the 17th century but they aren't really being built in Britain any more. Developers prefer to purchase a bungalow and knock down the one-storey building so they could build taller homes.

Quite a lot of people try to avoid living in blocks of flats first of all because they provide the least amount of privacy. Though London's property landscape is dominated by flats, their proportion in the whole country is second lowest in Europe – about 14 per cent. For the most part, flats are the most affordable type of the housing in the UK and it makes them ideal for singles and small families. The most economical choices are studio flats where the general living space consists of a living room, a bedroom and a kitchen combined in one room. In the UK, maisonettes were introduced in the 1960s before blocks of flats were as common as they are now. Unlike flats that share a corridor or a hallway,

maisonettes cover more than one floor and have their own entrance. You can often find them in large period houses that have been converted or in a city centre above shops.

Lesson 2, ex. 2a

Hi, my name is Sam. I live in a village not far from Lancaster in the north-west of England.

I live in a detached house. It is made of bricks and the roof is covered with clay tiles. It's not very modern but we are happy with its modern conveniences. We have central heating with radiators in each room, which keeps our house warm. There is also an open fireplace in the lounge. In my house there are three rooms downstairs and three rooms upstairs.

If you come into my house through the back door, you will find yourself in the kitchen. There are lots of cupboards, a fridge, a freezer, and an electric cooker there. We also often use our microwave. We have to wash up in the sink as we don't have a dishwasher. I know Mum is dreaming of buying one.

Downstairs there is also a lounge. Some people call this room the living-room. Our lounge has the usual stuff: a table with chairs, a sofa, and two comfy chairs. We also have satellite TV. There are some cupboards and a bookcase.

Most houses have a bathroom upstairs but ours is downstairs. In my bathroom there is a toilet, a bath, a shower, a sink with two taps (one for hot water and one for cold), and a laundry basket. This is where we put our dirty clothes for washing. We wash our things in the washing machine and hang them out in our garden to dry.

The three rooms upstairs are all bedrooms. They all have carpets on the floor, except my room. In my bedroom I have my own computer, a wardrobe – to hang clothes in, a chest of drawers for other clothes, and cupboards to keep all other stuff like old toys etc. There is also a bookcase for my books and my bed. It is high up as I have my computer desk underneath it. I also have my own television.

Outside my house we have a back garden and a front garden. In the back garden there is an area of grass for us to play football on and for my little brother to ride his bike. Mum likes to grow vegetables in the garden and plant flowers.

Welcome to my house!

Lesson 3, ex. 1b

Detached, single-family homes are the end goal for the majority of Americans. While 80 per cent of the population would prefer to live in a single-family home, seven in ten Americans actually do. Apartment and condo living is only preferred by 8 percent of the population, yet 17 per cent of Americans live in an apartment or condo.

But not just any single-family home will do. Americans also show consensus on certain community factors. 53 percent would like to live in an area that is "away from it all" and only 34 percent – "in the center of it all".

The saying "good fences make good neighbours" rings true to the majority of Americans as well. "Privacy from neighbours" was considered somewhat

important to 87 per cent of the population, while 45 per cent considered privacy very important.

Lesson 5, ex. 3a

My favourite room is my bedroom. Perhaps, the bedroom is the most important room in many houses, because in this room you can relax. I would like to call my room private but unfortunately it's not true. I share it with my sister. Sometimes, the fact that we live together makes me angry, but we have learned more or less to live peacefully. So what does this special room look like?

It's medium size, not too big or small. It is bright and cosy. In this room I have a bunk bed for me and my sister, a computer table, two desks, two wardrobes, and a chest of drawers. On the chest of drawers I like to put my family pictures because they remind me about past events. My sister doesn't mind but she would prefer to have them in albums.

Our window looks out onto a forest and it's really perfect because every evening we can watch a wonderful sunset. Above my bed hangs a map of the world, I often look at it and daydream about different exciting places where I would travel in the future. I like spending time in my room with a book and a steaming hot cup of tea on cold, rainy autumn evenings. I will be sad to leave my room but next year I am finishing school and hopefully will become a university student. It is 300 kilometers away from home and I doubt I will be able to come home very often. I am afraid that my sister will change everything in the room because she doesn't like it, especially my map on the wall.

Lesson 7, ex. 1b

A house is made of walls and beams; a home is built with love and dreams.
It takes hands to build a house, but only hearts can build a home.
You can rent a house, but you can only own a home.

Lesson 7, ex. 2b

Mary: The first thing would be a big family dining table – big enough for all of us, plus relatives and friends. That's because so many of our special times have been when we've all been together around the table. It's where we giggle and laugh and sing "Happy Birthday to you"; where we celebrate small things such as an "A" in arithmetic and important things like a promotion at work or a college degree; where we soothe one another's hurts; and quiet our worries. And it's where we share our dreams, because when families share their dreams, everyone joins in to make them come true, and miracles spread out from family dining tables like magic.

Peter: Our home would need an old-fashioned fireplace. I know most people prefer the modern no-smoke gas kind, but we would need an old-fashioned fireplace that crackles and glows red and smells of wood smoke. It's where we always gather on bad-weather days to play Monopoly or work on a jigsaw puzzle or just read. It's where we daydream.

And also, there would be an awful emptiness without the books we love. So I'd search for a great big bookcase to hold books. Slowly, we would fill it with the books we love – from "A Child's Garden of Verses", "The Little Engine that Could", and "Goodnight Moon" to books by Dickens, Twain, Hemingway, and Frost.

Lucy: I'd buy pillows for our sofa. Silly? Probably, but pillows always create that put-your-head-back-and-your-feet-up feeling. Pillows say, "Don't worry, everything will be fine." I'd mix and match them: big red and white checks and blue linen and golden plaids. Lots of them – fluffy and pretty and very therapeutic.

We would need a yardstick in order to start a new measuring wall – probably behind a kitchen door – where children are measured year after year, and the inches march upward on the wall to show how tall they have become. It's where they stretch with all their might and where futures are fashioned with the words, "When I grow up..."

Steve: Ever since I was three, I have shared two different households. One belongs to my mother, one to my father, but both are a place I consider home. My father's cosy apartment is my haven of peace and quiet, old Jimi Hendrix records, really good food and a lot of understanding. My mother's house is crossword puzzles, paintbrushes and lots of friends. Never quiet but so diverse.

Home is comfort. Comfort is reading in bed. So I would start with a bed and good light above it. That will remind me of my dad's house. As I am used to the noise of my mum's house I would like to have a spacious room with sofas and tables where my friends and I will chat, eat and debate.

My home isn't a singular unit; my home lies between and within two households. A house is where you live—but a home is where your heart is.

Lesson 8, ex. 1

1. During the New York World's Fair in 1964, General Motors presented a possible vision of the world 60 years into the future. Among other things, they offered a weekend at a underwater hotel.

2. A group of French artists were asked to imagine what life would be like in the year 2000 and create a series of pictures for the 1900 World Exhibition in Paris. One of them shows a house rolling through the countryside. It has a rooftop garden and looks like a present-day mobile home on wheels.

3. In the 1920s, futurists were sure that we would live in a house fully made of glass called "Vita" Glass. The new building material let through the UV rays of the sun, which at the time were thought to be good for people. Newspapers advertised that 'Vita' Glass could turn buildings into therapeutic devices and improve people's mental and physical well-being.

Lesson 12, listening

Picture yourself living in a house that was built nearly 100 years ago. Now add to this the fact that the house is actually a 30-metre high water tower that was in service till 1990 and you will get a general idea of Mr Mets's new home.

Patrick Mets has been fascinated by water towers since he was a teenager. He even imagined living in one. Two years ago Mr Mets got his wish when he and his family moved to a converted old water tower near Brussels Airport.

After years of weekend trips searching for the right place Mr Mets finally found and bought it for €30,000. However, it turned out that buying the tower was the easy part. It took him eight years to get permission to convert it into a private residence. Five years and €1.5 million later, the renovation was completed and the water tower was converted into a livable home equipped with the latest IT technology. Mr Mets jokingly christened it The Castle of Water.

The main entrance area with a two-car garage and storage and utility rooms occupies the first and the second floor. The floor above belongs to the owners' daughters. Their bedroom is full of posters of Justin Bieber and Johnny Depp, playfully bright furniture and colorful bedding. The whole fourth floor is the family bathroom with a huge shower. On the top level there is a kitchen and a living room. On the level below is the master bedroom. There is also a library, a guest room with a bath and office in the house.

The roof deck is the only place the family can hear the roar of airplanes taking off and landing at the airport nearby. It offers the best views of the surrounding cornfields, pastures and meadows. It is also the place where the family gathers for barbecues in the summer.

UNIT 2

Lesson 1, ex. 1a

At the age of six, at the age of fifteen, at the age of seventeen.

Lesson 3, ex. 1b

If someone at work told you “I went to public school”, would this really mean a private school? It all depends on where you are from. The normal type of school funded through the tax system and providing free education for children is called a public school in American English and a state school in British English. The term ‘public school’ is also used in Britain but here it refers, a bit confusingly to a private institution. Parents pay for school and students often live there during the term-time. In America these are called private schools.

Another difference is what the word “school” refers to in British and American English. In British English, you go to school for your primary and secondary education until you are around 18. But in American English, school can also refer to higher education. So an American university student might tell you she is still in school which can be confusing if you speak British English. You might think, “Wait, she is too old to be in school!” But if the person is speaking American English, they’d probably mean college if they are over 18. In American English, college means the same as university but in British English college means something different. In Britain, colleges are places that offer qualifications below university level, often skills for a particular job.

We hope you feel more qualified to talk about school and education with people around the world.

Lesson 4. ex. 2b

Pupils sit GCSE exams at age 16 or in Year 11. After that they can finish school and get a job. GCSE stands for General Certificate of Secondary Education. Preparation for the academic qualification usually takes two years and starts in Year 10. GCSE exams are taken in England, Wales and Northern Ireland but not in Scotland.

Pupils are expected to take around nine subjects. Compulsory subjects include English, Maths and Sciences: Biology, Physics, or Chemistry. Pupils also have to do Computing, P.E. and Citizenship. Optional subjects vary from school to school. In most cases, pupils can take at least one subject from the following four groups: Arts, Design and technology, Humanities and Modern foreign languages.

GCSE is given for each subject separately based on the results of the exams. In 2017, the British Ministry for Education introduced a new GCSE grading system. In place of traditional As, Bs, etc, came a numerical system from 9 to 1, where 9 – is a top grade possible.

Those who want to enter university stay on at school or attend college for a two-year A-Level course with A standing for ‘Advanced’. A-levels are studied between the ages of 16-18 in the sixth form and schoolchildren sit these exams in

the last year of school – Year 13. They are the most popular route into UK higher education institutions. To enter one of the top UK universities you'll usually need 3 or 4 good A-Level grades.

Most pupils start by choosing four subjects in the first year of the sixth form and later drop one to be left with three A-level subjects. The choice of A-level subjects depends on which universities and which courses in universities children may go to after they finish school.

The number of pupils per class studying for A-levels is smaller, more attention is paid to class participation which means lots of preparation before each lesson and lots of revision. Written assignments are much longer and there is a lot of reading on the subject. In addition to academic study, students develop independent thinking, study skills, team cooperation, research and analysis.

Lesson 6, ex. 1b

Speaker 1: It is not always as open as it is portrayed in the media. It can be rude humour or horrible comments to your face or behind your back. I wish it didn't turn what should be a place of learning into a place of misery and even danger. And we mustn't ignore it. It is vital to stop hateful comments, attitudes and behaviours as soon as possible before they make you lose your self-confidence and feel isolated.

Speaker 2: Unfortunately, this isn't a recent problem but modern technology has made it easier and more common than ever. Most teens carry cell phones and answers to test questions can go around a classroom in minutes. In a recent survey, 61 % of middle and 80 % of high school students said they had let someone copy their homework. America is behind other countries in academics. We won't be globally competitive if we raise a generation of undereducated cheaters.

Speaker 3: For at least a century, people have predicted that the latest inventions will transform learning. In 1922, Edison wrote that motion pictures would revolutionise schools. Others made similar predictions for radio, television, computers and the Internet. I agree that the role of technology in education is growing. It's OK if it continues to be used as a supplement to teaching but what if it becomes an alternative to teachers?

Speaker 4: It started in my last year of the sixth form. There was the general pressure to do well in exams, to meet deadlines and to somehow keep up my social life at the same time. I didn't know how to cope with it. I found it difficult to focus in class and I stressed myself out. And I was not the only one with such a problem. I really wish that my school had offered more support. It would have helped me greatly to have someone within school to discuss how I was feeling.

Speaker 5: Students are more technologically advanced than many teachers today and it puts them at a disadvantage in the classroom. However, a student's love of technology also tends to distract him from his schoolwork. When teachers don't know a lot about modern technology to compete with those devices, by bringing education and technology together, it can be difficult to keep students' interest and attention to properly teach new concepts.

Lesson 7, ex. 3b

I attended an all-girls' Catholic school. Looking back, it was a good school – strict, but still good. It played a part in helping me become the woman I am today. And the teachers – many of them had hearts of gold and only wanted the best for the girls they taught.

I wasn't very academic, nor was I too popular. I was quiet and shy, and the only time I came to life was when I did Irish dancing and played my flute. I was never picked for school or class captain. I just didn't have enough courage and was too quiet for that sort of thing. I was praised for my music and my dancing, but I didn't have much self-respect.

I was bullied a lot by other girls. Some girls tried to support me, but I didn't trust them. It was hard to know who were genuinely trying to be friends. So I closed myself off from everyone, only speaking to very few. Like many shy people I was often mistaken as a snob.

I had no plans for the future. All I cared about was my dancing. I didn't see anything beyond competing in the next Nationals. When I saw the timetable for the exams and everybody stressing about it, I just thought to myself, "I hope I don't get much homework tonight; don't want to miss tonight's dance class, practising for the Nationals."

The only thing I knew I was going to miss when I left school was music. I really came alive in that class. My teacher was not just my teacher – he was my friend and the one who really knew me best. And the music exam was the one that I studied most for.

I didn't do well in my final exams, simply because I wasn't interested – although I did receive a good grade in music! The rest, well – who cared? That was honestly how I thought. My parents knew that I wasn't going to be a smart student anyway; right from the time in kindergarten when I said that I hated school. In the end they basically said that they didn't mind if I didn't get top grades, it was enough to do my best – and at least pass – which I did!

I still cried at my graduation. I don't know why. Relief, probably. And shock. After thirteen years of being told what to do, here I was, answering to no one but myself. It was a strange, strange feeling.

I left school at 18, had a series of office jobs throughout the next few years and then studied at Technical and Further Education College.

I occasionally still dream about my final year of high school and then wake up, relieved it's no longer a part of my life. Is school the "best years of your life"? It certainly wasn't for me.

Lesson 8, ex. 2b

There are 142 universities in Britain including private ones. Good A-Level results in at least two subjects are necessary to get a place at one. But that is not enough. Universities choose their students after interviews, and competition for places at university is tough. As of 2019, universities can charge up to £9,250 a year for a university course. However, the Scottish government will pay university fees for you if you are a student from Scotland.

Students normally enter university from 18 onwards. Those reading for the first academic degree – the Bachelor's Degree – are known as undergraduates. Postgraduates can study for Master's and Doctor of Philosophy Degrees.

A first-year university student's or a fresher's life can be exciting but terrifying for the first week as everything is so unusual; and often far from home. Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from home as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very unusual for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a "freshers' fair" during which they encourage the new students to join their society.

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from school to university life. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In some universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional for Oxford or Cambridge students!

After three or four years (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

Lesson 10, ex. 1

Speaker 1: I heard somebody name Red Brick and Plate Glass universities. And I am wondering what bricks and glass have to do with universities? Could you explain, please?

Speaker 2: There are lots of universities in the UK. And they come in all ages, sizes and shapes. Most universities are informally categorised by their age and nicknames. However, the unofficial categories used in the press often mean nothing to international students.

Let's start with the Red Brick universities. The origins of the unofficial term go back to the Victorian era. New universities were founded in the centre of all the large and important industrial cities of England. They focused mainly on engineering and practical subjects and originally were called civic universities. Many of them featured buildings built in the Gothic style with red bricks. So the nickname comes from the building material commonly used at the time.

The Plate Glass Universities were founded between 1963 and 1992 as part of education reforms. The term reflects their modern architectural design with lots of glass. Also referred to as “Campus Universities”, they were often built on green-field sites as self-contained US style campuses and had facilities that were praised at the time.

Besides them, there are ancient and new universities. Ancient universities are those institutions that have formally been universities since medieval times. In fact, there are only 2 such universities in England and 4 in Scotland.

In 1992, the way was opened again for the creation of new universities, which lead to many “polytechnic” colleges gaining university status. They are known as post-1992 universities or new universities.

Lesson 12, listening

My school is a mixed 11-18 school. There about 1,150 students in my school, including 200 in the sixth form. It is called a Technology College and specialises in Computers and Maths. My school has over 1200 computers including over 400 tablet PCs.

I am in Year 8 and the main problem is to decide what GCSEs I would like to start working towards. I sit my GCSE exams next year instead of the year after when most other people of my age will be doing them. Some subjects are compulsory like Maths, English, Science and a foreign language. I am not sure what other GCSEs to take but I will have to decide soon.

I leave home at 6:45 and walk 20 minutes to catch a bus to school. The bus is a special one just for kids going to my school. The journey on the bus takes an hour because it has to keep stopping to pick up other students along the way.

When I arrive at school, I collect my tablet PC from the Flexible Learning Centre and then go to my Tutor Room for Registration at 8:30. We listen to announcements to see what special things are happening at school today or this week.

At about 8:50 we leave Tutor Room to go to our first period. Every day I have a different lesson for the first period. Normally it is Humanities, History, Geography, and Religion but I also have Maths, Science, Drama and Music, and French. We also do PE and Arts. Each period lasts an hour.

All my lessons are in different rooms and places around the school. Each room either has a three digit number or a name. The numbers are very hard to remember! I have different teachers for each lesson. I have a locker where I can store some of my stuff but otherwise I have to carry it all around with me in my bags.

My classes start at 9 o'clock and the second period is at 10. We have a break between 11 and 11.20. During the break, I have a snack and play and chat with my friends. Usually we play “IT”, a chasing game. Snow ball fight when it snows is dead fun. Our third and fourth periods are at 11.20 and 12.30. Lunch break is from 1.30 to 2.10. I bring a packed lunch to school but occasionally I have school dinners in the school canteen. The canteen is open at lunch time and break time. Most hot food is served only at lunch time. Chips are only available on Mondays and Fridays. After lunch we have the fifth period and the classes are over at 3.10. Sometimes I stay after school for clubs and I play tennis twice a week.

UNIT 3

Lesson 3, ex. 2

In my opinion, our school system is based on the belief that the world will remain the same. However, the world will hardly remain the same – it is constantly changing! How can our kids prepare for the unknown and unpredictable world? By learning to adapt, to deal with change, to be prepared for anything. Here is a list of skills kids should learn that will best prepare them for any world of the future.

No 1 is asking questions. We, as adults, should not object to our kids asking questions, we should encourage them to do so.

No 2: Solving problems. If a child can solve problems, they can do any job. It is hard work to keep from helping your child to solve their own problems. However, they have to learn not to give up trying, and we should encourage them to keep on working hard, until they are confident enough in their problem-solving abilities.

No 3: Tackling projects. Our life is a series of projects – small and large: finishing school, writing a book or preparing a video for YouTube. If your child gets used to tackling projects, self-education might become one more exciting project for them.

No 4 is finding passion. When you feel like doing something, you put all your energy into it. If you get so excited that you can't stop thinking about something, you'll definitely keep on doing it and will certainly complete this project.

No 5: Independence. Children should learn to be independent. What is the role of a parent? Parents should only suggest doing something and gently encourage children to do things on their own. Once children learn to be independent, they learn that they don't need to tell them what to do, how to improve themselves.

No 6. Being happy on their own. Our children should not rely on their parents for achieving happiness. If they do, they won't know how to be happy on their own, They will have to rely on their friends then, or think of other things that can make them happy like shopping, food, video games or the Internet. To prevent them from doing so, we should encourage them to learn from an early age to be happy by themselves, playing, reading and imagining. As someone famous said, "Do not educate your children to be rich. Educate them to be happy so that when they grow up, they will know the value of things, not the price of things."

No 7 is being compassionate. We need this skill to work well with other people, to be happy by making others happy. Be compassionate and your child will learn to think how others might be feeling, how to be a good person, how to make others happier with little kindnesses.

No 8. Being tolerant is also a very important skill. We usually grow up where people are mostly alike, at least in appearance, and when we meet people who are different, it can be uncomfortable or even shocking. Show your kids that it is OK to be different. It is variety that makes life so beautiful! Encourage your kids to develop into tolerant individuals. What goes around, comes around.

No 9 is dealing with change. Teach your children to be flexible. If we prepare our children to adapt to anything, we can congratulate ourselves on achieving a lot and our kids will thank us for teaching them the right thing.

Lesson 4, ex. 1

Be thankful that you don't already have everything you desire.
If you did, what would there be to look forward to?
Be thankful when you don't know something,
for it gives you the opportunity to learn.
Be thankful for the difficult times.
During those times you grow.
Be thankful for your limitations,
because they give you opportunities for improvement.
Be thankful for each new challenge,
because it will build your strength and character.
Be thankful for your mistakes.
They will teach you valuable lessons.
Be thankful when you're tired and weary,
because it means you've made a difference.
It's easy to be thankful for the good things.
A life of rich fulfillment comes to those who
are also thankful for the setbacks.
Gratitude can turn a negative into a positive.
Find a way to be thankful for your troubles,
and they can become your blessings.

Author Unknown

Lesson 5, ex. 1

A.

Fred: Dad, I'm too tired to do my homework.

Dad: Now my boy, hard work never killed anyone yet.

Fred: So why should I run the risk of being the first?

B.

Teacher: Johnson, stop showing off. Do you think you're the teacher of this class?

Boy: No, sir.

Teacher: Right, then stop behaving like a fool.

Lesson 5, ex. 2

Natalie: I think yes, but I'm one of the few who don't. My parents read my letters, my emails and even my diary. I hate being controlled!

Mel: I think that teenagers are given enough freedom by the government – you can drive a car at the age of 16 here in Australia, vote, buy cigarettes and alcohol at the age of 18. You can leave school at 16. But the amount of freedom given by the parents is a different story. Parents that let their teens do whatever they want are usually visiting them in the hospital after a car crash and helping them out of trouble. But parents who set limits for their teens are usually better

off. However, you can be over-protective by not letting your teens meet friends at all which will lead to problems later in life.

Daniel: I personally have to strongly disagree. Growing up, I had more freedom than any other teen I had ever met. I never had a bedtime. Nobody read my letters or emails. I never had to be in by a certain time. I was never told to clean my room. I had no rules, other than taking off my shoes when I came in the door because the floors were clean. Because I didn't have rules growing up I taught myself how to live. My Mum kept saying: to be independent is to be strong. Because my mother and my grandma didn't try being so controlling, I learned to open up for them more. Now, when I'm ready to go to college, I can be even more responsible than others. Unlike some others, I know how much sleep I need. I'll know how to feed myself when I'm hungry instead of eating junk food all the time. I can openly tell my Mum that I'm not doing so well at school, and she will understand me right away and try to help me fix it without making me feel bad about it. I believe kids like me, without too many boundaries, have a much better relationship with their parents.

Melissa: I agree. I think that putting a lot of boundaries on teenagers makes them want to cross them. My parents were very strict when I was growing up. They didn't approve of my meeting with mates, they always objected to my staying out late. They wouldn't forgive me for being even 5 minutes late and they always warned me against going out with boys. As a result, I went a little wild between the ages of 14-16 – nothing serious just losing interest in school, because I got sick of my parents being so pushy. I also decided against being a good girl and I used to go to night clubs a lot. If you push your children too hard one way, they're going to go the other way.

Harry: Some freedom is all right. Parents are protective because they want their kids to have more chances in their lives. If children get too much freedom, they indulge in bad habits. I agree everyone should have freedom, but being busy with good things is best for everybody regardless of their age.

Luke: I think that's a really hard thing to decide upon, you know. It really depends on the kid. Like I have practically no freedom at all and I know if I did, I'd probably be out getting drunk right now. My best friend though has all the freedom in the world, yet he still refuses to pick up a cigarette.

Clare: Teens make a lot of mistakes when they are free. Everybody does. But at least they would be making their own mistakes and not their parents' mistakes. I think everyone, adults included, should be given freedom, but we would still need to follow rules, laws and morals.

Lesson 6, ex. 2

Extract from "The no.1 Ladies' detective agency"

by Alexander Mccall Smith

"Evening, Mma," she said politely. "Is this seat taken?"

Mma Ramotswe looked up, as if surprised.

"There is nobody there", she said. "It's quite free."

Nandira sat down.

"I am looking forward to watching this film," she said pleasantly. "I have wanted to see it for a long time."

'Good', said Mma Ramotswe. 'It is nice to see a film that you have always wanted to see.'

There was a silence. The girl was looking at her, and Mma Ramotswe felt quite uncomfortable.

"I saw you this afternoon," said Nandira. "I saw you at Maru-a-Pula."

"Ah, yes," said Mma Ramotswe. "I was waiting for somebody."

"Then I saw you in the Book Centre," Nandira continued. "You were looking at a book."

"That's right," said Mma Ramotswe. "I was thinking of buying a book."

"Then you asked Mma Bapitse about me," Nandira said quietly. "She told me you were asking about me."

Mma Ramotswe made a mental note to be careful of Mma Bapitse in the future.

"So why are you following me?" asked Nandira, turning in her seat to stare at Mma Ramotswe.

Mma Ramotswe thought quickly. There was no point in denying it, and she might as well try to make the most of a difficult situation. So she told Nandira about her father's anxieties and how he approached her.

"He wants to find out whether you're seeing boys," she said. "He's worried about it."

Nandira looked pleased.

"Well, if he is worried, he's only got himself to blame if I keep going out with boys."

"And are you?" asked Mma Ramotswe. "Are you going out with lots of boys?"

Nandira said quietly, "Not really".

"But what about this Jack?" asked Mma Ramotswe. "Who's he?"

"Jack doesn't exist, I made him up. I want them – my family – to think that I've got a boyfriend", she said. "I want them to think there's somebody I chose, not somebody they thought right for me. Do you understand that?"

Mma Ramotswe thought for a moment. She felt sorry for this poor over-protected girl, and imagined just how in such circumstances one might want to pretend to have a boyfriend.

"Yes, I understand," she said.

"Are you going to tell him?" Nandira asked.

"Well, do I have much choice?" asked Mma Ramotswe. "I can hardly say that I've seen you with a boy called Jack when he doesn't really exist."

Nandira sighed. "Well, I suppose I've asked for it. It's been a silly game." She paused. 'But once he realises that there's nothing in it, do you think he might let me have a bit more freedom? Do you think that he might let me live my life for a little without having to tell him how I spend every single minute?'

"I could try to persuade him," said Mma Ramotswe. "I don't know whether he'll listen to me. But I could try."

"Please do," said Nandira. "Please try."

Lesson 8, ex. 3a

I thought that my friend Jenny was like the most talkative girl in town – she can be on the phone for hours. But I've learnt that she's got a mate – Jill by name – who can talk from morning till night. She does everything by phone – invites her friends to her birthday party, buys things (she's got a smart phone with internet access), apologises for being late and texts a great deal. She prefers talking on the phone to communicating with people in person. On one hand, it's not bad because it means that Jill is a very friendly girl. On the other hand, it's really awful, because her phone bills are huge! The other day she went to bed at a.m. She had to talk in a low voice as everybody in the house was sleeping. However, she woke up her Mum. She got into a fury and started screaming. As a result, Jill is grounded now – she is not allowed to go to the cinema today – it's out of the question. It's a pity.

Lesson 10, ex. 2c

The peace between the Natives and the settlers in the 17th century was short-lived – just one generation long. Now, many Native Americans object to celebrating Thanksgiving. For them it is the day to remember millions of the Native people who have been killed, the culture which has been oppressed and the Land that was stolen from them. However, some Native Americans feel like celebrating the day thinking about the positive message that it brings along: giving thanks and being grateful. These ideas are central to the local culture. Thanksgiving as a holiday originates from the Native American philosophy of giving without expecting anything in return. So, for those who decide in favour of celebrating, the festival is a chance to appreciate the good things in life like family, community and the riches of the land. Many Native Americans gather with friends and family and use the day to eat and give thanks for good food – Thanksgiving dishes are mostly inspired by indigenous foods.

Lesson 12, listening

Technological advances make it possible to get inside the teenage brain to see how it works. Could it help young people cope with the challenges of growing up and getting an education?

First and foremost, teenagers feel like taking risks. Why? It's not because teenagers are ignorant or stupid. It's because the part of the brain which is responsible for rational decisions and memory is still developing. Even if they know something is risky, they can't control their decision well enough. If they are severely criticized for their wrong choices, they give up taking risks. If they are not criticized for taking a wrong decision, they can stop being afraid of failure and develop a taste for challenging themselves, be it life in general or difficult tasks at school.

Secondly, teenagers are always struggling to get enough sleep. Though they need more sleep than grown-ups, they usually get much less. School, homework, gadgets and conversation with friends eat up a lot of time. So, lack of sleep prevents them from performing well at school, increases their level of anxiety

and leads to numerous problems. They should be taught how to plan their day to get as much sleep as they need.

As you already know, the teenage brain is still developing, so they can't read human emotions well. They may misinterpret facial expressions and take, say, anger for surprise, etc. Their reactions, then, could be inappropriate and might lead to conflicts, which, in their turn, will cause academic failure. As a solution, scientists suggest that teachers should be patient and recommend that teenagers learn more about themselves to control their emotions and to understand others better.

Finally, self-control is not the first thing you can think of when you are thinking about teenagers. It might be the last. Especially when teachers need it the most. It's important that teenagers don't get distracted from studying. There is no point in denying that phones, for example, play a negative part in distracting students from studying.

Life is hard for a teenager. They have to take life-changing decisions when their brain is going through huge changes. They also have to take in a horrific amount of information, analyse it and regurgitate during the exams. Life is unfair, but those who do all that successfully, are likely to become successful in life.

UNIT 4

Lesson 1, ex. 1a

Scouting in the UK is the largest volunteer movement for young people which involves over 500,000 people. The motto of the Scout Association is be prepared, which means your mind and body are always ready to do the right thing at the right moment. The mission of Scouting is to contribute to the education of young people, to help them build a better world, realise their full potential and take their place in society.

The first scouting camp was held in 1907 on Brownsea Island in England. The Boy Scouts Association was officially created in 1910 and, at the start, Scouting was for boys between the ages of 10 and 19. In 1967 the name of the organization was changed to the Scout Association. Now it is made up of five sections: Beavers (aged 5-8), Cubs (aged 8-10), Scouts (aged 10-14), Explorers (aged 14-18) and Network (aged 18-25).

Adventure is at the heart of everything we do. We believe that through the everyday adventure of Scouting, young people regularly experience new challenges that enrich their lives. We offer hundreds of activities, as diverse as kayaking, staged performance, paragliding, and archery. There's something for every young person, whatever their physical ability: hiking in the dark, travelling across the country with just a backpack and three friends or spending the first night away from home.

The zones vary slightly depending on which of our sections the young person is in, but they cover a huge range of activities, from outdoor adventures to community involvement, creative expression and learning about the wider world. Activities are an integral part of Scouting. But as well as being challenging physically, our activities help young people set and achieve goals and grow in confidence.

At an international level Scouting aims at promoting international harmony and peace and encouraging tolerance of diversity.

Lesson 1, ex. 3b

Reporter: So, Bill, you have received the Silver Buffalo Award, the highest award given to adults in the Boy Scouts of America, for your achievements in business and philanthropy. What achievement in your life do you find most important?

Bill Gates: My career was very successful. I loved writing software and creating Microsoft. Of course, Microsoft is very important to me. And this success gave me the opportunity to say, "I want to give that money back to society. I can make a difference." In 2000 my wife and I created the Bill and Melinda Gates Foundation. We use innovations, new science, new vaccines, to help the poorest in the world and save millions of lives. I think it's a great achievement.

Reporter: Do you remember clearly your Scouting experience?

Bill Gates: Sure, I grew in Scouting. It was a positive experience. Our troop was very active, we went places and did things. I had a lot of great friends.

Reporter: When and where did you get involved in the Scouting movement?

Bill Gates: I was a member of the Scouts in the 1960s and 1970s in Seattle.

Reporter: What influenced your decision to become a Boy Scout?

Bill Gates: Young people learn a lot from what their parents do and say. My parents set me a good example as they were both leaders in the community. My father was a scout in the 1940s.

Reporter: What activities were the most challenging for you?

Bill Gates: Well, I wasn't good at hiking, I wasn't good at cooking the food. It was the overall experience of challenging yourself.

Reporter: What activity is the most memorable?

Bill Gates: Hiking in the Olympic Mountains was a regular thing we did. During one of those hiking trips our Scoutmaster who was deathly afraid of snakes woke up at night and felt something cold on his head. He thought it was a snake and he was going to die. My friends and I had to drag him for 25 miles to the nearest road!

Reporter: That's really amazing. What does Scouting mean to you?

Bill Gates: I learnt a lot. I'm glad I was a scout. I learnt to achieve my goals, to challenge myself and, of course, the greatest value of scouting is the sense of community, service to people, to society.

Reporter: Thank you very much for coming and sharing your memories with us. Service to others is at the core of what it means to be a Scout. Mr Gates, through his incredible success, has provided tremendous opportunity and help to inspire others.

Lesson 2, ex. 1b

The Belarusian Republican Youth Union (the BRSM) is a youth organisation in Belarus. Its goals are to promote patriotism, to develop youth's initiatives, to involve young people into useful public activities and encourage their creative expression.

The BRSM was created on 6 September 2002. The BRSM has two official symbols: an emblem and a flag. The emblem has a red bar with the initials of the BRSM, written in gold, and a green bar with a golden olive branch. The flag of the BRSM has the same elements as the emblem. In order to join the BRSM, the applicant must be between the ages of 14 and 31.

The main activities of the BRSM involve the promotion of Belarusian patriotism. For example, young people participate in memorial ceremonies around the country and pass out flowers to veterans of the Great Patriotic War. The BRSM members are also involved in various outdoor activities and sports, including camping, football, running, swimming, skiing and ice-hockey. Social events, such as concerts for the youth of Belarus, flash mobs and others, are held by the BRSM as well. Young people take part in competitions amongst themselves as well as with other similar to the BRSM organisations all over the world.

The BRSM supports youth volunteer movement in Belarus and organises student construction brigades.

Lesson 3, ex. 2b

UNESCO club "Gulfstream" was founded in Minsk Gymnasium 12 in 2008. At present there are 26 members of the club including both students and teachers. The main stream of our work is International Cooperation in the spheres of Education, Ecology, Model UN conferences and Healthy Lifestyle.

We participate in different educational contests and festivals. Participation in international Model UN conferences is an excellent opportunity for students to study leadership, to get acquainted with the main principals of humanity, tolerance, democracy. We have participated in MUN conferences held in Germany, Poland, Saint Petersburg and Minsk. We are proud to be the organisers of GYMUN conferences for the last ten years.

Through different actions, games and contests we make our students understand how important it is to take care of nature. We have found appropriate ways to teach them environmental problems.

Among the brightest events we have taken part in I can name "The Youth Training" devoted to the World Anti-AIDS Day, the Swedish-Belarusian on-line «Young Masters Programme», the action "Utilisation" aimed at utilizing used batteries, the meeting with a representative of the European Volunteer Network "Creative ideas in business", the international projects "Now And Then", "Let's Discover Europe" and many more. We are young, active and open to new ideas!

Lesson 3, ex. 3b

In my view, MUN conferences help me and other participants develop our communication and critical thinking skills. In the future I'd like to work in the sphere of international cooperation and here we learn to be diplomats. These conferences let me feel important in solving world problems. We hold intelligent, respectful discussions and debates which raise awareness of the challenges and dilemmas faced by 'governments'. It's a chance to look at an issue from another point of view as the participants are made to speak on behalf of a certain country, not expressing their own opinion. Moreover, the delegates aren't allowed to speak Russian, so it's a great opportunity to improve your English. And of course, the participation in such conferences let us make new friends from all over the world.

Lesson 4, ex. 3b

We are the world, we are the children

There comes a time when we heed a certain call
When the world must come together as one
There are people dying
And it's time to lend a hand to life
The greatest gift of all
We can't go on pretending day by day
That someone, somehow will soon make a change
We are all a part of God's great big family

And the truth, you know,
Love is all we need
[Chorus]
We are the world, we are the children
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own lives
It's true we'll make a better day
Just you and me
Send them your heart so they'll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stones to bread
So we all must lend a helping hand
[Chorus]
When you're down and out, there seems no hope at all
But if you just believe there's no way we can fall
Let us realize that a change can only come
When we stand together as one

Lesson 5, ex. 1b

After passing his A Levels, Prince William took a gap year. That means he had a one year break before going to university. He spent the first part of it in the Belize jungle sleeping in a hammock, wearing jungle combats, and eating army rations. He also worked on a farm in the UK before travelling to a remote part of Chile. As a volunteer for the charity Raleigh International, William helped build new walkways and teach English in a mountain village in the south of the country. William spent 10 weeks in Chile where he lived in primitive conditions. He took his turn with the chores such as cooking porridge for the team or cleaning out the toilet.

Lesson 7, ex. 2

CISV (Children's International Summer Villages) is a global organisation dedicated to educating and inspiring for peace through building inter-cultural friendship, cooperation and understanding. Founded in 1950, today we are a federation of 60 Member Associations with over 200 Chapters or local groups. In over 60 years we have given countless children and young people the experience of their lives and the opportunity to build lasting friendships through our international educational programmes.

Lesson 7, ex. 2b

CISV programmes are for all ages. Our original and unique Village programme for 11-year-olds is a great introduction to the fun, friendship and educational experience that CISV offers.

Another programme is Interchange. It's a two-way family exchange programme for 12-15 year olds. Interchange encourages a deeper interaction between two cultures by placing young people within families. Group activities during the exchange, such as a mini-camp, are a vital complement to the in-depth family experience.

Step-up is a camp-based programme for 14-15 year olds, lasting 23 days. CISV's Step Up programme encourages young people to take a leading role in planning and organising activities. The participants and their adult leaders use CISV's peace education to guide the theme of the camp around which they plan activities, such as identity, democracy, or environmental protection.

Seminar camp is a camp-based programme for 17-18 year olds, lasting 21 days. This personally challenging, intensive programme is coordinated by the young participants themselves. They develop their own agenda and explore global issues based on their backgrounds and interests, through activities and in-depth discussions.

Most *Mosaic* projects are designed and run in cooperation with partner organisations and respond to local needs and interests of the local community. Being part of a *Mosaic* project is a real-life learning experience that will have a lasting impact and, if you're new to CISV, it's a great way to get involved!

Lesson 7, ex. 3a

Maine CISV Chapter members in Orono, USA, and community partners are in their second year of a charity local *Mosaic* project called "Harvest for the Homeless". It is a one-year "Plant to Plate" community service programme – a gardening and cooking project. CISV families of all ages work in the garden from June through September, learning about sustainable agriculture together. The CISV Harvest Garden grows primarily root crops that work well in a hearty, healthy vegetable soup, a whole grain bread and vegetable-based dessert. Varieties are chosen according to their storage qualities and tolerance to cold weather. Then, October through May, volunteers meet on the third Sunday of each month, 4:00–6:30 pm at the Orono Senior Center and prepare vegetarian meals for the Bangor Area Homeless Shelter and Dorothy Day Soup Kitchen.

"We planted the garden and watered and all of that awesome stuff and weeded all through the summer," said Nash Allan-Rahill, whose family works in the garden. With their hard work, it grew. To name just some of their crops, they planted tomatoes, lettuce, peppers and onions, plus several kinds of flowers.

"To make global friendship and promote peace both within the community as well as globally," said Brian Rahill of Orono, explaining the mission of CISV. "We're actually preserving the food and freezing it in freezers that are at the Birch Street School right here on the site so we're able to store that so we can make the soup over this 8 month period."

"It makes me feel really good like I'm actually making a difference here in my community. I hope it will inspire others," said Maddy Allan-Rahill.

Lesson 12, listening

4-H has become an integral part of my life. Over my three years in 4-H I have learned to be more responsible and how to care for my animals. I have also learned how to manage my time when it comes to my other projects and getting them done on time. Because of 4-H I can learn and grow. Now I know that I can try something new and not be afraid if I'm not the best because practice is what matters. I want everyone to know what 4-H can do for them. I gained so much confidence that I was junior secretary and junior president of my club. I have already started thinking of my future career, what I want to be and where I want to go. I'm going to be a veterinarian and attend Michigan State University. Some may say caring for animals looks like hard work and to them I say, "It's work, you're right, but it's also how I make new friends, have fun and learn great life experiences." I already have my plans to reach my goals and 4-H is a part of my plan. One day I hope to change the world through 4-H; I can and will do this.