

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodological guidelines
for practical work
on the subject

“English”

(advanced level)

(for 3rd year of full-time Bachelor degree students of all specialties)

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Methodological guidelines for practical work on the subject “English”
(special course) (for 3rd year of full-time Bachelor degree students of all specialties)/
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Unit 1 Health and Fitness

1. *Discuss the questions.*

1. *What is your morning routine?*
2. *What might you eat in a typical working day?*
3. *Best meal ever?*
4. *Do you have a guilty pleasure?*
5. *Stairs or lift?*
6. *Have you ever been on a diet? If so, how did it go?*



2. *There are many expressions connected with health and fitness. Use the words in the box to complete the expressions in the sentences below.*

Go on	Do	Get
Give Up	Take My	Keep
Join	Put On	Lose
Cut Down On		

1. I need to _____ a diet.
 2. I'll _____ temperature to see if I have a fever.
 3. You should _____ red meat and saturated fat.
 4. I don't want to _____ weight.
 5. I should _____ more exercise.
 6. My doctor told me to _____ smoking.
 7. I want to _____ weight.
 8. _____ a gym if you want to _____ fitter.
 9. I walk every day to _____ fit.
3. *Now tell the class three things about your health and fitness using the words and expressions from above.*

SWIMMING TO WORK

1. Match words with definitions before reading the text.

1. <i>fed up</i>	a) to make the same journey regularly between work and home
2. <i>traffic</i>	b) bored, annoyed, or disappointed, especially by something that you have experienced for too long
3. <i>commute</i>	c) not allowed by law
4. <i>illegal</i>	d) the number of vehicles moving along roads, or the amount of aircraft, trains, or ships moving along a route

2. Read the text and answer the questions.

A German man has started swimming to work after he got ***fed up*** with commuting. Benjamin David, 40, got tired of being stuck in traffic every day in the German city of Munich. He now beats the ***traffic*** by swimming 2km down the city's Isar River. He puts his laptop computer, mobile phone and his business suit in a waterproof bag that he drags behind him. Mr David got the idea by watching the river flow right past his apartment. He looked on a map and realized the river went past his office. He then decided to swim to work and get some exercise, instead of battling other commuters in buses and trains or breathing fumes from traffic while on a bicycle.

Mr David told reporters that his river commute has changed his life. He is much fitter and less stressed. He spoke about the stress his ***commute*** used to cause him. He said: "I'm not a monk. When I was on my bike, I would yell at cars. When I was on foot, I would yell at cyclists, and so on and so forth." He described how the

river has changed things. He said: "Just a few metres to the side of [all the traffic] is the river, and if you just swim down that, it's completely relaxing and refreshing." David also spoke about the dangers of river swimming. He always checks the temperature before diving in. Not everyone can swim to work in the city. In Central London, it is **illegal** to swim in the River Thames.

Retrieved from: <https://breakingnewsenglish.com/1708/170814-swimming-to-work.html>

Questions:

1. How old is the man?
 2. How far does the man swim?
 3. What kind of bag did the man put his suit in?
 4. What did a man look at?
 5. What did the man not want to breathe in?
 6. What did the man's commute use to cause him?
 7. Who would the man yell at?
 8. How far from the traffic is the river?
 9. What does the man check before he dives in the river?
 10. What river did the article say was illegal to swim in?
3. **Match the following synonyms from the article.**
4. **Speaking. How can we get more exercise while commuting? Complete this table with your partner(s). Change partners often and share what you wrote.**

	How to exercise more	Would you do this?
On a bus		
On a train		
In a car		
In the subway		
By ferry		
On foot		

5. Composition. Write essay on the topic “What should you do to Improve Well-being and Feel Great”.

Unit 2 Lesson on Nuts

1. Discuss the questions.

1. Do you like nuts? What types of nuts do you know?

2. What should you eat to stay healthy?



2. Match the words with definitions.

Paragraph 1

- | | |
|----------------------|--|
| 1. <i>valuable</i> | a. A small amount of something, small enough to fit in the hand. |
| 2. <i>nutritious</i> | b. Very, very useful or important. |
| 3. <i>aid</i> | c. A person or thing that is helpful or that helps other people. |
| 4. <i>handful</i> | d. Very fat or overweight. |
| 5. <i>gained</i> | e. Stop something happening. |
| 6. <i>obese</i> | f. (Of food) good enough to make our body grow and be healthy. |
| 7. <i>prevent</i> | g. Added; put on (weight). |

Paragraph 2

- | | |
|---------------------|--|
| 8. <i>conducted</i> | h. People doing a higher-level job who are very good at that job. |
| 9. <i>lifestyle</i> | i. Give (something, especially money) in order to help achieve or provide something. |

10. <i>participant</i>	j. Taking place or happening slowly.
11. <i>professional</i>	k. A person who takes part in something.
12. <i>incorporating</i>	l. Taking in or containing something as part of a whole.
13. <i>gradual</i>	m. Did or carried out.
14. <i>contribute</i>	n. The way in which a person or group lives.

3. Read the text and answer the Questions.

New research says eating nuts could be a valuable, tasty and nutritious slimming aid. Researchers from Harvard University recommended that people replace a daily unhealthy snack with a small handful of nuts to slow down weight gain. They say this is especially helpful for people as they get older. The researchers found that people who ate just 14g of nuts every day gained less weight than those who ate another snack. The people who ate the nuts were less likely to become obese. However, the benefits to our weight could be quite small. The scientists said swapping chocolate, cakes and potato chips with nuts could help prevent a weight gain of just 0.4 to 0.7kg over four years.

The researchers conducted a long-term study in which they looked at the lifestyle of nearly 190,000 people over two decades. The participants in the research were divided into three groups. They included more than 51,000 male health professionals aged 40 to 75, 121,700 nurses aged 35 to 55 and 16,686 nurses aged 24 to 44. Researchers asked the participants questions every four years about their weight, how often they ate nuts, and how often they exercised. Researcher doctor Xiaoran Liu said: "Incorporating nuts [into] a healthy diet by replacing less healthy foods may help [reduce] the gradual weight gain common during adulthood and beneficially contribute to the prevention of obesity."

True/ False Questions:

1. The article said nuts were tasty, valuable and nutritious. **T / F**
2. Researchers say a handful of nuts a day can slow down weight loss. **T / F**
3. People who eat nuts are more likely to become obese. **T / F**
4. People who eat nuts might lose 0.7kg over four years. **T / F**
5. Researchers looked at the lifestyle of almost 190,000 people. **T / F**
6. Researchers looked at the lifestyle of nurses in their sixties. **T / F**
7. Researchers asked participants questions every four months. **T / F**
8. A researcher said eating nuts could increase obesity. **T / F**

Questions:

1. What university are the researchers from?
2. How many grams of nuts did researchers say we could eat every day?
3. What are people who eat nuts less likely to be?
4. How big did a doctor say the benefits to our weight were?
5. How long might it take people to lose 0.7kg?
6. How many people's lifestyles did researchers look at?
7. How long did the research take?
8. How many male health professionals were part of the research?
9. How often did the researchers ask the participants questions?
10. What did a doctor say eating nuts could help to prevent?

1. *How many text messages do you send per day?*

2. *Do you like Facebook?*

3. *What do you use your mobile phone for mainly?*

a) make phone calls b) send text messages c) connect to the Internet d) other

4. *What program or app do you like now?*

5. *Where do you upload photos (ie. Facebook, email etc).*

6. How many hours per day do you watch TV? Does TV have positive or negative impact on the people who watch it?

2. Useful Vocabulary. Match the words with their definitions.

1. *profound.*

a) a young person who is developing into an adult

2. *exposure*

b) Unpleasant language

3. *adolescents*

c) having or showing great knowledge or insight.

4. *offensive language*

d) at short intervals

5. *obesity*

e) a young child

6. *frequently*

f) the condition of being subject to some effect or influence

7. *toddler*

g) capable of being physically or emotionally wounded

8. *vulnerable*

h) a condition characterized by the excessive accumulation and storage of fat in the body

9. *overwhelmed*

i) plunge into something that surrounds or covers

10. *immerse*

j) completely overcome or overpowered
by thought or feeling

4. *Read the text.*

The influence of the media.

The influence of the media on the psychosocial development of children is *profound*. Thus, it is important for physicians to discuss with parents their child's *exposure* to media and to provide guidance on age-appropriate use of all media, including television, radio, music, video games and the Internet.

The objectives of this statement are to explore the beneficial and harmful effects of media on children's mental and physical health, and to identify how physicians can counsel patients and their families and promote the healthy use of the media in their communities.

Television

Television has the potential to generate both positive and negative effects, and many studies have looked at the impact of television on society, particularly on children and *adolescents*. An individual child's developmental level is a critical factor in determining whether the medium will have positive or negative effects. Not all television programs are bad, but data showing the negative effects of exposure to violence, inappropriate sexuality and *offensive language* are convincing. Still, physicians need to advocate continued research into the negative and positive effects of media on children and adolescents.

Current studies suggest the following:

- Physicians can change and improve children's television viewing habits.
- Children watch excessive amounts of television.
- There is a relationship between watching violent television programming and an increase in violent behaviour by children.
- Excessive television watching contributes to the increased incidence of childhood *obesity*.
- Excessive television watching may have a negative effect on learning and academic performance.
- Watching certain programs may encourage irresponsible sexual behavior.
- Television is an effective way of advertising products to children of various ages.

The average Canadian child watches nearly 14 h of television each week. By his/her high school graduation, the average teen will have spent more time watching television than in the classroom. Studies show how time spent watching television varies between different age groups and cultures. Evidence suggests that television's influence on children and adolescents is related to how much time they spend watching television. As a result, with prolonged viewing, the world shown on television becomes the real world.

Television viewing *frequently* limits children's time for vital activities such as playing, reading, learning to talk, spending time with peers and family, storytelling, participating in regular exercise, and developing other necessary physical, mental and social skills. In addition to the amount of time spent in front of the television, other factors that influence the medium's effect on children include the child's developmental level, individual susceptibility and whether children watch television alone or with their parents.

Learning

Television can be a powerful teacher. Watching *Sesame Street* is an example of how *toddlers* can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television

format. Some public television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful prosocial teaching devices. The educational value of *Sesame Street*, has been shown to improve the reading and learning skills of its viewers. In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool.

Still, watching television takes time away from reading and schoolwork. More recent and well-controlled studies show that even 1 h to 2 h of daily unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading.

Violence

The amount of violence on television is on the rise. The average child sees 12,000 violent acts on television annually, including many depictions of murder and rape. More than 1000 studies confirm that exposure to heavy doses of television violence increases aggressive behaviour, particularly in boys. Other studies link television or newspaper publicity of suicides to an increased suicide risk.

The following groups of children may be more ***vulnerable*** to violence on television:

- children from minority and immigrant groups;
- emotionally disturbed children;
- children with learning disabilities;
- children who are abused by their parents; and
- children in families in distress.

Physicians who see a child with a history of aggressive behaviour should inquire about the child's exposure to violence portrayed on television.

Internet

Parents may feel outsmarted or ***overwhelmed*** by their children's computer and Internet abilities, or they may not appreciate that the 'new medium' is an essential component of the new literacy, something in which their children need to be fluent.

These feelings of inadequacy or confusion should not prevent them from discovering the Internet's benefits. The dangers inherent in this relatively uncontrolled 'wired' world are many and varied, but often hidden. These dangers must be unmasked and a wise parent will learn how to protect their children by *immersing* themselves in the medium and taking advice from the many resources aimed at protecting children while allowing them to reap the rich benefits in a safe environment. The physician is in a good position to encourage parents and children to discover the Internet and to use it wisely.

The Internet has a significant potential for providing children and youth with access to educational information, and can be compared with a huge home library. However, the lack of editorial standards limits the Internet's credibility as a source of information. There are other concerns as well.

The amount of time spent watching television and sitting in front of computers can affect a child's postural development. Excessive amounts of time at a computer can contribute to obesity, undeveloped social skills and a form of addictive behavior. Although rare, some children with seizure disorders are more prone to attacks brought on by a flickering television or computer screen. No data suggest that television viewing causes weakness of the eyes. It may be different when a child is closely exposed to a computer screen for long periods, although there are no definitive references to support this.

5. Answer the questions.

1. What is the aim of this article?
2. What is the influence of watching TV on children?
3. Does TV have any positive impact on children?
4. Do you agree that watching TV promotes violence in children?
5. What is the Internet potential in education?

6. Discuss in small groups and fill in the chart.

	Negative effect	What can be done
Television		
Learning		
Violence		
Internet		

7. **Composition.** Write an essay “Do mass media have positive or negative impact on today’s society?”.
8. **Idioms with MIND.** Learn the idioms and make up sentences with them to practice.

Lose your mind

Meaning: Go crazy

Example: Jack nearly lost his mind when he missed the flight!

Broadens the mind

Meaning: Helps you understand more about different subjects, people, ideas and places.

Example: Travel broadens the mind.

Change your mind

Meaning: Change your decision

Example: I was going to go sailing but I changed my mind when I saw the weather.

Make up your mind

Meaning: Reach a decision

Example: There are many options. I can't make up my mind.

Mind your own business (rude)

Meaning: Stop interfering!

Example: Don't tell me what to do. Mind your own business!

Out of sight, out of mind

Meaning: Forget someone you don't see frequently.

Example: As soon as he retired he was forgotten. Out of sight, out of mind!

Unit 4 Artificial Intelligence

1. Discuss the questions:

1. *What do you understand as Artificial Intelligence?*
2. *Do you think that we are close to creating this? Why / why not?*
3. *What are some benefits or potential positives of AI?*
4. *What are some risks or potential dangers of AI?*
5. *Are you more optimistic or pessimistic about artificial intelligence technology? Why?*
6. *One often mentioned risk is that AI (or robots) will take over people's jobs; what do you think about this argument?*
7. *How would you feel about having a robotic colleague?*
8. *What kinds of jobs do you think robots can do already?*
9. *Is your job "safe" from robots?*
10. *If robots really did take over all (or most) jobs, what do you think would happen?*
11. *From before the industrial revolution economists and other experts have been predicting that at some point machines (now robots) will take over all jobs and people will have no need to work so hard and therefore we will all have more leisure time. What do you think of this statement?*
12. *Do you think that robots could become more intelligent than humans? Why / why not?*



2. Useful Vocabulary. Match the words with their definitions.

- | | |
|-----------------------------------|--|
| 1. <i>artificial intelligence</i> | a) something produced by a cause or necessarily following from a set of conditions |
| 2. <i>algorithms</i> | b) a branch of computer science dealing with the simulation of intelligent behavior in computers |
| 3. <i>consequences</i> | c) a revolving armored structure on a warship that protects one or more guns mounted within it |
| 4. <i>unemployed</i> | d) a procedure for solving a mathematical problem |
| 5. <i>augment</i> | e) to make greater, more numerous, larger, or more intense |
| 6. <i>gun turrets</i> | f) a soldier standing guard at a point of passage (such as a gate) |
| 7. <i>sentry robots</i> | g) not employed |

3. Read the text and answer the questions:

ROBOTS: FRIEND OR FOE?

What is the future of *artificial intelligence* (AI)? Will it be possible for robots to be autonomous? If so, when ?



A

I would say that we are quite a long way off developing the computing power or the *algorithms* for fully autonomous AI, though I do think it will happen within the next thirty or forty

years. We will probably remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I tend to believe AI will have a positive influence on our future lives, but whether that is true will be partly up to us.

B

I have to admit that the potential *consequences* of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their *intelligence* may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of *unemployed* people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

C

Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by *augmenting* our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace. AI is also popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

D

I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, *gun turrets* and *sentry robots* are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

Questions:

1. Which expert has a different view from the others regarding the timescale of AI becoming much more autonomous?

Expert A

Expert C

Expert B

Expert D

2. Which expert agrees with B that the negative aspects of AI far outweigh the positive aspects?

Expert A

Expert C

Expert B

Expert D

3. Which expert seems to disagree with B about how fast humans can change?

Expert A

Expert C

Expert B

Expert D

4. Which expert gives their opinion about what will happen with the same level of certainty as D?

Expert A

Expert C

Expert B

Expert D

4. Composition: Write an essay "The Possibility of Artificial Intelligence to Replace Teachers" (150-180 words).

Unit 5 Unbroken Spirit

1. Discuss the questions:

1. *What is courage?*
2. *Who gives us strength to be courageous?*

2. *Useful Vocabulary. Match the words with their definitions.*

1. ***attempt***

2. ***bleach***

3. ***reluctantly***

4. ***fellow***

- a) in a reluctant manner : with aversion or hesitation
- b) to make an effort to do, accomplish, solve, or effect
- c) to remove color or stains from
- d) a member of a group having common characteristics



3. *Read the text and answer the questions.*

TWO REMARKABLE PEOPLE



Keeping an eye on the health of our seas

You might be forgiven for thinking that Lewis Pugh is somewhat out of his mind, particularly since he once swam in water so cold at the North Pole that the cells in his fingers burst. The extreme swimmer then went on to almost drown while swimming in a glacial lake on Mount Everest because of the thin air, and more recently has become the first person to swim long distances across seven seas including the Mediterranean, the Red Sea and the Black Sea. His motive is crystal clear: to draw the attention of politicians and leaders to the degradation of the environment, particularly our oceans, before it is too late. Lewis would like to see the number of

marine protected areas in the world increase from 3 per cent to 10 per cent in an *attempt* to reverse the damage caused by human activity such as overfishing, polluting and littering. During his expeditions, Lewis has witnessed this environmental destruction first-hand. He's swum over coral reefs *bleached* by the increase in water temperature, and observed underwater deserts beneath the shallow waters of the Red Sea, devoid of life and strewn with plastic. Pugh believes that nature can recover if it is given space to do so, but the clock is ticking. If we don't start looking after our seas, we may soon have an unsolvable problem on our hands.

Hula-hooping for human rights

Wasfia Nazreen first came across a hula hoop as a young girl, when she saw a foreign child who was visiting her native Bangladesh playing with one. Wasfia *reluctantly* stood by and watched, as in her country it was believed that girls should not play with hula hoops or ride bikes. Now Wasfia is one of the few people in the world to have climbed the Seven



Summits, including Everest and Kilimanjaro, and the first to have hula-hooped on each peak. Her reason for doing so: to empower women and girls in a country which discourages them from doing sport. Wasfia has dedicated her life to supporting human rights and has witnessed numerous international humanitarian projects in her homeland to educate and train women and girls, but once too often they have been left with nothing when such projects have stopped running. Wasfia saw that Bangladesh needed to stand up for itself and so she brought together two of her passions, mountaineering and human rights, in order to try and change attitudes towards women in her country. She originally took up climbing while working on humanitarian campaigns in Tibet and Nepal, as in a coastal, primarily flat country

like Bangladesh most people have never set eyes on a mountain. Her campaign seems to be doing the trick as *fellow* countrymen and women are sitting up and taking notice along with the rest of the world.

Questions:

1. If someone is OUT OF THEIR MIND, it means they're ...
... intelligent.
... crazy.
... unconscious.
2. If something is CRYSTAL CLEAR, it's ...
... very easy to understand.
... meaningless.
... illogical.
3. If you witness something FIRST-HAND, ...
... you touch something before you see it.
... you're the first person to see it.
... you see it yourself.
4. If THE CLOCK IS TICKING, ...
... time has stopped.
... there's plenty of time.
... time is running out.
5. If something has happened ONCE TOO OFTEN, it means it's happened ...
... only once.
... too many times.
... not often enough.
6. If you've NEVER SET EYES ON SOMETHING, it means ...
... you don't want to see it.
... you refuse to look at it.
... you've never seen it before.

7. If something DOES THE TRICK, ...

... it creates a problem.

... it gives people false hope.

... it has the effect that was needed.

8. If people SIT UP AND TAKE NOTICE, ...

... they show interest or surprise.

... they write down an important message while seated.

... they change their opinion about something.

4. Presentation: Find information about a prominent artist, scientist, architect, musician, politician and prepare a presentation. Share with your group.

Unit 6 The News



1. Discuss the questions:

1. *What is the role of newspapers in society?*
2. *What sells newspaper?*
3. *Why do we buy newspapers?*
4. *Do you think that news is censored in some countries?*
5. *Is the news censored in your country?*
6. *Will newspapers disappear in the future?*
7. *How does American news differ from your country's news?*
8. *What is your favorite section of the newspaper to read?*
9. *How often do you watch the news?*
 - a. *Do you make a point of watching the news?*
 - b. *Do you feel bad if you miss the news?*
10. *Which kind of news is the best for you? Why?*
 - a. *Newspaper?*
 - b. *Radio?*
 - c. *Television?*
 - d. *Internet?*
11. *Do you think that the news is necessary? Why or why not?*
12. *What would the world be like without news?*

2. Useful Vocabulary. Match the words with their definitions.

- | | |
|------------------------|--|
| 1. headquarters | a) physical maltreatment |
| 2. abusers | b) to charge with or show evidence or proof of involvement in a crime or fault |
| 3. debunking | c) a place from which a commander performs the functions of command |

4. **incriminate**

d) to expose the falseness

5. **revenue**

e) the total income produced by a given source

3. *Read the text and answer the questions.*

THE RISE OF FAKE NEWS

In December 2016 Edgar M. Welch drove six hours from his home to Washington DC, where he opened fire in a pizzeria with an assault rifle. He had previously read an online news story about the restaurant being the **headquarters** of a group of child **abusers** run by Hillary Clinton. He decided to investigate for himself; fortunately, no one was hurt.

The story about Hillary Clinton is one of the most famous examples of the growing phenomenon dubbed ‘fake news’. The conspiracy theory about the pizzeria began to appear on websites and social networks in late October, before the US election. This was quickly denounced by publications such as The New York Times and The Washington Post. However, many people thought that these papers were themselves lying for political ends and instead of disappearing, the fake story snowballed. Tweets from ‘Representative Steven Smith of the 15th District of Georgia’ claimed that the mainstream media were telling falsehoods. Even though both this name and district were invented, the message was re-tweeted many times. A YouTube refutation of the New York Times article got 250,000 hits.

Fake news stories can be hard to control for several reasons. Many people mistrust established news sources and others just don’t read them, so the **debunking** of a fake story by a serious newspaper or TV channel has limited effect. In addition, the internet is very hard to police. When users are caught misusing one media platform, they simply go to another one or start up a website themselves.

There are also various reasons why people create fake news. Some have political motives, to belittle or *incriminate* their opponents. Other websites, like The Onion, deliberately publish fake news as satire – humorous comment on society and current affairs. Another group is in it for the profit: many people clicking on entertaining fake news stories can bring in a lot of advertising *revenue*. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way. There are also those, like the small-town teenagers in Macedonia who wrote fake news stories about Donald Trump, who seem to be motivated partly by money and partly by boredom.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the About Us section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

Questions:

5. Why did Edgar Welch go to the pizzeria?
 - a) He was trying to commit robbery.
 - b) He hated all supporters of Hillary Clinton.
 - c) He was working as a private investigator and investigating a crime.
 - d) He had become concerned after reading an untrue news story.
6. Why did many people not believe 'The Washington Post' and 'The New York Times' when they denounced the pizzeria story?
 - a) They checked the facts and found that the articles were incorrect.
 - b) They didn't trust anybody.
 - c) They thought the newspapers had a political agenda.
 - d) They thought the newspapers had not researched the story carefully enough.

7. Who is Steven Smith?
- a) a local politician from Georgia
 - b) a journalist on 'The New York Times'
 - c) a member of the US House of Representatives
 - d) a fictitious person, created to attack the media
8. Which reason for the difficulty of controlling fake news stories is not given in the article?
- a) Many people don't read the mainstream media.
 - b) Online media platforms don't check stories before publishing them.
 - c) People are sceptical of the mainstream media.
 - d) Fake news posters can easily switch to other websites and platforms if caught.
9. Which type of motivation for the creation of fake news is not given?
- a) It's a way of making money from people who pay to read the stories.
 - b) It's a way of commenting on current affairs.
 - c) It's a way of attacking your political opponents.
 - d) It's a form of entertainment.

4. Fill the gaps with the correct word or phrase from below.

*conspiracy theories falsehood fake liar claimed truth false
denounces*

1. I know you're lying to me. Just tell me the _____!
2. Let's play a game. I tell you a fact and you have to tell me whether it's true or _____.
3. After John F Kennedy's assassination, there were lots of _____ about who killed him and why.
4. Many people prefer to wear _____ fur instead of clothes made from real animal fur.

5. This newspaper article is of great importance. It _____ human rights abuses all over the world.
6. She accused him of telling a _____.
7. I swear that's the truth! Are you saying I'm a _____?
8. The website _____ that the government has been lying to us, but it didn't present much real evidence.

5. Idioms with BRAVE. Learn the idioms and make up sentences with them.

Fortune favors the brave. and **Fortune favors the bold.**

Meaning: You will have good luck if you carry out your plans boldly. (Used to encourage people to have the courage to carry out their plans.)

Example: Fortune favors the bold, Bob. Quit your day job and work on your novel full-time. Jill: Let's wait till next year before trying to start our own business. Jane: No. We'll do it this year. Fortune favors the brave.

put a brave front on

Meaning: To appear or make oneself seem more courageous, resolute, or dauntless than one really feels.

Example: I could feel my knees shaking with terror before my commencement speech, but I put a brave front on and stepped out onto the stage to deliver it.

6. Composition. Write an essay "Is bravery important in our world?" (150–180 words).

Unit 7 Secret of Happiness



1. Discuss the questions:

1. *Are you a happy person?*
2. *What is happiness for you?*
3. *What do you think is the color for happiness?*
4. *Do you think that happiness lies within you? Or does it depend upon other people and external things?*
5. *Can money buy happiness?*
6. *Is happiness a state of mind?*
7. *What makes you feel happy?*
8. *What are the three most important things for you to be happy?*
9. *Is happiness relative, that is, does it have a different meaning for each person?*
10. *Are single people happy?*
11. *Would you be happier with a soul mate or single?*
12. *Does having an animal/pet make you happy?*
13. *What is the effect that animals/pets have on people to make them feel happy?*
14. *What makes you happy?*
15. *When was the happiest time of your childhood?*
16. *Can you be happy if you are rich?*
17. *Can you be happy if you are poor?*
18. *How can you become happy again when you are sad?*
19. *Is happiness a goal?*
20. *How often do you feel really happy?*
21. *Are the people in your country generally very happy?*
22. *Are you very happy most of the time?*
23. *What makes you unhappy?*

24. *What's the most miserable you've been?*
25. *How happy are you compared with your friends?*
26. *Do you wake up happy every morning?*
27. *Do you agree that older people are less happy?*
28. *What is there to be happy about in the world today?*
29. *What affects your levels of happiness?*
30. *Does your happiness change during different times of the day, week, month or year?*

2. Useful Vocabulary. Match the words with their definitions.

- | | |
|----------------------|--|
| 1. adolescent | a) to plunge into something that surrounds or covers |
| 2. immerse | b) a particular moral excellence |
| 3. virtues | c) a young person who is developing into an adult : one who is in the state of adolescence |

3. Read the text and answer the questions.

HOW TO BE HAPPY

We asked four psychologists for their advice on how to be happy and, equally importantly, how to avoid being unhappy.

A

There has been a lot of research which shows the importance of physical health in avoiding anxiety and depression. The mind and the body are highly interconnected. We can all make fairly easy changes in our lifestyle to include more exercise, healthier eating, getting enough sleep, being exposed to sunlight and so on. Research into exercise has found that it has a positive impact on mood. Physical activity stimulates the release of endorphins in the brain to produce the feel-good factor.

Sleep is vitally important for children and *adolescents* to help concentration levels. A good night's sleep also stops people being bad-tempered and flying off the handle.

B

Having good relationships is a big part of being happy. In one study, most happy people were found to have strong ties to friends and family and they made sure they spent time with them regularly. You also need at least one person who you discuss personal feelings with – called 'self-disclosure'. Just one person for a heart-to-heart is enough, together with a network of other relationships. It's not enough to have lots of friends just to do things with or chat to about music or football. That deeper connection is all-important. Some people need to learn how to listen effectively to others in order to develop stronger relationships.

C

I would recommend being completely immersed in a pleasurable activity, sometimes called experiencing 'flow'. The activity could be anything from doing judo to painting a picture to playing chess. Typically, the activities require a certain amount of skill and are challenging but not too challenging. If you are experiencing flow, you lose track of time and are *immersed* in the present moment. You find the activity rewarding for its own sake. People who spend time doing 'high-flow' activities feel more long-term happiness than those doing things like just lounging around or chatting online.

D

Make like Superman! Discover what your unique strengths and *virtues* are and then use them for a purpose which benefits other people or your community. People who play to their strengths (e.g. curiosity or persistence) or virtues (e.g. justice or humanity) and use them in different ways and in different situations are happier than those who focus more on their weaknesses. In other words, focus on the positive, not the negative, and be true to yourself. Studies in different countries have shown that people who do this report higher levels of well-being.

Questions:

Choose the psychologist who gives the following pieces of advice. You can choose each psychologist more than once.

1. Pay more attention to what people are saying to improve social bonding.

- | | |
|-------------------|-------------------|
| a) psychologist A | c) psychologist C |
| b) psychologist B | d) psychologist D |

2. Don't attach importance to things you don't do well.

- | | |
|-------------------|-------------------|
| a) psychologist A | c) psychologist C |
| b) psychologist B | d) psychologist D |

3. Do something absorbing.

- | | |
|-------------------|-------------------|
| a) psychologist A | c) psychologist C |
| b) psychologist B | d) psychologist D |

4. Adjust simple aspects of your daily routine.

- | | |
|-------------------|-------------------|
| a) psychologist A | c) psychologist C |
| b) psychologist B | d) psychologist D |

5. Make sure your activities aren't too easy (or too difficult).

- | | |
|-------------------|-------------------|
| a) psychologist A | c) psychologist C |
| b) psychologist B | d) psychologist D |

4. Composition: Write composition "What do you need to be happy" (150–180 words).

Unit 8 Life

1. Discuss the questions:

1. *What is the meaning of life?*
2. *What's your biggest goal in life?*
3. *Is life complicated?*
4. *What word would you use to sum up your life?*
5. *Do you have a good quality of life?*
6. *If life came with an instruction manual, what would it say?*
7. *Who has been your biggest influence in life?*
8. *What will life be like fifty years from now?*
9. *What does life taste, smell, feel, look and sound like?*
10. *If you could live someone else's life, whose would it be and why?*



DETROIT: THEN AND NOW

2. Useful Vocabulary. Match the words with the definitions.

- | | |
|-----------------------|---|
| 1. <i>abandoned</i> | a) to destroy something completely, especially a building, in order to use the land for another purpose |
| 2. <i>basic</i> | b) left empty |
| 3. <i>devastating</i> | c) used to describe a place that has no people in it |
| 4. <i>failed</i> | d) completely unsuccessful |
| 5. <i>demolish</i> | e) not difficult to understand and with no special features |
| 6. <i>deserted</i> | f) causing a lot of damage or hardship |
| 7. <i>household</i> | g) large and impressive |

8. *widespread*

h) all the people living together in a house

9. *grand*

i) to become less or smaller

10. *shrink*

j) existing or happening in many places

3. *Read the text and answer the questions.*

DETROIT: THEN AND NOW



A message from Life co-author, Helen Stephenson I've found the story of Detroit to be fascinating. It's like the rise of fall of the ancient empires we studied as schoolchildren. It's hard to imagine that places can 'fail' on such a huge scale. Now, it seems to have turned a corner, like a phoenix rising from the ashes, and it's the kind of story that restores your faith in people.

The city of Detroit, in the USA, was once compared to Paris. It had a broad river, grand boulevards and historically significant architecture. Then, in the 20th century, it became 'Motor City'. For a time, most of the world's cars were made here. There was steady work and a good salary in the motor industry. An autoworker could own a home, plus a boat, maybe even a holiday cottage. Some say America's middle class was born in Detroit – new highways certainly made it easy for workers to move from the city centre to the suburbs in the 1950s. But in the early years of the 21st century, Detroit became America's poorest big city.

In less than five decades, the once vibrant Motor City lost more than half its population. It gained a reputation as a failed city, full of **abandoned** buildings, widespread poverty and crime. Newspapers and magazines told stories of derelict homes and **deserted** streets. Photographers even went especially to Detroit to record the strange beauty of buildings and city blocks where nature was taking over again. What went wrong in Detroit?

The city is now 69th in population density (people per square mile) among US cities. Detroit's population fell for several reasons. Partly it was because people moved to the suburbs in the 1950s. Then there were **devastating** race riots in 1967, which scared even more people away from the city. Then there was the dramatic decline in car manufacture as companies like General Motors and Chrysler struggled to survive. And finally, in 2008, came the global financial crisis. The problem of Detroit was basic but hard to solve. Many of Detroit's people are poor: half of the city's households live on less than 25,000 dollars a year. They are spread across different neighbourhoods of this huge city (it's big enough to fit in Manhattan, Boston and San Francisco).

In 2013, the city did something unusual: it declared itself bankrupt. It was the largest city bankruptcy in US history, estimated at 18-20 billion dollars. Now that the city is free of debt, it has money to do some of what needs to be done. It has replaced about 40,000 streetlights so that places feel safer. Police response time has *shrunk* from almost an hour to less than 20 minutes. And roughly a hundred empty houses are *demolished* each week to make space for new buildings. With the nation's biggest urban bankruptcy behind it, Detroit is also attracting investors, innovators and young adventurers. New businesses have been encouraged with the New Economy Initiative. This gave grants of 10,000 dollars to each of 30 winners with ideas for small businesses. It seems that every week a new business opens in Detroit – grocery stores, juice bars, coffee shops, even bicycle makers. Finally, the city is working again.

Questions: Read the article and choose the correct answer.

1. Detroit is a city ...
 - a) that has had several identities.
 - b) Where the population grew very rapidly.
 - c) with a massive crime problem
2. Detroit ...
 - a) is not able to recover from its past problems.
 - b) is richer now than it has ever been.
 - c) seems to have a better future ahead.
3. Why was Detroit known as Motor City?
 - a) because of all the roads that were built there.
 - b) because of its connections to Paris.
 - c) because of the type of industry there.
4. According to the first paragraph, factory workers ...
 - a) had a high standard of living.
 - b) had to travel a long way to work.
 - c) took regular holidays.

5. What defined Detroit at the start of the 21st century?
 - a) cars
 - b) poverty
 - c) the suburbs
6. Which statement is true according to the second paragraph?
 - a) The changing Detroit happened relatively quickly.
 - b) The environment was important for Detroit's population.
 - c) The media showed a false picture of Detroit and its people.
7. Why did people leave Detroit?
 - a) Because too many people lived in the suburbs.
 - b) The motor industry moved to a new area.
 - c) There was a combination of causes.
8. The main problems facing Detroit were ...
 - a) Environmental
 - b) financial
 - c) social
9. How did bankruptcy affect the city?
 - a) It allowed it to make a new start.
 - b) It gave it an important place in history.
 - c) It meant Detroit could spend billions of dollars.
10. Which statement is true?
 - a) Bankruptcy makes it hard for new businesses in Detroit.
 - b) Detroit today is attractive to small businesses.
 - c) Old industries want to return to Detroit

4. Vocabulary practice: Complete these sentences using the text above.

- 1 How many people are there in your _____?
- 2 The building is in a dangerous condition, so it's going to be _____.
- 3 What can you do if your clothes _____ when you wash them?
- 4 The new arts centre is a very _____ building, with a beautiful entrance.
- 5 There was _____ violence during the riots, affecting much of the city.
- 6 When we arrived at the station, it was completely _____.

5. Complete the sentences with the correct adjective form of the verb given.

- 1 The city was full of _____ (abandon) houses.
- 2 We walked through _____ (desert) streets.
- 3 The effect of the financial crisis was _____ (devastate).
- 4 There was _____ (shock) news about the crime rate.
- 5 The _____ (damage) products are sold at half price.
- 6 The old and _____ (neglect) houses need to be demolished.
- 7 The government has helped _____ (struggle) cities like Detroit.
- 8 We didn't apply for a grant and that was a _____ (waste) opportunity.

Unit 9 Climate change



1. Discuss the questions:

1. *What is global warming?*
2. *What causes global warming?*
3. *What is climate change? Is it different than global warming?*
4. *What does global warming have to do with severe weather, like droughts and hurricanes?*
5. *If global warming is real, why is it so cold and snowy this winter?*
6. *What does global warming have to do with rising sea levels?*
7. *What is ocean acidification?*
8. *What does eating meat and dairy have to do with climate change?*
9. *What does climate change have to do with spreading disease?*
10. *How does climate change affect the food supply?*

2. Match the questions with the answers. Discuss.

- | | |
|--|---|
| 1. Which are the main factors that decide the conditions of environment? | a) Rain forest. |
| 2. What once covered 14% of the earth's land area, but by 1991 over half had been destroyed? | b) Friends of the earth. |
| 3. Which environmental pressure group was founded in the UK in 1971? | c) Chernobyl, (April 1986) |
| 4. Rain or other forms of precipitation containing acid formed by industrial pollutants is called _? | d) Acid Rain |
| 5. Which is the worst disaster from a nuclear power plant? | e) Temperature, pressure, wind velocity and humidity of atmosphere. |

6. Which color is used as the sign of conservation and environment? f) Tokyo, Japan.
7. Which country produces the world's largest quantity of municipal waste per person per year at over five-sixths of a ton? g) Green.
8. Which is the city most affected by the air pollution in the world? h) USA.

3. Useful language: Match the words with definitions.

- | | |
|----------------------|---|
| 1. <i>mud slides</i> | a) something (as a building) that offers cover from the weather or protection from danger |
| 2. <i>officials</i> | b) a moving mass of soil made fluid by rain or melting snow |
| 3. <i>moisture</i> | c) a falling short of an essential or desirable amount or number |
| 4. <i>vapour</i> | d) Water in the air |
| 5. <i>shelter</i> | e) with an office |
| 6. <i>shortage</i> | f) a substance diffused or suspended in the air, especially one normally liquid or solid. |



4. Read the text and answer the questions.

WHAT IS HAPPENING TO OUR WEATHER?

One weekend in May 2010, Nashville in the USA was expecting a few centimetres of rain. Two days later, 33 centimetres had fallen and eleven people had died in the resulting **floods**.

There's been a change in the weather. Extreme events like the Nashville flood – described by officials as a once-in-a-millennium occurrence – are more frequent than before. Also in 2010, 28 centimetres of rain fell

on Rio de Janeiro in 24 hours, causing *mud slides* that buried hundreds of people. And record rains in Pakistan led to flooding that affected more than 20 million people. The following year, floods in Thailand left factories near Bangkok under water, creating a worldwide *shortage* of computer hard drives. Meanwhile, severe droughts have affected Australia, Russia and East Africa. Deadly heat waves have hit Europe, leaving 35,000 people dead in 2003. Financial losses from such events jumped 25 percent to an estimated \$150 billion worldwide in 2011.

What's going on? Are these extreme events signals of a dangerous, human-made change in the Earth's climate? Or are we just going through a natural run of bad luck? The short answer is: probably both. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous weather cycles, El Niño and La Niña, originate in the Pacific Ocean and can affect weather patterns worldwide. But something else is happening too: the Earth is steadily getting warmer, with significantly more *moisture* in the atmosphere. The long-term accumulation of greenhouse gases in the atmosphere is trapping heat and warming up the land, oceans and atmosphere. As the oceans warm up, they produce more water *vapour* and this, in turn, feeds big storms, such as hurricanes and typhoons.

And yet, there are ways of dealing with the effects of such extreme events. After 2003, French cities set up air-conditioned *shelters* for use in heat waves. In the 2006 heat wave, the death rate was two-thirds lower.

'We know that warming of the Earth's surface is putting more moisture into the atmosphere. We've measured it. The satellites see it,' says climatologist Jay Gullledge. Another scientist, Michael Oppenheimer, agrees. We need to face up to that reality, he says, and do the things we know can save lives and money.

Questions:

1. The article says that extreme weather events ...
 - a) have an influence on the climate.
 - b) kill more people than before.
 - c) are part of a long-term change.
2. According to the article, ...
 - a) scientists don't know what causes extreme weather.
 - b) there's more than one factor influencing our weather.
 - c) it's not possible for humans to influence the weather.
3. Why was the rain in Nashville considered to be an extreme event?
 - a) There was very high rainfall over many days.
 - b) The amount of rain was forecast in advance.
 - c) There was very high rainfall in a very short time.
4. The rainfall in Nashville in 2010 ...
 - a) last happened a thousand years ago.
 - b) happens every one hundred years.
 - c) caused very rare flooding.
5. What caused deaths in Rio de Janeiro?
 - a) people were trapped under soil
 - b) the intensity of the rain
 - c) extensive floods
6. According to the article, ...
 - a) there has been a dramatic increase in the economic costs of extreme weather.
 - b) extreme weather events have risen by 25 percent since 2010.
 - c) in 2011, 25 percent of financial losses were weather-related.
7. Which statement is not supported by information in the article?
 - a) Extreme weather is influenced by human activity.
 - b) Unusual weather events are part of natural weather cycles.
 - c) Such extreme weather is too rare to be a result of climate change.

8. What is the key factor in the formation of storms?
 - a) warmer land temperatures
 - b) greenhouse gases
 - c) moisture in the air.
9. Why did fewer people die in France in the 2006 heat wave?
 - a) There were better facilities provided.
 - b) Fewer people were in city centres at the time.
 - c) It wasn't as severe as in 2003.
10. According to Michael Oppenheimer ...
 - a) there's no way to stop extreme weather.
 - b) we can be better prepared for the effects of climate change.
 - c) we need to spend more money so that fewer people die.



WHO IS GRETA THUNBERG?

One day in late August 2018, Greta Thunberg took up position outside Sweden's Parliament for the first time. She held a simple sign, black letters on a white board, that said "School

Strike for Climate."

"It felt like I was the only one who cared about the climate and the ecological crisis," she told the BBC. The 15-year-old was by herself, but not for long.

Within a year, her school strike, carried on through all weather, had inspired millions of young people around the world to take to the streets and demand action on climate change.

Unit 10 Weather

1. Discuss the questions:

1. *Do you like cool, rainy days or do you prefer hot, sunny ones?*
2. *Do you ever feel "under the weather"?
(under the weather = depressed, downhearted)*
3. *Do you get headaches when it's **muggy**?*
4. *Which is your favourite season?*
5. *Some people get depressed in the winter, especially in northern **latitudes**. Do your emotions change with the seasons? In what way?*
6. *Some people love the sensation of rain falling on them and others hate it. How do you feel about being rained on?*
7. *Which do you think is worst: being out in uncomfortably hot weather or uncomfortably cold weather?*



2. Useful language: Match the words with definitions.

- | | |
|--------------------|---|
| 1. muggy | a) a heavy rain |
| 2. latitude | b) being warm, damp, and close |
| 3. downpour | c) hemisphere marked with parallels of latitude |



3. Read the text and pay attention to highlighted words.

I left the house with a **broolly** in my bag because the weather forecast had predicted light **showers** and, sure enough, as soon as I got outside I felt **drizzle**. I put up my **broolly** and hurried along, but there was a huge **gust** of wind that blew it inside out. As I struggled to fix the **broolly** the **drizzle** started to turn into a **shower**. I ran under a nearby bus stop to take shelter and the **heavens opened**, it started **pouring down**, really bucketing down. My broolly was beyond repair so I threw it in a nearby bin and just sat and watched the **downpour**. After about five minutes it stopped and the sun came out so I carried on walking, but after about a minute it started **spitting** again and I had to shelter in a shop. This time it was just a quick **shower** and when I went back outside it was mild with a warm **breeze**. However as I continued along the street a car run through a huge **puddle** in the road and splashed me, I was **soaked** from head to toe.



4. Find the words in the text:

Light rain

Rain for a short period

Umbrella (slang):

Very wet/covered in water:

Heavy rain (phrasal verb):

One strong action of the wind

Heavy rain (noun):

Light rain at the beginning of a shower
or downpour:

Light wind:

Body of water in the street

Rained heavily (idiom):

5. Additional Vocabulary. Read the dialogue and pay attention to the highlighted words.

Part 1-style questions

Examiner: What's the weather like in your country?

Katie: It's quite **changeable** really ... we have periods of time with **clear blue skies** then all of a sudden we'll have **torrential rain**.

Examiner: Which months have the best weather in your country?

Ernst: Well ... I suppose it's a matter of personal taste really ... I like it around the end of October and November ... I'm not fond of the **heatwaves** we often get during the summer ... it's not **freezing cold** during these months and we still get lots of **sunny spells**.

Examiner: Does it bother you much when it rains?

Junko: It depends ... if I **get caught in the rain** and I **get drenched** I don't like it ... but I'm a gardener so **a drop of rain** is good for my plants.

Part 2-style task

Describe a time when you experienced extreme weather conditions. You should say

- *when this was*
- *where you were*
- *what the weather was like*

and say how you felt about the experience.

I was studying English in a language school a few years ago ... we were in Cornwall in the UK ... we'd been enjoying lovely sunny days ... **not a cloud in the sky** ... when all of a sudden there was **a change in the weather** ... we were in town walking around the shops when it started **to pour down** ... I'd never seen such **heavy rain** before ... within about 10 minutes the roads were full of water ... I think they call it a **flash flood** ... it was like being in the middle of a **tropical storm** ... the water was almost up to my knees ... the **weather forecast** hadn't predicted it so everyone was taken by surprise ... I'm not sure you could call it 'extreme' weather as a few hours later it started **to clear up** ... **the sun came out** and slowly the water level went down ... but a lot of people's houses were flooded so it would have been extreme for them ... I found it all quite exciting ... in my country we generally have a very **mild climate** and don't often get floods like this so it was quite an experience for me.

Part 3-style questions

Examiner: Do you think the weather affects how people feel?

Tierre: Absolutely ... yes ... I don't mind the occasional **cold spell** but I think the winter months can make you feel down. I hate having to leave the house in the winter ... there's often a **thick fog** every morning and we sometimes get **bitterly cold** winds ... the winter certainly makes me feel a little depressed ... though having said that ... it's always nice to see the town covered in a **blanket of snow**.

Examiner: Do you think the weather is changing due to global warming?

Ceri: I don't know if it's due to global warming or not but the weather in my country is certainly changing ... we've been getting quite **mild winters** lately ... the temperatures are sometimes **below freezing** but only occasionally ... and then during the summer it can get **boiling hot** with a lot of older people even suffering from **heatstroke**.

Examiner: In which ways are weather forecasts useful?

Sinita: Well ... if you're planning a trip or going on holiday it's important to know whether you'll need to **dress up warm** or take an umbrella ... farmers need to know what the **long-range forecast** is so they can plan their work ... I suppose people who organise outside events need to know as well in case things get **rained off**.

Definitions

- **to be below freezing:** below zero degrees Celsius
- **bitterly cold:** very cold and unpleasant
- **a blanket of snow:** a complete covering of snow
- **boiling hot:** very hot (informal)
- **changeable:** weather that often changes
- **a change in the weather:** when weather conditions change
- **clear blue skies:** a sky without clouds
- **to clear up:** when clouds or rain disappear
- **to come out (the sun):** when the sun appears out of a cloudy sky
- **a cold spell:** a short period of cold weather
- **to dress up warm:** to wear warm clothes to protect yourself against wintry conditions
- **a drop of rain:** a little bit of rain
- **a flash flood:** a sudden and severe flood
- **freezing cold:** very cold (informal)
- **to get caught in the rain:** to be outside when it rains unexpectedly
- **to get drenched:** to get very wet
- **heatstroke:** a serious condition caused by being too long in hot weather
- **a heatwave:** a period of very hot weather
- **heavy rain:** intense rainfall
- **long-range forecast:** the weather forecast for several days or weeks ahead
- **mild climate:** a climate without extreme weather conditions
- **mild winter:** a winter that isn't particularly cold

- ***not a cloud in the sky***: see ‘clear blue skies’ above
- ***to pour down***: to rain heavily
- ***to be rained off***: to be cancelled or postponed due to poor weather
- ***sunny spells***: short periods of sunny weather
- ***thick fog***: a dense fog that makes visibility very poor
- ***torrential rain***: see ‘heavy rain’ above
- ***tropical storm***: a storm typical of ones that you find in tropical climates
- ***weather forecast***: a TV/radio programme or section in a newspaper/magazine which predicts weather conditions

6. Use the example above. Make up your own dialogues.

7. Idioms. Learn 15 English idioms related to weather.

Break the ice

Meaning: to get a conversation started in a social situation, break the awkward silence when meeting someone new.

Example: I met a nice girl for coffee yesterday. At first it was a bit awkward, but I broke the ice with my camp story.



As right as rain

Meaning: to feel well, alright.

Example: I took some medicine before I went to bed and the next morning I was as right as rain.

To be under the weather

Meaning: to feel sick or unhealthy.

Example: Are you coming to the party on Friday? Unfortunately not, I feel a bit under the weather so I want to stay in.

A fair-weather friend

Meaning: someone who is your friend only when you're in a good situation and they don't support you in difficult times.

Example: I thought Megan would support me when John dumped me, but she turned out to be a fair-weather friend.

Calm before the storm

Meaning: a quiet and peaceful time before something with great activity or difficulty happens.

Example: When the day started out peacefully I knew it was just the calm before the storm. I was expecting a busy day at the office.

Every cloud has a silver lining

Meaning: there's something good in every bad situation.

Example: I'm really sick and feel awful, but I get to stay home, so I can thoroughly prepare for the test on Monday. Every cloud has a silver lining.

It never rains but it pours

Meaning: is used to comment on a situation that when something bad happens usually other bad things happen as well.

Example: First she got locked out of her apartment, then she lost her purse and when she was crossing the road she got splashed by a car. It never rains but it pours!

It's raining cats and dogs

Meaning: it's raining very hard, it's pouring.

Example: I think I'm going to stay in today and read a book. It's raining cats and dogs.

A storm is brewing

Meaning: there is going to be trouble or an argument.

Example: Everybody is getting on John's last nerve with all these questions. A storm is brewing.

Steal someone's thunder

Meaning: to take attention away from someone on their special day i.e. a wedding or birthday.

Example: Look at Jenny in that dress, she really stole the bride's thunder.

Save it for a rainy day

Meaning: keep something i.e. money for a time when it is needed.

Example: I earned extra money babysitting my neighbor's kids. I'll save it for a rainy day.

Take a rain check

Meaning: is used to refuse an offer in a polite way, implying that you may accept it in the future.

Example: Annie, come to the movies with us. Sorry I'll take a rain check.

To be on cloud nine

Meaning: to be very happy about something

Example: When I finally got the promotion I was on cloud nine.

Rain on someone's parade

Meaning: to do or say something that spoils someone's plans or draws attention to the negative aspects of their plans.

Example: I don't want to rain on your parade, but you can't go to the movies on Friday, you promised you'd watch your sister, when we go out.

Come rain or shine

Meaning: no matter the circumstances, also whatever the weather is.

Example: I will stand by you come rain or shine, you are my best friend.

Retrieved from: <https://coursefinders.com/blog/en/1649/15-english-idioms-related-weather>

8. Make up sentences using Idioms from Ex. 7.

Виробничо-практичне видання

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з навчальної дисципліни

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(високий рівень)

*(для студентів 3 курсу денної форми навчання
всіх спеціальностей університету)*

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