

UNIT 1.

BEAUTY LIES IN THE EYES OF THE BEHOLDER?

LESSON 1. FASHION

Are you worried about what to wear on the first day at school?
What is important for you when choosing your clothes?
Do you pick on other students if you don't like their clothes? Why/Why not?
Do you think schools should have a uniform?
How much do you think the clothes we wear affect the way we behave?



Summer is over and it is that time again when we are getting ready for school. The fun part of starting school is that we can use back-to-school shopping as an excuse to buy some new clothes.

June Andrews, an exchange student from London, is starting high school in Baltimore, in the USA. She's nervous, yet very excited about going to school and what to wear on the first day.

In England she had to wear the school uniform – a deep blue jacket and a skirt with a pink blouse and a matching tie. Although they weren't allowed to use accessories to show their own style, she wishes more schools had a dress code. The problem is that there's a lot of peer pressure that makes it really hard to dress nicely. Not all kids can afford to keep up with the new fashions. Lots of young people in Britain complain that if you don't have the right pair of trainers you are bullied and if you have really expensive ones they will be stolen.

When June thinks of school fashion in general, she pictures tons of T-shirts matched with jeans and flip flops. This is, actually, a school trend she doesn't

want to go along with anyway. She says that she may not be the most fashionable person and her goal is not to compete with the other girls; however, she definitely wants to stay as chic as she possibly can be in an American high school.

The fact is that fashionable clothes at school can cause competition and fight between students. Teenagers already have enough pressure on them. The pressure on students to wear designer clothes is silly. We shouldn't decide about people by what they wear. It is believed that uniforms level the playing field among students from different economic backgrounds.

Different gangs identify themselves by wearing certain clothes, colours and symbols, that is why baggy trousers and sweatshirts are not allowed in some American schools. Some schools have also banned jeans with low waists and T-shirts that show your tummy. More and more schools in the United States are making students wear uniforms. School is considered a place for concentration and study; therefore, students should wear simple clothes.

June thinks fashion and image are very important to teenagers. Their clothes are a way for them to express their personalities. It's a healthy way to be creative. She is sure that the clothes we wear don't change the way we study at school. Putting on a tie doesn't make someone any more intelligent.

June doesn't think that fashion is the most important thing in our lives, however. It's not wise to waste your time looking in the mirror and worrying about your looks – better look into your books and learn something new. If you want to look like a pop star, you can do so after school. Personality is more important than looks.

NOTES

Baltimore [ˈbɔːltɪmɔː]

dress code – riietusreeglid

to level the playing field – kõikidele võrdseid võimalusi pakkuma

Exercise 1.1

Read the questions, then choose the best answer *a, b* or *c*.
Find the part of the text which helps you find the answer.

1. Why is June Andrews nervous?
 - a. Because she's from London.
 - b. Because she's going to school in the USA.
 - c. As an exchange student she's excited about what to wear.

2. Why does she wish more schools should have a dress code?
 - a. Because accessories are allowed.
 - b. Because not all kids can afford to keep up with new fashions.
 - c. Because she had to wear the school uniform.

3. What does June think of school fashion in general?
 - a. She pictures tons of T-shirts matched with jeans and flip flops.
 - b. She thinks school trends should be fashionable.
 - c. In general, school fashion is chic.

4. What is believed about uniforms?
 - a. They can cause competition and fights between students.
 - b. They level the playing field among students from different economic background.
 - c. Wearing uniforms is silly.

5. Why are more and more schools in the United States making students wear uniforms?
 - a. Because school is considered a place for concentration and study.
 - b. Because some T-shirts show your tummy.
 - c. Because lots of students wear baggy trousers and sweatshirts.

6. What is more important than looks for June?
 - a. Being creative.
 - b. Being healthy.
 - c. Your personality.

Exercise 1.2

Copy the table and write down as many positive and negative ideas about wearing a school uniform from the text. Can you add your own ideas?

Why should students wear a uniform?	Why needn't students wear a uniform?
A lot of peer pressure at school anyway	Students can't show their own style

Exercise 1.3

Choose three ideas from the previous exercise and the text for why students should and why they needn't wear a school uniform. Talk about your ideas. Use the linking words and phrases. There's no model.

Firstly, there's a lot of peer pressure ...

Secondly, not all kids ...

In addition to this, it is believed that uniforms ...

On the other hand, fashion is ...

What's more, clothes are a way ...

Last but not least, putting on a tie ...

Exercise 1.4

Look at the picture. Do you think the students in this picture go to the same school? What makes you think so? Describe the students in the picture. What are they wearing? Add some ideas about dress code from the previous exercise. Follow the model.



I can see ... in the picture. I think they go to the same school because

One of them is wearing

In some schools students have to I think that wearing In my school, we

It's ... because

WWW * Exercise 1.5

In the song *Sk8er Boi* the girl doesn't go out with the boy. Listen to the song and say why.



GRAMMAR

PRESENT FORMS

PRESENT SIMPLE

The present simple is used:

- for repeated actions or habits especially with frequency adverbs: ***always, usually, often, sometimes, seldom, rarely, never, every day***, etc.

*Ben **has** a shower every morning.*

***Do** you **watch** TV in the evenings?*

*What time **does** Jane finish **work**?*

- for situations which are permanent, *i.e.* continue for a long time.

*Mr Brown **lives** in Liverpool.*

*Kate's parents **work** at a hotel.*

- for general truths and laws of nature.

*The sun **rises** in the east.*

*Elephants **don't eat** meat.*

- for timetables and programmes (future meaning).

*The last train to London **leaves** at 10.45 p.m.*

*What time **does** the film **start**?*

Time expressions used with the present simple:

always, usually, often, sometimes, seldom, never, every day/week/month/year, etc., in the morning/afternoon/evening, at night, at the weekend, on Sundays, etc.

Exercise 1.6

Form negative sentences.

1. Mary works hard.
Mary doesn't work hard.
2. We go to school every day.
3. Mark has to practise the piano every afternoon.
4. I speak Spanish.
5. My aunt has a cat.
6. You're right.
7. Henry lives in Estonia.
8. They have breakfast at 7 a.m.
9. My sister marries a farmer.
10. I'm afraid of spiders.

Exercise 1.7

Form positive sentences.

1. This kite doesn't fly well.
This kite flies well.
2. Meg doesn't wish to see us.
3. The students don't have their lunch in the canteen.
4. Stella and Greg don't play tennis.
5. Tim doesn't have breakfast every morning.
6. She isn't fond of dogs.
7. My mum doesn't worry about me.
8. Mr Creakle doesn't go to Egypt.
9. We don't have to buy these books.
10. My dog doesn't lie in the garden.

Exercise 1.8**Add the frequency adverb in brackets to the sentence.**

1. Bob is on time for class. (always) *Bob **is always** on time for class.*
2. Bob comes to class on time. (always) *Bob **always comes** to class on time.*
3. Ann is late for class. (often)
4. Ann comes to class late. (often)
5. Ron drinks coffee. (never)
6. He drinks tea. (sometimes)
7. I'm at home in the evenings. (usually)
8. I stay at home in the evenings. (usually)
9. Mary goes to the library. (seldom)
10. Mary is at the library in the evening. (seldom)

Exercise 1.9**Write at least five sentences about your habits.
Use the frequency adverbs. For example:**

I wear blue jeans every day.

Exercise 1.10**Complete the questions.**

1. The children go to school in the morning.
Where ... the children go ... ?
When ... the children go ... ?
Who ... ?
2. Harry's dog eats meat.
What ... Harry's dog ... ?
Whose dog ... ?
Who ... ?
3. The kid's grandparents live in the country.
Where ... the kid's grandparents live?
Whose grandparents ... ?
Who ... ?
4. June Andrews has to wear a uniform at school.
What ... June Andrews have to ... ?
Where ... June Andrews ... ?
Who ... ?

LESSON 2. PERSONAL HYGIENE

Why is personal hygiene important?

What's more important – keeping clean or fashionable clothes? Why?

Can you comment on the saying *Beauty lies in the eyes of the beholder*?



Caring about the way you look is important to your self esteem (i.e. what you think about yourself). You don't need to wear the latest fashion to look good. There are lots of other things you can do that are much more important to your image. Keeping your body clean is a very important part of keeping healthy and feeling good about yourself.

Sweating isn't much of a problem until you have reached puberty. That is when special sweat glands start pouring out sweat which smells. A bath or a shower every day is a good idea. People didn't wash frequently in the old days. They often became pretty smelly. To disguise the smell, people in Tudor England used to carry pomanders – small bags that contained dried flowers or herbs to wave a sweet scent around.

Brushing our teeth is part of keeping clean too. People in Tudor times had very poor teeth because they ate too many sweet things and didn't clean their teeth properly. No wonder, as the tooth paste in those days consisted of sugar, honey, crushed bones, fruit peel and soot. The process of brushing teeth was finished by rinsing the mouth with wine or sugary water.

The clothing we wear is also important. Even if you do not sweat much, clothes can get dirty, so you need to change them often. If you have to wear a school uniform, take it off as soon as you get home. You should hang it up ready for the next day.

Try to stay away from cigarette smoke because the smell gets into your clothes and hair making them smelly. What's more, it is unhealthy for you.

Underwear are right next to your skin and collect dead skin cells, sweat and other stains. Overnight bacteria start to work on these stains so your clothes don't smell as nice on the second day.

Shoes are very close to the place where the largest collection of sweat glands can be found – your feet. You spend most of the time on your feet; therefore, it's important to have more than one pair for school to give the shoes a better chance of drying out. Then, they last longer and are less likely to smell. What's more, wash your feet at least once a day.

If you think you still need to use a deodorant or antiperspirant, ask for advice from your family doctor or a shopkeeper. They know which products are harmless for your age group. Although the amount of harmful ingredients in cosmetics is reduced to a minimum, some of them can still cause allergies. Be aware that some people have problems with perfumes, which can cause asthma or hay fever, so don't spray them around in a room full of people. And remember, nothing smells better than clean skin.



NOTES

i.e. – that is

puberty [ˈpjuːbətɪ] – puberteet

pretty – *siin* üpris

Tudor England/times – the period between 1485–1603 when the Tudor family ruled England

pomander [pəʊˈmændə] – lõhnakotike

antiperspirant [ˌæntɪˈpɜːsp(ə)rənt] – higistamisvastane vahend, antiperspirant

bacteria [bækˈtɪəriə] – bakterid

deodorant [diːˈɒdərənt]

cosmetics – kosmeetika, iluravi

perfume [ˈpɜːfjuːm] – lõhn, parfüüm

asthma [ˈæsmə] – astma e. hingeldustõbi

hay fever – heinapalavik, -nohu

Exercise 1.11

Read the statements and decide if they are true or false.

1. Self esteem is how you look.
2. Sweating can become a problem in puberty.
3. In the old days, people had very poor teeth.
4. You don't have to change your clothes often if you don't sweat a lot.
5. Bacteria make your underwear smell.
6. Wash your shoes at least once a day.
7. Deodorants and antiperspirants are all harmless at your age.

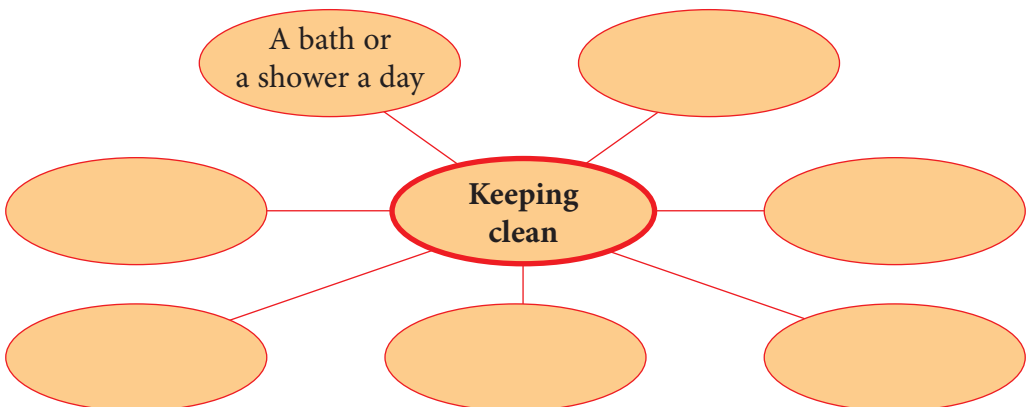
Exercise 1.12

Make true statements about yourself using the adverbs of frequency *every morning/evening/day, once/twice a day, always, often, sometimes, seldom, never*.

1. I wash my face with cold water.
2. I brush my teeth.
3. As soon as I get home from school, I change my clothes.
4. I hang my clothes up.
5. I try to stay away from cigarette smoke.
6. My clothes smell as nice as on the first day I wore them.
7. I wash my feet.
8. If I need an antiperspirant, I ask for advice.
9. I spray perfume around in a room full of people.
10. I wash my hands before I eat.

Exercise 1.13

Make a mind map and talk about keeping clean.



PROBABLY, LIKELY

The adjective *likely* is often used with a *to*-infinitive.
The adverb *probably* is used without *to*.

Compare: *Which team is likely to win?*
Which team will probably win?

Exercise 1.14

Fill in the gaps with *probably* and *likely*.

1. We are ... to be in the country this weekend.
2. Where will you ... be this afternoon?
3. How much money are you ... to need?
4. They're not ... to be at home now.
5. It will ... be hot in July.
6. Our family will ... need a larger car.
7. Prices are not ... to come down.
8. The builders will ... start work by the end of the month.

GRAMMAR

PRESENT FORMS

PRESENT CONTINUOUS

The present continuous is used

- for actions happening now, at the time of speaking, and actions that are not finished.
*Where's dad? He **is fixing** a bike at the moment.*
- for unfinished and continuing actions going on around now, but not at the moment of speaking.
*I'm **reading** a lot of poetry these days.*
- for changing situations, with verbs like **become, get, grow, change, increase**, or with expressions such as **more and more**.
*More and more schools in the States **are making** the students wear a school uniform.*
- for fixed arrangements, *i.e.* actions that we have already planned to do in the near future, especially when the time and place have been decided.
*My sister **is getting** married next month. (It's all arranged.)*

The verbs *like, love, enjoy, hate, want, know, understand, believe, remember* are not normally used in the continuous.

Time expressions used with the present continuous:

now, at the moment, at present, these days, today/tonight, nowadays, still, etc.

Exercise 1.15

Underline the correct form.

1. Explain it again, please. I *do not understand/am not understanding* it.
2. Scientists *still search/are still searching* for life on other planets.
3. I'm busy at the moment. I *do/am doing* my homework.
4. Her English *gets/is getting* better.
5. The Smiths *visit/are visiting* tonight.
6. My dad *looks/is looking* for a better job.
7. More and more people *leave/are leaving* the countryside.
8. I *don't believe/am not believing* your story.
9. *Do you do/Are you doing* anything tomorrow?
10. Yes. We *go/are going* to the theatre.

Exercise 1.16

A. Write three true sentences about your continuing activities, with *read, study* and *try to*.

B. Write three true sentences about yourself, people you know and your school to describe changing situations.

Exercise 1.17

Complete the sentences with the present simple or present continuous form of the verb in brackets.

1. Henry ... (live) in Liverpool.
2. My elder sister ... (look) for a place to live. She ... (stay) with a friend until she finds something.
3. Where ... (your parents/work)?
4. I usually ... (drink) tea for breakfast.
5. It ... (not rain) much in summer.
6. The population of the world ... (grow).
7. We ... (have) a party tomorrow? Would you like to come?
8. No, thanks. I ... (hate) parties.