

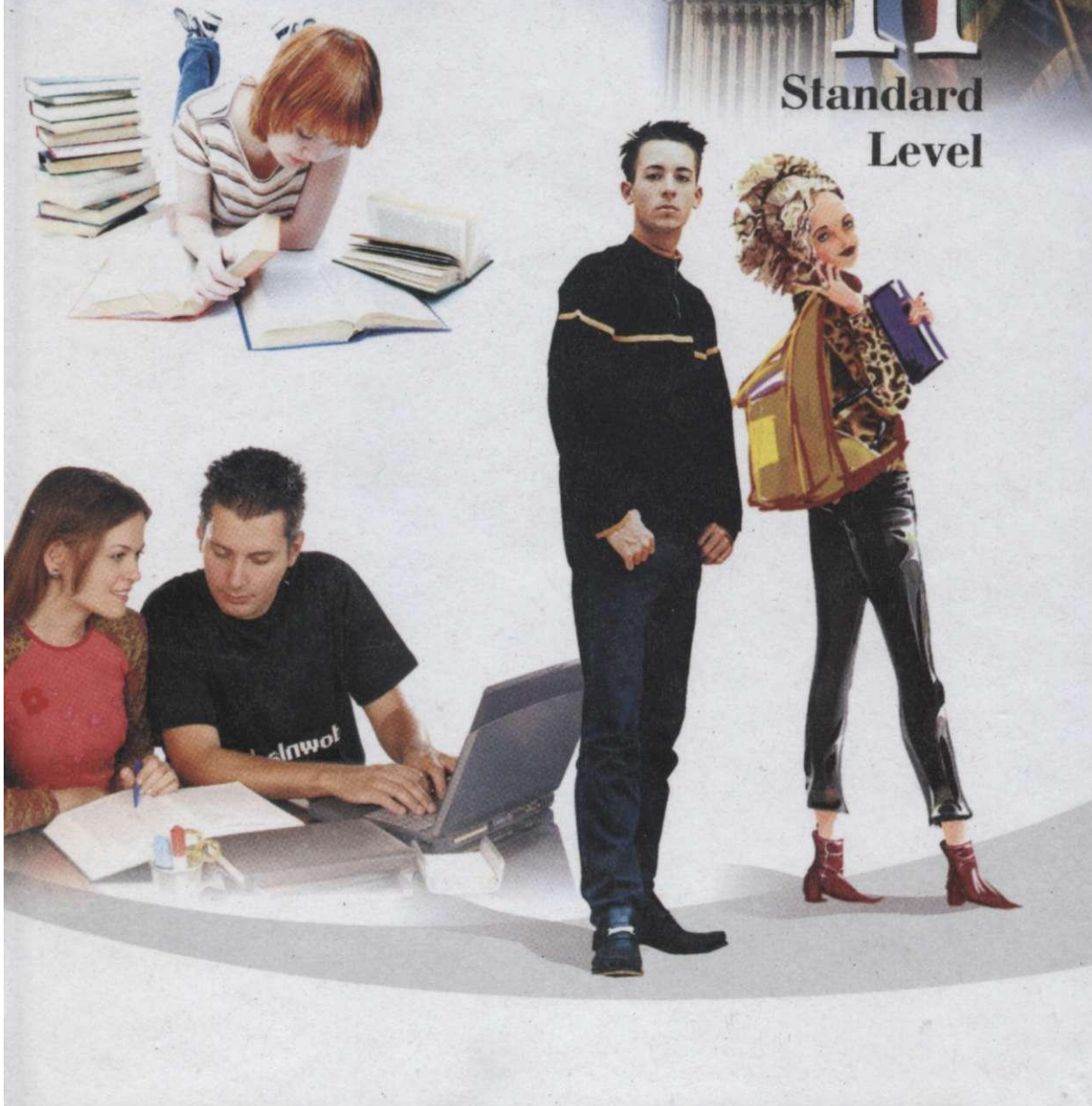
Oksana Karpiuk

ENGLISH

Pupil's Book

11

Standard
Level



SELF-ASSESSMENT

	LISTENING	READING
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.
A1+	I can understand and follow simple directions. I can understand simple questions concerning my experience, as well as simple everyday dialogues, supported with mimic and gestures.	I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
A2+	I can understand everyday speech when the delivery is standard and clear. I can understand the main point of TV shows, films, where visual reception plays important role. I can understand the gist of short lectures, familiar stories, when speech is relatively slow and clear.	I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B1+	I can understand speech with requests and problems explanations. I can understand contents of conversations, discussions, lectures and reports on familiar topics, although cannot recognise some phrases and expressions.	I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided if the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

ASSESSMENT GRID

READING	SPOKEN INTERACTION	
I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.	I can interact in a simple way if the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1
I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.	I can greet other people and introduce myself. I can respond to the greeting and ask how someone feels. I can order food and drinks. I can do everyday shopping.	A1+
I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	A2
I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.	I can exchange opinions and information on familiar topics in predicted everyday situations. I can ask another person to help when I need it.	A2+
I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	B1
I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.	I can hold a conversation on familiar topics without delays and pauses, using simple language tools. I can explain my attitude and respond to the questions. I can summarise and synthesise information.	B1+
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	B2

Оксана Карп'юк

АНГЛІЙСЬКА МОВА

**Рівень стандарту
(10-й рік навчання)**

**Підручник для 11-го класу
загальноосвітніх навчальних закладів**

Рекомендовано Міністерством освіти і науки України





ББК 81.43.21-922
К 26

*Рекомендовано Міністерством освіти і науки України
(Наказ про надання грифу навчальній літературі № 235 від 16.03.2011 р.)*

**Видано за рахунок державних коштів.
Продаж заборонено.**

**Наукову експертизу проводив
Центр наукових досліджень та викладання іноземних мов НАН України.
Психолого-педагогічну експертизу проводив
Інститут педагогіки НАПН України.**

УМОВНІ ПОЗНАЧЕННЯ:

-  — текст до завдання озвучений в аудіододатку
-  — проектна робота
-  — дебати
-  — завдання рекомендоване для домашнього виконання

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INTRODUCTORY REVIEW

1 Read and discuss the letter in class.

Congratulations! You're back to school again and you will be called a school leaver now as this year is the last one of your study at secondary school.

In ten months you're going to take your finals and make up your mind what to do in your personal future.

You should be a good manager of time and work hard to prepare for your exams as well as for making your own choice after school.

Learning is a precious gift to be treasured always. Whether you are from Kyiv or London, you all must appreciate and embrace knowledge as the key to achievement of your dreams.

Why do you need to know English? English is becoming a global language. At least half a billion people in the world use English at home or work. Problems of the 21st century, such as problems of war and peace, democracy, ecology and demography cannot be solved if people cannot speak the same language. Interpreters take time and now time is as precious as never before. So, dear boys and girls, don't waste your time. Go on studying English each and every day.

And finally, I'd like to wish you all a long, fruitful and happy life!

Yours sincerely,

Oksana Karpjuk



2 a) Choose the correct word and complete each sentence.

- 1 Could you (**translate / interpret**) this paragraph into English, please?
- 2 I'm sorry, I can't read your handwriting. What does this word (**say / mean**)?
- 3 Can anyone tell me the (**meaning / understanding**) of 'shiver'?
- 4 How do you (**pronounce / spell**) 'accomodation'? Does it have one 'm' or 'mm'?

LEARNING A LANGUAGE

b) *Speak on what you find to be the easiest and the most difficult about learning English. Choose from the box and explain why.*

grammar, spelling,
pronunciation, vocabulary,
reading, writing, speaking

3 *Ask and answer the questions in pairs.*

- How do you organise your learning process?
- How much time do you need to do English tasks?
- Are you a motivated learner or are you forced to learn English?
- How often do you speak English outside the classroom?
- How often do you write in English?
- How often do you read in English?
- Have you got any chance to watch English video?

4 a) *Read the article quickly. Refer its paragraphs (1-5) to the headings (A-E) on page 6.*

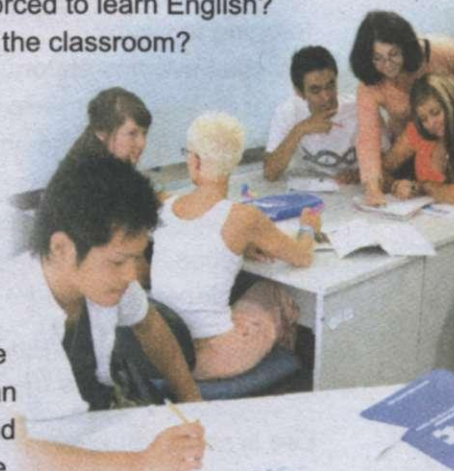
- 1 Language is the most powerful tool we have for reaching out to others. We can use it to express our feelings, to spread our ideas, and even to establish peace.
- 2 Learning English is like learning to swim or play ball. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English.
- 3 Acquiring the ability to use a language automatically, that is to think without stopping to think, is a process of habit formation¹. Forming a habit, any kind of habit, requires² much practice.
- 4 Learning English efficiently requires that you put your mind on what you are doing and have the intention and will to learn. The time you have is so short that you cannot afford to waste³ it by giving less than your full cooperation in class and in home studies. In other words, you have to build up language habits in English just as you build up language habits in your mother tongue⁴.
- 5 Good luck to you then in your learning English! It's up to you. Nobody can learn to swim for you. Nobody can learn English for you. You have to learn for yourself, and you will learn if you really want to and are willing to practise. Language is not to be taught, language is to be learnt.

¹formation [fɔ:'meɪʃn] — утворення, формування

²to require [rɪ'kwaɪə] — вимагати

³to waste [weɪst] — марнувати

⁴mother tongue [tʌŋ] — рідна мова



LEARNING A LANGUAGE

- A Concentration will bring its own reward.
- B Language is the key to the outer world.
- C Teaching or learning?
- D Just another habit.
- E Learning English through action.

b) Read the article again and discuss the questions in groups.

- 1 What does the author mean saying that learning English is like learning to swim?
- 2 Do you have any opportunity to speak English?
- 3 What do you prefer — to read or speak English?
- 4 What does it mean "to acquire the ability to use a language automatically"?
- 5 What does it mean 'the process of habit formation'?
- 6 What does the author mean saying that "language is not to be taught, language is to be learnt"?



5 Read about the people below and decide which course (A-F) on pages 7-8 would be the most suitable for each person.

Lee is going to university in Sweden next year and wants to spend this year improving her English. She wants to meet people from other parts of the world and have a good social life.

Abraham is a journalist. He knows quite a lot of English, but he wants to improve his writing skills. He works long hours on weekdays at an office in London.



Yoko is visiting England for the first time this summer. He'll stay a month and hopes to make new friends, but is rather shy, so he'd like a school with lots of out-of-class activities.

Tina lives with a family in London and looks after their little girls during the day. She studies on her own but also needs a language course that will help her prepare for her exams.

Suzy is 45. She would like to follow an individual course of study somewhere quiet and comfortable with a private teacher.

LEARNING A LANGUAGE

A CRAWFORD'S LANGUAGE ACADEMY

This small school offers a wide range of courses, both half-day and evenings, from five to fifteen hours per week. In an attractive building near Edinburgh's main business centre, it is easy to reach by public transport. Modern equipment and experienced staff make it an obvious choice for any business person or student studying English in Scotland.



B BESTON HALL

Summer Holiday Courses

Three-week, one-month or six-week courses for students of all standards, which combine daily language classes with a full programme of sports (tennis, swimming, volleyball, etc.), social activities (discos, quizzes, film club, etc.) and outings (London, Stratford-upon-Avon, Bath, etc.).

C LONDON LANGUAGES

Home from Home

We place students with experienced and qualified teachers throughout Britain for individual study programmes in the teacher's own home. An excellent choice for those who wish to improve their English fast, but who are not keen on returning to the classroom. High standards of comfort in a friendly but peaceful atmosphere.



D LONDON LANGUAGES

Business Department

Courses in most European languages are offered for adults wishing to study outside office hours, including weekends. Our qualified teachers are always native speakers, whether of Danish, English or Greek. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.



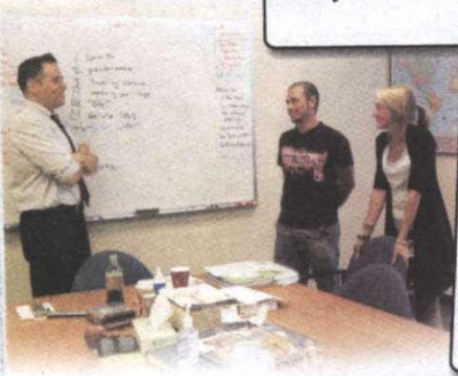
LEARNING A LANGUAGE



E LONDON LANGUAGES

Part-time Courses

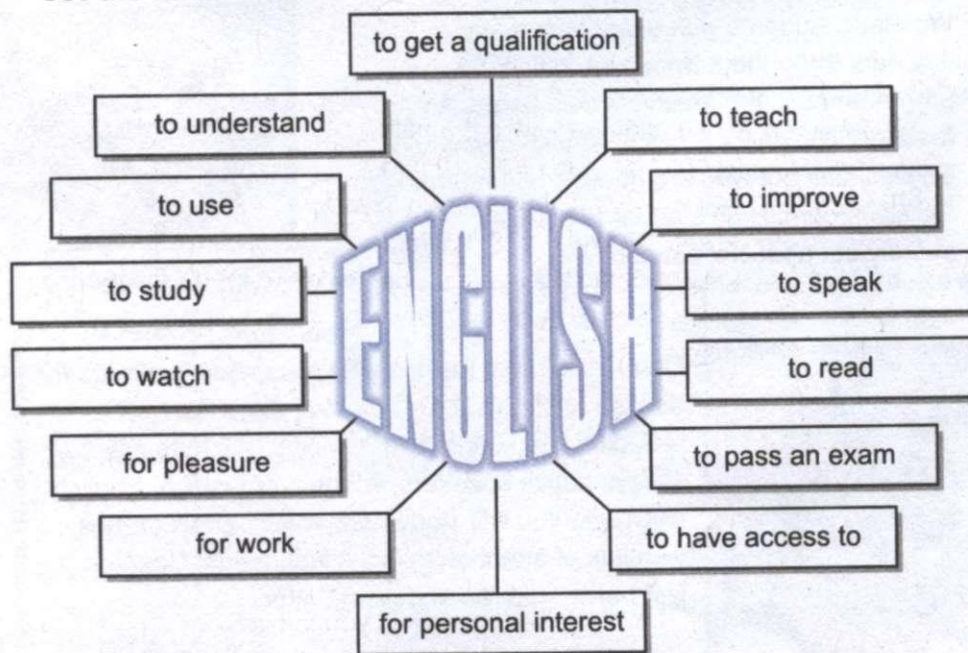
Morning classes 15 hours per week, afternoon classes 15 hours per week. Examination preparation 4 or 6 hours per week, afternoons or evenings. All teachers are highly experienced and well qualified. Minimum course — one month. Central location, easy access by bus or underground.



F ELGIN HOUSE SCHOOL

This excellent school is an attractive suburb of Brighton. It offers courses in general English from three to twelve months. Accommodation is carefully chosen and the school is famous for its programme of activities beyond the classroom. Teenagers and young adults come here from over thirty different countries to study hard and enjoy themselves, too.

- 6 In groups, speak on why you want to learn English. Use the scheme below.



ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR

PRESENT TIME

1 Match each sentence (1-10) with the appropriate tense form (A-D).

- | | |
|--|------------------------------|
| <input type="checkbox"/> 1 He is always telling everyone what to do. | A Present Simple |
| <input type="checkbox"/> 2 She commutes to the centre of London every day. | B Present Continuous |
| <input type="checkbox"/> 3 They own a villa and a personal plane. | C Present Perfect |
| <input type="checkbox"/> 4 They have known each other for ages. | D Present Perfect Continuous |
| <input type="checkbox"/> 5 Cherry trees blossom in spring. | |
| <input type="checkbox"/> 6 Grandma is getting better. | |
| <input type="checkbox"/> 7 He wears glasses. | |
| <input type="checkbox"/> 8 We are doing an exercise. | |
| <input type="checkbox"/> 9 He has been running, that's why he is out of breath. | |
| <input type="checkbox"/> 10 I am working on an archaeological project until something else comes up. | |

2 Choose the correct answer (a), (b), (c) or (d).

- 1 Don't listen to him. He d).
- a) lies b) has lied c) was lying d) is lying
- 2 You can't talk to him right now. He a bath.
- a) is having b) has had c) has d) had
- 3 She no trouble with her dishwasher up to now.
- a) has b) is having c) had d) has had
- 4 I read the first chapter of the book. I can't wait to know what next.
- a) is happening b) happen c) happens d) does happen
- 5 I don't think we'll learn anything new.
- She the same thing for the last two hours.
- a) repeats b) is repeating c) has repeated d) has been repeating
- 6 We a great deal of them lately.
- a) see b) have been seeing c) are seeing d) saw
- 7 The weather is nice and she her holiday at the seaside.
- a) enjoy b) enjoys c) is enjoying d) does enjoy
- 8 This soup really strange. What spices did you put in?
- a) is tasted b) is tasting c) tastes d) has tasted

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 9 Look at them. Everyone can see that she simply him.
 a) loathes¹ b) don't loathe c) is loathing d) is loathed
- 10 It for two days. If it doesn't stop soon, we won't be able to leave the cabin.
 a) snows b) is snowing c) has snowed d) has been snowing

PAST TIME

3 a) Match each sentence with its description.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1 He woke up late yesterday. | a two parallel actions in the past |
| <input type="checkbox"/> 2 At nine o'clock he was still sleeping. | b very recent past action |
| <input type="checkbox"/> 3 He was sleeping when his mother entered the room. | c experience |
| <input type="checkbox"/> 4 While he was having a shower, his mother was preparing breakfast. | d past action with the result or consequence in the present |
| <input type="checkbox"/> 5 Man has travelled to the Moon. | e an action that was in progress when another action happened |
| <input type="checkbox"/> 6 I have sprained my ankle, that's why I'm limping. | f an action that started and finished in the specific time in the past |
| <input type="checkbox"/> 7 They have just emailed her. | g an action that was in progress at certain time in the past |
| <input type="checkbox"/> 8 The rehearsal had already begun when the main actor arrived. | h past action before another past action |

b) Match each sentence above (1-8) with its tense form (A-D) below.

- | | |
|-------------------|-------------------|
| A Past Simple | C Present Perfect |
| B Past Continuous | D Past Perfect |

- | | | | | | | | | | | | | | | | |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | A | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4 Choose the correct answer (a), (b), (c) or (d).

- 1 Between five and six I so I couldn't hear the phone.
 a) was vacuuming b) vacuumed c) had vacuumed
 d) has been vacuuming
- 2 It appears they on foot.
 a) have come b) came c) had come d) had been coming

¹to loathe [læʊð] — почувати відразу (огиду); ненавидіти

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 3 When about that project?
a) *were you learnt* b) *have you learnt* c) *did you learn*
d) *were you learning*
- 4 I of going skiing for winter holidays but I changed my mind.
a) *thought* b) *was thinking* c) *have thought* d) *am thinking*
- 5 They three tests in the last week.
a) *were having* b) *had* c) *have had* d) *had had*
- 6 We breakfast when she came downstairs.
a) *have already had* b) *had already had* c) *already had*
d) *were already having*
- 7 You've broken your leg! How ?
a) *has it happened* b) *it happened* c) *had it happened* d) *did it happen*
- 8 I guess she my message.
a) *finds* b) *found* c) *has found* d) *had found*
- 9 They called in to say goodbye because they the following day.
a) *are leaving* b) *were leaving* c) *left* d) *had been leaving*
- 10 Mrs Roberts was getting dressed while the drinks .
a) *were served* b) *had been served* c) *were being served*
d) *were serving*

THE PRESENT PERFECT AND THE PAST SIMPLE

5 Complete the sentences putting the verbs in brackets into the correct tense forms.

- 1 How long *have* you *lived* (*live*) here?
- 2 ... you ... (*wear*) your hair long when you were in primary school?
- 3 Shakespeare ... (*write*) a lot of plays.
- 4 My brother ... (*write*) several plays. He just ... (*finish*) his second comedy.
- 5 I ... (*not, see*) him for three years.
- 6 I ... (*read*) his books when I was younger. I ... (*enjoy*) them very much.
- 7 I can't go out because I ... (*not, finish*) my work.
- 8 I never ... (*drink*) coffee.
- 9 The actors ... (*arrive*) yesterday and ... (*start*) rehearsals early this morning.
- 10 ... you ... (*be*) here before?
- 11 Look at that little boy in the corner. He ... (*wait*) for three hours now and no one ... (*come*) to take him home.
- 12 The conference ... (*start*) two days ago.
- 13 Look at this mess! You ... (*always, leave*) your clothes all over the room!

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

FUTURE TIME

6 a) Match each sentence with its description.

- | | |
|---|--|
| 1 You will be happy in your future life. | a planned future arrangement |
| 2 Our sun will become a supernova ¹ , too. | b an action in progress at a specific time in the future |
| 3 Wait a bit! I'll help you. | c prediction based on the present situation |
| 4 This time next week I shall be skiing. | d an action that will go on up to or finish before a point in the future |
| 5 Look at that fence! It is going to collapse. | e future fact |
| 6 We are going to study over a weekend. | f intention |
| 7 They are staying at the Ritz next week. | g decision made at the moment of speaking |
| 8 She will have passed the driving test by June. | h speculating about the future |

b) Match each sentence above (1-8) with its tense form or structure (A-F).

1 2 3 4 5 6 7 8

- | | |
|----------------------|---------------------|
| A Present Simple | D Future Simple |
| B Present Continuous | E Future Continuous |
| C 'Going to' | F Future Perfect |



7 Complete the sentences putting the verbs in brackets into the correct tense forms.

- Let's meet at the station. The train *is leaving* (leave) at 7 p.m.
- You ... (eat) the whole pie! You ... (be) sick.
- She won't be able to come in the afternoon. She ... (see) her lawyer at 4 o'clock.
- They ... (date) for 5 years before he finally ... (propose) to her.
- What ... (you / do) the whole evening while we ... (look for) you?
- When we ... (go) to see him last night, he ... (play) computer games; he ... (play) since lunch time.
- By the end of last year they ... (finished) three large projects, and by next year they ... (finish) two more. I ... (be) with them since last month, but I ... (believe) they ... (work) on presentations at present.

¹a supernova [ˌsuːpəˈnɒvə] — наднова (супернова) зірка

HOW WELL CAN YOU COMMUNICATE

- ① Match each question (1-6) with the appropriate answer (A-F).
Work in pairs.

- | | |
|--|---|
| 1 Do you enjoy learning English? — | a Well, I have one brother and one sister. |
| 2 What do you do in your free time? | b I'm afraid I don't like it very much. I think it's really difficult, especially the grammar. |
| 3 Do you plan to study abroad? | c I haven't really decided yet. I guess I'd like to one day, maybe in Canada or Australia. |
| 4 Do you have any brothers or sisters? | d Actually, my parents moved around a lot and I've lived in many cities. Now I live in Odesa. |
| 5 What's your job? | e I have a part-time job in a local shop. In fact, I've worked there for more than three years. |
| 6 Where do you live? | f It depends. I often go out with my friends, but sometimes I enjoy just reading in my room. |



USEFUL TIPS

Using words or expressions like *'actually'*, *'well'*, *'I guess'* or *'It depends'* will make you sound more natural when you speak.

- ② Role-play the situation in pairs.

Student A, you're the examiner. Choose some questions from task 1. For each question think of follow-up questions (why, when, where, who with, etc.) and interview student B for 4 or 5 minutes. Listen to student B's answers carefully. Did he or she give short or extended¹ answers?

Student B, you are the student. Imagine you are in the exam. Introduce yourself briefly and then listen to the examiner's questions. Answer as fully as possible, giving two or three additional pieces of information for each question. Follow the *Useful Tips*. When you've finished, change roles with your partner.

Example:

A: Where do you live?

B: Now I live in London, but before that I have been studying in Ireland — for 2 years. Actually, it was great. I was living in the countryside and it was very peaceful. Not like London — it's so busy and noisy! I guess I'll get used to London eventually — it just takes time to adjust, doesn't it?

¹extended [ɪk'stendɪd] — розширений, широкий



HOW WELL CAN YOU COMMUNICATE?

- 3 a) Write ten sentences about yourself. Five should be true and five should be false. Choose topics in the box below.

Where you come from	Your favourite kind of music
Your age	Countries you've visited
Your family	What you're going to do this weekend
Your leisure activities	A book you're reading at the moment
Your personality	What you did yesterday evening
A problem you have	Something important that's happened to you recently
What languages you speak	

- b) Give a piece of paper to the person sitting next to you. Can he/she tell which sentences are true and which are false?



- 4 a) Ask and answer in pairs.

- How do you begin letters in English?
- How do you end a letter to a close friend?
- How do you end a letter to a stranger?
- Name the main parts of a letter.

- b) Read the instructions and write a letter.

- You have just finished a short language course in Scotland.
- You are writing a letter to an English-speaking friend.
- Tell him or her what you did on the course, how you spent your free time and what the other people were like.
- You can use the information in the timetable below and the beginning of the letter on the opposite page to help you.



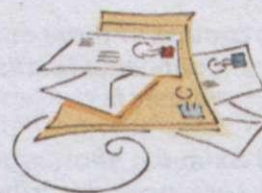
Mon	Tue	Wed	Thur	Fri
Language Lessons	Language Lessons	Language Lessons	FREE TIME	Museum Visit
LUNCH				
Sport	Art	FREE TIME	Language Lessons	Language Lessons
<i>Evenings: Social activities</i>				

HOW WELL CAN YOU COMMUNICATE

Dear ...,

I've just finished a short language course in Scotland and I want to tell you all about it

.....



c) **Check your writing after you have finished it, using a checklist below. Use it every time you practise writing something.**

Checklist	✓
Have you included all the notes?	
Have you used paragraphs?	
Have you written the right number of words?	
Have you linked the points clearly?	
Have you started sentences in different ways so that it is interesting to read?	
Have you checked your in grammar or spelling mistakes?	
Have you used a range of vocabulary? Are there any words you have used too many times?	
Have you started and ended the letter or email correctly?	
Have you used the right style for the person you're writing to?	

5 **Discuss the following questions in groups.**

- 1 How long have you been learning English?
- 2 Why do people need English?
- 3 When have you had an opportunity to speak or read English?
- 4 Have you ever been to an English-speaking country?
- 5 What do you think about the idea that a language gets rusty¹ if it is not practised?
- 6 Can you follow TV programmes in English on satellite television?
- 7 Can you understand songs in English?
- 8 Do you have problems learning English? What are they?
- 9 Have you ever taken private lessons?
- 10 What do you find easy about English, and what do you find difficult (think about pronunciation, learning new vocabulary, grammar, spelling, listening, reading, understanding, translating, etc.)?

¹rusty [ˈrʌsti] — занедбаний, забутий

GET MORE INFORMATION ABOUT ENGLISH

① *In groups of three or four, try to find as many words as you can which are identical in English and your own language (for example: radio, lift). The winner is the group with the longest list. Set a time limit.*

② a) *Skim the short article in one minute. Which of the following sentences describes the main idea of the text?*

- A It is important to speak English if you want to be successful in business.
- B Most of the world's mail is written in English.
- C English is the most widely used language in the world.

English is the second most commonly spoken, and by far the most widespread of the world's languages. It is estimated that there are 350 million native speakers, 300 million who use English as a second language and a further billion using it as a foreign language. English is spoken by scientists, pilots, computer experts,

diplomats and tourists; it is the language of the world! Do you know that over 50% of all business deals are conducted in English? And over 70% of all mail is written and addressed in English? It is the official or co-official language of over 45 countries and furthermore, it is spoken extensively in other countries where it has no official status. It is perhaps, therefore, not surprising that in recent years we have seen a dramatic increase in the number of students opting to study abroad. In the future this will cement the role that English plays in the cultural, political or economic life of many countries around the world from Australia to Zambia.

b) *Look at the numbers below and say what they refer to. Match each number with its reference.*

over 70%

the amount of business done in English

over 50%

the amount of mail written in English

c) *Scan the text again in 30 seconds to check your answers in (b).*

GET MORE INFORMATION ABOUT ENGLISH

3

Complete the text with the words from the box.

As so many people speak English in so many different countries, there are many different "Englishes".



similar, borrowed, educated, Americans, Queen's English, terms, vocabulary, film, British English, grammar, language



The British literary form of English is called **Standard English**

English-Speaking World

and it is the language of (1) ... English speakers. It is used by the Government, the BBC¹, the Universities and it is often called (2) ...



American English is the variety of English spoken in the United States of America. It is different from English in pronunciation, intonation, spelling, vocabulary and sometimes even in (3) An Englishman goes to the town centre to watch a (4) ... while an American goes downtown to watch a movie. If an Englishman needs a pen he would ask you: "Have you got a pen, please?", but an American would say: "Do you have a pen?"



Australian and New Zealand English, also called Australian English, are very (5) Especially in pronunciation they are also similar to British English, but there are differences in (6) ... and slang. Many terms, such as *kangaroo*, *dingo*, *wombat* and *boomerang*, come from the Aboriginal (7) ... and many others from the Cockney dialect² spoken by the first settlers, the Londoners.



Canadian English is different both from American English and from (8) It is said to sound like American to Britons and like British to (9) In pioneer days Canadians (10) ... many words from Canadian French, for example, *bateau*³ and *habitant*⁴, from the native Indian languages came many (11) ... like *caribou* and *totem*, and from Eskimo, Canadian English took *anorak*⁵, *inuit*⁶, *kayak* and others.

¹BBC — Британська телерадіомовна корпорація, «Бі-Бі-Сі»

²a dialect ['daɪəlekt] — діалект

³a bateau ['bætoʊ] — плоскодонний човен

⁴a habitant ['hæbɪtəŋ] — канадець французького походження

⁵an anorak ['ænərək] — анорак (куртка)

GET MORE INFORMATION ABOUT ENGLISH

ALPHABET

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz

In the English alphabet, there are 26 letters, whereas in Ukrainian there are...

Some sounds in English are not there in Ukrainian and that's why they are very difficult to pronounce. For example, [θ] in **thing**, [ð] in **then**, [ŋ] in **sing** and [w] in **window**.

Are there any sounds in Ukrainian that would be difficult for an English person to pronounce?

In English the same sound is not always spelt or read the same way (for example, 'u' in **bus** and **uniform**). However, in Ukrainian you spell words the same way as you read them.

In English the word order is fixed, while in Ukrainian it isn't because the relationship between the parts of the sentence is shown by the endings you add to the words. *В нас гарна осінь цього року. У цьому році ми маємо гарну осінь.*

There are only 2 cases (відмінки) in English, while there are ... cases in Ukrainian.

In English these are the common case and the genitive case.

In English 'you' has the same form in the singular and plural, whereas in Ukrainian there are different forms and these are...

In English you don't have to think who you are going to address with the polite form («Ви» in Ukrainian) because this form doesn't exist.

In English there is only the natural gender (рід), while in Ukrainian the nouns are divided into ... genders (how many?).

In English there are simple and continuous tenses. The continuous tense usually stresses that the action is not complete. What about Ukrainian? How do verbs in Ukrainian show this distinction? ...

АЛФАВІТ

Aa
Бб
Вв
Гг
Ґґ
Дд
Ее
Єє
Жж
Зз
Ии
Іі
Її
Йй
Кк
Лл
Мм
Нн
Оо
Пп
Рр
Сс
Тт
Уу
Фф
Хх
Цц
Чч
Шш
Щщ
Юю
Яя
Ьь

1 BEING A STUDENT

BEING A STUDENT

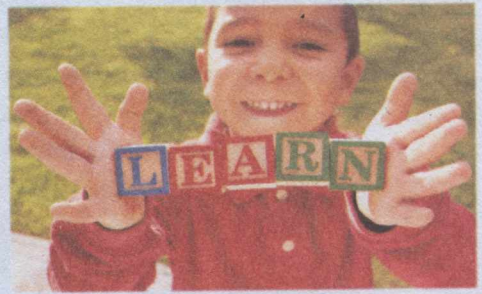
- 1 a) *Think and say who is the best in your class in the following subjects:*
- Biology
 - English
 - Maths
 - Chemistry
 - Geography
 - Literature
 - Physics
 - History
 - Music?

- b) *Work in groups. Interview one of the students to find out what helps him/her to achieve good results in this or that subject. Mention the items below.*
- 1 reading supplementary information on the subject
 - 2 doing extra activities on the subject
 - 3 attending subject courses or clubs
 - 4 responsibility for their own learning
 - 5 working out their own learning strategies
 - 6 use all resources available
 - 7 high self-motivation
 - 8 good time management
 - 9 good memory
 - 10 knowledge about their learning type

c) *Share your results with other groups.*

2 *Read the magazine article. Choose the paragraph from A-H (page 22) which best suits each gap (1-7). There is an extra paragraph.*

INDEPENDENT



Research shows that language learners who make the most progress are those who are prepared to **take responsibility** for their own learning. This is known as **independent** or **autonomous** learning. But what does this actually involve?

1

Independent learners also keep organised vocabulary notebooks. They don't just write down new words on scraps of paper. For instance, they organise new vocabulary by topic. This means that they can easily find words they have decided to make a note of, which makes **accessing** and learning them easier.

2

But independent language learning isn't just about using dictionaries and keeping organised notebooks. Independent language learners are also more likely to actually use the language outside the classroom.

3

Besides cinema and television, independent learners also enjoy liste-

LANGUAGE LEARNING

ning to songs in the target language. But it's not just the music that they are interested in. They listen to the words, too, and try and work out their meanings.

4

Independent learning is not confined to reading and listening. This kind of learner also likes to produce language. This does not only mean inside the classroom, but outside it, too.

5

They will be perfectly at home with writing, as well. They will probably be using the language on the Internet in chat rooms and writing emails to friends in other countries.

6

There are several answers to these questions. First of all, student learning a language in a country where that language is not spoken might only have a couple of lessons a week. This means that those who use it outside the lessons are **getting more exposure** and practice.

7

At the end of the day, we don't actually know **precisely** how people learn languages, but it seems clear that if we want to improve our chances of learning one well, we should try and use it both inside and outside the classroom.



3 Read the article again and guess the meanings of the words in bold. Match each word or phrase from the Word File with its definition.

- 1 ... having the ability to work and make decisions by yourself without any help from anyone else
- 2 ... the way by which you can enter a place
- 3 ... an aim as a result that you want to achieve
- 4 ... to make facts known or to say things that make a person (or an event) known to a lot of people
- 5 ... receiving special attention, help or treatment
- 6 ... if it is educational, it is something such as a book, film or picture, etc. used by teachers or students to provide information and training
- 7 ... be in charge of something or someone, so that you make decisions and can be blamed if something bad happens
- 8 ... a well-planned series of actions for achieving an aim
- 9 ... exactly
- 10 ... enjoyable or unusual, and worth remembering



WORD FILE

- a resource [rɪ'sɔ:s]
- a strategy ['strætədʒi]
- a target ['tɑ:ɡɪt]
- to access ['ækses]
- autonomous [ɔ:'tɒnəməs]
- favoured ['feɪvəd]
- memorable ['memərəəbl]
- precisely [prɪ'saɪsli]
- to get exposure
- to take responsibility (for)

4 Compete the sentences on the basis of the article.

- 1 If you take responsibility for your own learning, you will ...
- 2 Autonomous learner doesn't need a ...
- 3 Independent language learners use ...
- 4 The important resources for autonomous learner are ...
- 5 They use the Internet to ...
- 6 If you want to improve your chances of learning at least one foreign language well, you should ...

5 Read the text (page 24) and complete its paragraphs (1-7) with the suitable words or word combinations (A-G).

- | | |
|--|--|
| <input type="checkbox"/> A Parts of speech | <input type="checkbox"/> E A dictionary |
| <input type="checkbox"/> B Guide words | <input type="checkbox"/> F Pronunciation key |
| <input type="checkbox"/> C A sample sentence | <input type="checkbox"/> G Definition |
| <input type="checkbox"/> D An entry word | |

READING

(1) ... is a book of information about words. The words are listed in alphabetical order. It shows you how to spell and pronounce words, and gives word meanings. Many dictionaries have other useful information about words, too. They show their parts of speech, examples of correct usage and give word origins.

In order to be helpful to you, you must know how to use a dictionary. If you become familiar with how to use a dictionary, you will be able to find the word information you want quickly and easily.

(2) ... are the first and last entry words on a dictionary page. *Pen* is the first entry on the sample page, and *pendent* is the last. The other entry words that appear on the page fall alphabetically between *pen* and *pendent*.

(3) ... is printed in bold type or heavy type and is divided into syllables by dots. Not all forms of a word appear as entry words. For example, to find out about *penciling*, you must look under the base word *pencil*.

(4) The pronunciation of a word is given in (slashed) brackets following the entry. The special symbols used to show you how to pronounce the word are explained at the bottom of the page in the Stress-marks indicate which syllable or syllables to accentuate. A heavy mark is used for primary stress, and a lighter one for secondary stress.

(5) ... are indicated by abbreviations. The following abbreviations are used for the different parts of speech: *n.* noun; *adj.* adjective; *v.* verb; *adv.* adverb; *pron.* pronoun; *prep.* preposition.

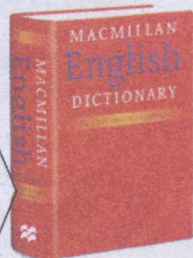
(6) ... is the meaning of the word. Most words have more than one definition. These are usually labeled 1, 2, 3 and so forth.

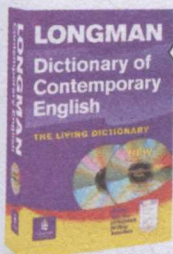
(7) ... is an example of how the word is used. It can help you understand the meaning of the word and how to use it correctly.

6 a) **Look at the covers of different dictionaries and read some information about them. Answer the questions.**

- Which of these dictionaries does each piece of information belong to?
- How do you think these dictionaries are different?
- How can they be helpful to students of English?

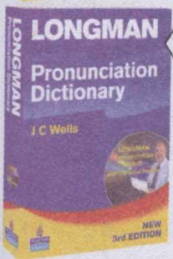
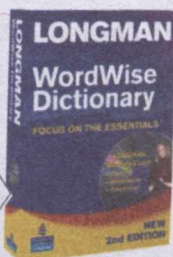
4,650 new encyclopedic entries on people and places, politics and current affairs, science and technology, history, the arts, religion, linguistics, sport, the media and many other fields.





The only dictionary which provides up-to-date information and advice on the contemporary English of 75,000 words.

Equal coverage of British and American English. Over 15,000 cultural entries. Colour illustrations throughout.



Thorough coverage of British, American and Australian pronunciation varieties of English.

Over 160,000 words in two volumes. The New English-Ukrainian Dictionary contains a great number of words and word combinations with the corresponding Ukrainian translations.



b) Read these entries from different dictionaries. Say what kind of information each entry gives.

A

smart інтелектуальний
smooth (v) згладжувати;
гладкий; однорідний
smoothing згладжування
SMT (Surface-Mount Technology) технологія безпосереднього монтування ІС на платі
SNA (Systems Network Architecture) мережева архітектура
стеми
spare (n) фіксація (зображення)
(v) фіксувати
snapshot (v) фіксувати (пам'яті); (n) фіксація (зображення)
form ~ фіксація поточного зображення (у файлі)
SNF (Sequence Number Field) поле для поточного номера (у заголовку)

B

FAUSTA [ˈfɔːstə] ж Фоста /лат. fausta — щасливая, благоприятная/. Ср. нем. Fausta
FAUSTINA [fɔːsˈtɪnə] ж Фостіна /вар. ил. FAUSTA/. Ср. нем. Faustina, русск. Фавстіна
FAUSTINE [fɔːsˈtɪn] ж Фостін /вар. ил. FAUSTINA/
FAY, FAYE [feɪ] ж Фей /ср.-англ. и ст.-фр. fei < лат. fides < fidere — доверять; букв. вера/. Употр. гл. обр. в Канаде и США. Ср. FAITH, русск. Вера.
Дериват: FAYETTE
FAYETTE [feret] ж Фейетт, см. FAY, FAYE
FEARGUS [ˈfɛːgəs] м Фегрус /вар. ил. FERGUS/
FEE [fiː] ж Фи, см. FELICITY
FELICE [frɪˈliːs] ж Феліс /вар. ил. FELICITY/. Феліс Чармонд — главное действующее лицо в романе Т. Харди «В краю лесов» (1887)
FELICIA [frɪˈliːsɪə, feˈliːsɪə, frɪˈliːsɪə, frɪˈliːʃə, frɪˈliːʒə, амер. frɪˈliːʃə, frɪˈliːʒə] ж Фелісія, Фелісья, Фелішия, Фелішья, Феліша, традиц. Феліція /женск. к FELIX/. Ср. фр. Félicie, ит. Felicia, нем. Felizia, Felicia, русск. Фелиция

C

hide¹ /haɪd/ v past tense hid past participle hidden /ˈhɪdn/ 1 [T] to deliberately put or keep something in a place where it cannot easily be seen or found: My girlfriend keeps **hiding** my cigarettes. | **hide** sth from sb The bushes **hid**-Dave's bike completely from the passers-by. | **keep** sth hidden Confidential documents are kept **hidden** in a secret vault. | **hide** sth in/under/behind etc She **hides** his letters under her pillow. 2 [I] to go or stay in a place where you hope no one will find you: Quick — she's coming — we'd better **hide**! [+ under/behind/in etc] Harry **hid** under the bed until they had gone. | **hide** from Kylie tried to **hide** from the stranger. 3 [T] to keep someone in a place where other people will not find them: **hide** sb from an attempt to **hide** her children from their violent father 4 [T] to not show your feelings to people: Paul **struggled** to **hide** his disappointment at not getting the job. 5 [T] to deliberately not tell people facts or information: He **took off** his ring to **hide** the fact that he was married. **hide** sth from Don't try to **hide** anything from me. 6 **have** nothing to **hide** to be willing to tell people about everything you have done, because you have done nothing dishonest, illegal, or immoral: The company **claimed** that the deal was legal and that they had nothing to **hide**. 7 **hide** your light under a bushel not tell anyone that you are very good at something



hide² n [C] 1 BrE a place from which you can watch animals or birds without being seen by them; BLIND³ (3) AmE 2 an animal's skin, especially when it has been removed to be used for leather: ox **hide** gloves 3 **have/tan** sb's **hide** spoken humorous to punish someone severely 4 **not see hide nor hair of** spoken to have not seen someone at all recently: I **haven't seen hide nor hair of** him for ages.

c) In groups, discuss why different types of dictionaries are valuable.

VOCABULARY

1 Organise the phrases in the box according to the headings (1, 2).

1 A good teacher (is) ...

2 A good student (is) ...

makes good progress, a good listener, good at explaining things, uses modern methods, concerned about the students, always marks homework on time, pays attention in class, works hard



VOCABULARY POINT

to pass an exam / to take an exam

Look: *I am going to take the exam in June.*

I really hope I'll pass! If I don't pass, I will take the exam again in November.

know / find out

If you **know** something, you already have the information.

Andy knows what time the train leaves.

If you **find** something **out**, you learn new information for the first time.

I found out it recently.

learn, teach or study?

To **learn** is to get new knowledge or skills.

I want to learn how to drive.

When you **teach** someone, you give him/her new knowledge or skills.

My dad taught me how to drive.

When you **study** you go to classes, read books, etc. try to understand new ideas and facts.

He is studying biology at university.

2 Match the words with their definitions.

1 to assist

2 to attend

3 to get to know

4 to join

a to become a member of an organisation

b to help

c to spend time with someone or something so that you gradually learn more about them

d to go to an event, place, etc.



3 Choose the correct word to complete each sentence.

1 I (**learn / know**) Chinese from Chinese teachers.

2 You're expected to (**join / attend**) your new courses.

3 I was really embarrassed when I (**found out / knew**) what she'd done.

4 I've been thinking of going to a German university and (**learning / studying**) business for a year.

5 If I lived in Italy, I'd (**learn / study**) about how Italians live and think.

6 I'm doing a karate course (**learnt / taught**) in Japanese.

7 I'm (**knowing / getting to know**) lots of Japanese people.

8 They also organise lots of other things for you to (**assist / take part in**) after you've finished your English lesson.

- 1 a) Refresh what you learnt about Conditionals last year. Put the type (I or II) into boxes to complete the rules.

- 1 Conditionals are used for future results, predictions, promises, threats and warnings.
 2 Conditionals are used for unreal situations in the present and for the situations that are unlike to happen in the future.

- b) Refer each sentence to the correct type of Conditionals (I or II).

- 1 Virtual friends would be more interesting than real friends.
 2 If Anthony gets a scholarship, he will study at Cambridge this time next year.
 3 We won't finish this job on time unless we start right away, so let's get down to work
 4 What would you do if you won the lottery?
 5 If you worked harder, you'd probably do better.
 6 If we miss the last bus, my dad will come and pick us up.



GRAMMAR POINT

The conditional clause can start with **if**, **even if** or **unless**.

*It'll be great **if** Garry comes.*

*It'll be boring **unless** Garry comes.*

*Carl won't go to the party **even if** you beg him.*

- 2 Fill in the blanks with **if**, **even if** or **unless**.

- 1 David will come ... you invite him.
 2 David won't know about the party ... you tell him.
 3 Clive hates parties and won't come ... you invite him.
 4 This is too big a job. We won't finish it on time ... we start right away.
 5 We won't finish this job on time ... we start right away, so let's get down to work.

The verb in the **conditional clauses of the 1st type** is in a present tense even though it refers to a future event.

Present Simple: *We'll have a barbecue if the weather **is** fine.*

Present Perfect: *I'll cook you something if you **haven't eaten**.*

Present Continuous: *If you're **doing** your homework when I arrive, I'll be as quiet as a mouse.*

Present Perfect Continuous: *He'll be tired when he gets home if he's **been working** all day.*

3 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 I won't disturb you if you ... when I arrive. (*work*)
- 2 I'll lend you the video if you ... it. (*not see*)
- 3 He will be in a bad mood when we arrive if he ... for long. (*wait*)
- 4 They'll get lost unless they ... there before. (*be*)

In 1st CONDITIONALS the verb in the main clause can be in any of **future tenses**, structure **going to**, or **Present Simple** or **Present Continuous** in **future meaning**.

Future Simple: *Paul will do it if you ask him.*

Future Perfect: *They'll have arrived by one pm unless their plane is late.*

Future Continuous: *Sarah will be waiting for us outside the cinema unless it's raining.*

Future Perfect Continuous: *If they don't come in the next five minutes, we'll have been waiting for over an hour.*

going to: *I'm going to scream if you do that again.*

Present Continuous: *I'm meeting Tanya after school if she doesn't have choir practice.*

Present Simple: *The plane arrives at three if it's on schedule.*

4 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 If Andy gets a scholarship, he ... at Cambridge this time next year. (*study*)
- 2 If we don't get there soon, they ... all the food and nothing will be left. (*eat*)
- 3 If we don't stop soon, we ... for three hours without a break. (*drive*)
- 4 Sue has made a decision. She ... to Liz unless she apologises. (*not talk*)
- 5 It's all been arranged. We ... the party at Bill's if his parents go away for the weekend. (*have*)

If the future result is not certain, we use the modals that express possibility: **may**, **might**, **can** or **could**.

*If Hamlet kills Claudius, the guilt **could** drive him crazy.*

*If you go to Sarah's round dinnertime, you **might** get something to eat.*

*You **may** get lost if you go there by the back roads.*

*You **can** do it if you try.*

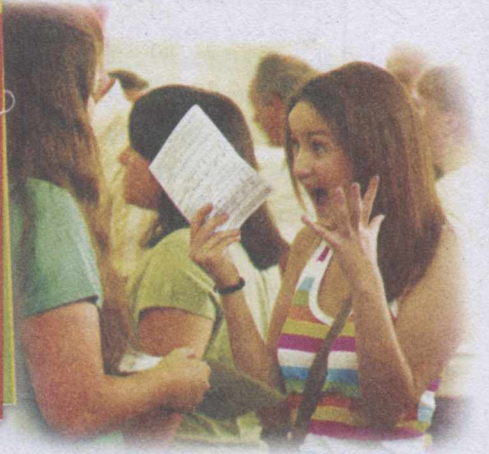
5 **Fill in the gaps with different modal verbs.**

- 1 If we don't invite Jeffrey, he ... be offended.
- 2 Be careful. If you stand on the table, it ... collapse.
- 3 If you don't start preparing for the exam, you ... fail.
- 4 We ... get there quicker if we take the motorway.

- 1 In pairs, speak on how you feel when you hear the word 'exams'. What feelings does this word evoke?

You can start this way:

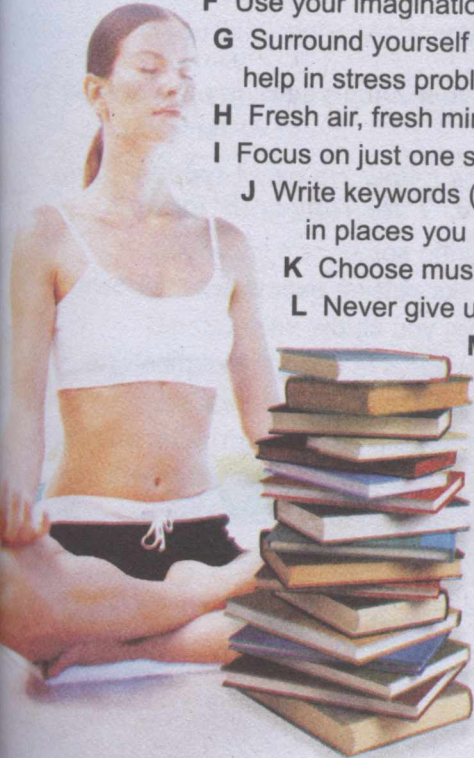
I feel ...
 It makes me think of ...
 I am ...
 It sounds like ...
 I feel as if ...
 It reminds me of ...



- 2 a) Choose ten of the following pieces of advice that maybe given to a person as the most important if he or she is scared before an exam.

- A Always believe in yourself.
 B Be confident and think positive.
 C Think calm thoughts, ignore negative thoughts.
 D Learn to concentrate.
 E Plan your time. Take breaks.
 F Use your imagination.
 G Surround yourself by certain colours which are believed to help in stress problems.
 H Fresh air, fresh mind.
 I Focus on just one subject at a time.
 J Write keywords (things) on papers for notes and stick them in places you come across.
 K Choose music that makes you feel relaxed.
 L Never give up.
 M Speak to others when you feel as though you need extra support.
 N Remember that you are more than your exam results!
 O Watch your diet.

- b) Share your results with a partner. Explain your choice.



LISTENING

3 Match the words with their definitions (a-k). Use a dictionary to check.

assessment, average, to boost, to pace, distraction, to reckon, to steer clear (of), to cheat, superstition, exhausted, to revise

- a ... if you add together several quantities and divide the sum by the total number of quantities you'll get it
- b ... to behave in a dishonest way in order to win or get an advantage
- c ... a process in which you make a judgement about someone's knowledge or skills
- d ... to increase something
- e ... extremely tired or having no energy
- f ... to study lessons again in order to learn them before an examination
- g ... to set a controlled regular speed for yourself
- h ... a belief that some objects or actions are luck and some are unluck, based on old ideas of magic
- i ... a pleasant and not very serious activity (that can drive your attention away from serious things)
- j ... this word is spoken to think that something is a fact
- k ... to try to avoid something unnecessary or annoying



WORD FILE

- an assessment [ə'sesmənt]
- a distraction [di'strækʃn]
- a superstition [ˌsu:pə'stɪʃn]
- to boost [bu:st]
- to cheat [tʃi:t]
- to reckon ['rekən]
- to pace [peɪs]
- average ['ævərɪdʒ]
- exhausted [ɪg'zɔ:stɪd]
- to steer clear (of)

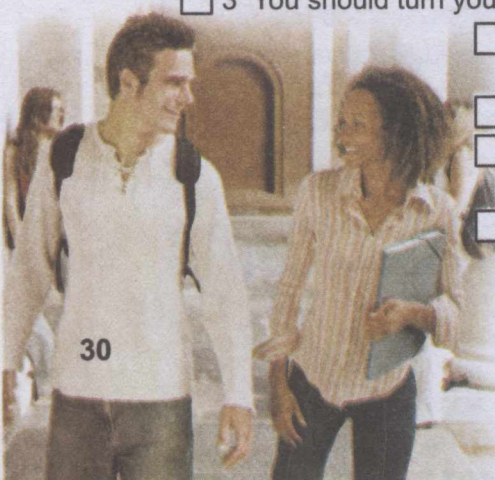


4 Listen to the conversation between two friends and name the pieces of advice that one gives another.



5 Listen again and decide if the opinions below are expressed by Sara, Tony or both of them. Note 'S' for Sara, 'T' for Tony or 'B' for both.

- 1 Tests are not a good way of measuring someone's knowledge.
- 2 It can be hard to tell if students' works outside exams are their own.
- 3 You should turn your phone off when you study.
- 4 Make sure you have enough sleep before your exam.
- 5 Eating fish can help you perform better in tests.
- 6 Doing previous test papers can help you do better in examinations.
- 7 You should have a break every hour when studying.



1 *In pairs, ask and answer the questions.*

- 1 Do you write notes in pencil in your course book and revise them for tests? Why (not)?
- 2 Do you try talking to a partner during the school breaks and after classes only in English?
- 3 Do you revise the new words every day? Why (not)?
- 4 Do you only work hard the few days before an exam? Why (not)?
- 5 Do you ever help your group mates if they don't understand anything? Why (not)?
- 6 Do you regularly make a list of your common mistakes? Why (not)?
- 7 Are you sure you know how to use your dictionary? Why (not)?
- 8 Do you study only the material that was given at the lesson, nothing else? Why (not)?
- 9 Do you have special time or special day for studying? Why (not)?
- 10 Do you keep a list of useful vocabulary in a special notebook? Why (not)?
- 11 Do you give yourself tests or study with friends and test each other? Why (not)?
- 12 Do you only learn what the teacher tells you to? Why (not)?
- 13 Do you have time only to attend the lessons? Do you have time for anything extra?
- 14 Do you write everything you know on your hand before you go into the exam? Why (not)?
- 15 Do you think that passing or failing an exam is a matter of luck? Why (not)?

2 *In pairs, complete the dialogues with the sentences (a-c) and dramatise them.*

1 A: ...

B: Was it really so bad?

A: ...

B: That was really bad luck.

Do you think you managed to do enough to pass?

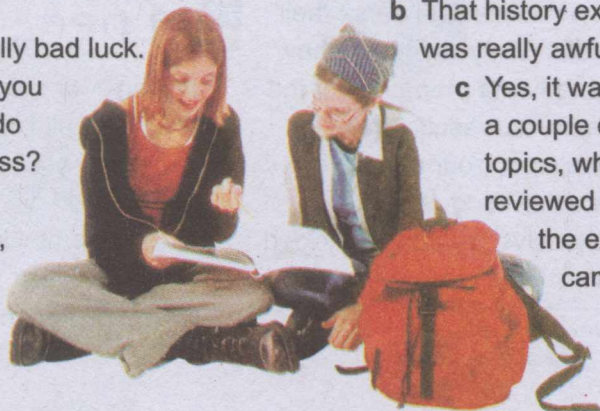
A: ...

B: Oh, come on, don't be so pessimistic.

a No, I think I'll definitely fail that exam.

b That history exam was really awful.

c Yes, it was. Only a couple of the topics, which I reviewed for the exam, came up.



1 SPEAKING

2 A: Now come on, calm down, it's not the end of the world. It was just an exam.

B: ...

A: Why? What happened?

B: ...

A: But you answered the first two questions?

B: ...

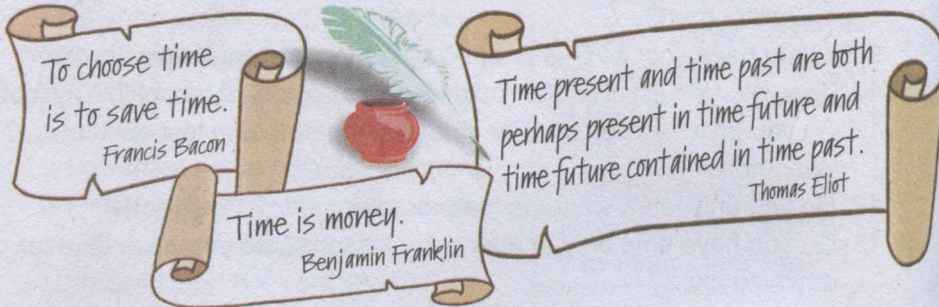
A: Then stop worrying. I'm sure you did enough on those to pass.

a I'd just started on the third and last question when my mind suddenly went blank. I couldn't remember anything of what I'd reviewed for that topic.

b Well yes, but...

c But it was absolutely awful. I just don't know why it happened.

3 a) **Comment on the following quotations. Work in groups.**



b) **Read and think, then brainstorm your ideas in class.**

Sometimes we are robbed of our time, for example, by telephone calls. Who or what else is robbing us of time? What are the most common time thieves¹?

4 **Work in groups. Read the situation and prepare a five-minute talk on how to do well in school exams. Use the 'Useful Tips' below.**

- Some classmates of yours keep complaining about their grades. They claim that they spend hours preparing for the exams, but results are disastrous. Your results, on the other hand, are impressive. You have decided to help your classmates.



USEFUL TIPS

Short Talk

- plan your talk, but DO NOT read it
- include all important information
- present your points in a simple, clear and direct way
- use informal language
- use relevant² transitional words/phrases

¹a thief [θi:v] — злодій

²relevant ['reləvənt] — доречний

1 Complete the text with the correct words from the box.

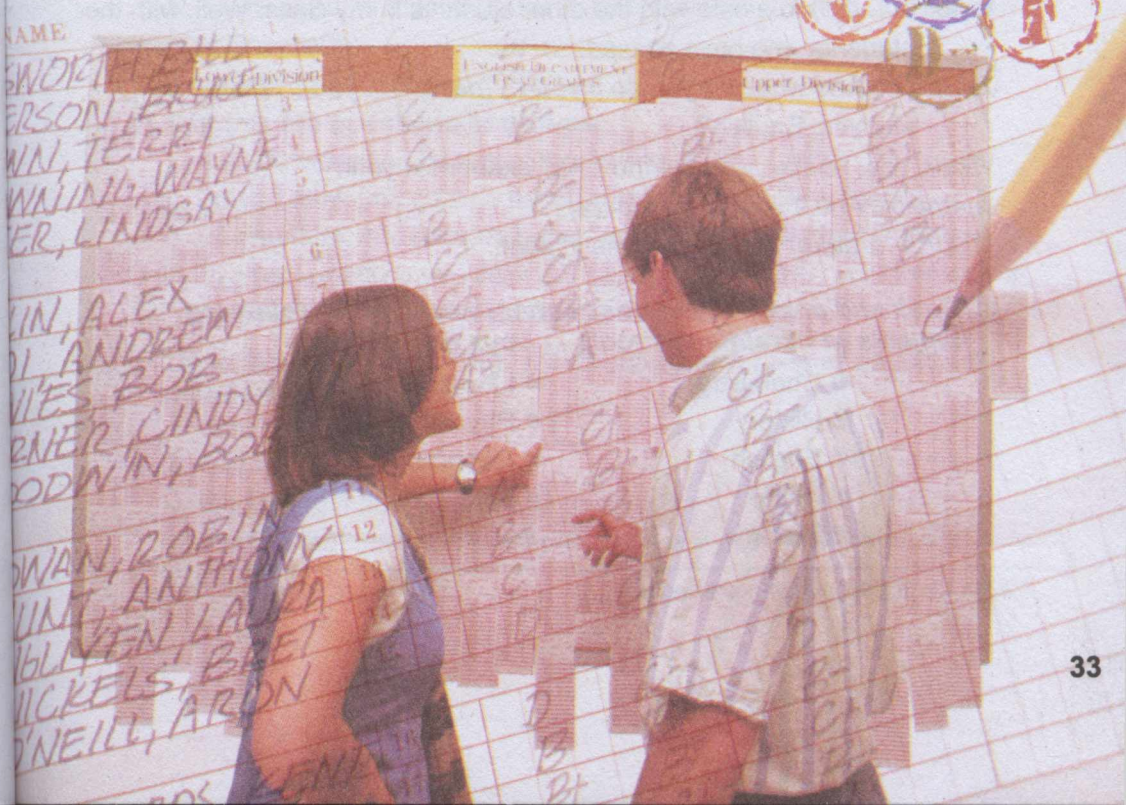
achievement, adjustment, admit, attitude, average, colleges, common, failure, grade, letter, marking, method, minimum, occasionally, pass, percentage, perfect, progress, record, reports, school, teacher

GRADING

Grading is a (1) ... used in schools to (2) ... students' achievements. Almost every (3) ... keeps a record of each student's (4) ... in order to have some basis for measuring his (5) The record supplies information for (6) ... to parents. Universities and (7) ... often use this information to help determine whether they should (8) ... a student.

For a long time, the most (9) ... method of recording achievement was by (10) ..., with a mark or (11) ..., of 100 per cent representing (12) ... achievement. The (13) ... mark for a (14) ... was usually 70 per cent, and for (15) ... work, about 80 per cent. Today, the letters A, B, C, D, E and (16) ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means (17)

A few schools use no (18) ... system at all. Instead, each (19) ... writes a detailed (20) ... to the parents. Such letters report the student's progress, (21) ... activities and social (22)



USE YOUR ENGLISH

- 2 Complete the interview by changing the forms of the verbs in brackets. Then act out the interview in pairs.

Journalist: What exam did you ... (take)?

Viktor: FCE. First Certificate in English.

Journalist: Do you think you ... (pass)?

Viktor: I think so. I'm quite optimistic. I think I ... (do) the exam quite well.

Journalist: When ... you ... (get) your result?

Viktor: Tomorrow morning. I study at a language school and when I ... (go) to class tomorrow the grades will be on the notice board. My name ... (be) the first on the list because my surname begins with 'A'.

Journalist: How ... you ... (celebrate) if you ... (pass)?

Viktor: I ... (go) to a café with the other students in my class. Well, with the students who have passed.

Journalist: And what will you do if you ... (pass)? ... you ... (carry) on studying English?

Viktor: Yes, I'd like ... (take) the CAE¹ exam next year.

Journalist: And if you ... (not, pass)?

Viktor: I ... (take) the exam again in June.

- 3 a) Think and answer. Who does better in each of the following subjects in Ukrainian schools — boys or girls?

- | | |
|-------------|--------------|
| ● Chemistry | ● Literature |
| ● History | ● Physics |
| ● English | ● Geography |
| ● Maths | ● PT |
| ● Biology | |

¹CAE = Certificate in Advanced English



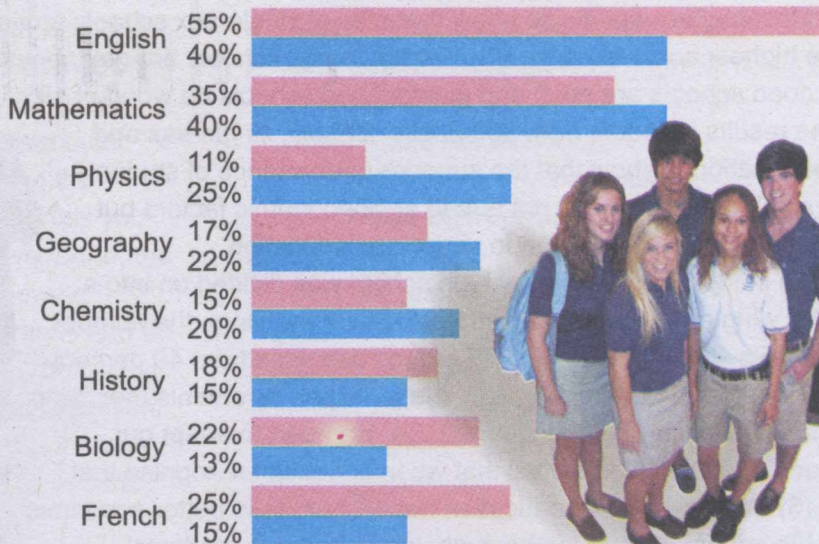
Girls



Boys

b) Look at the information in the bar chart and complete the sentences with the words 'boys' or 'girls'.

General Certificate of Secondary Education results of male and female school leavers in the UK



- 1 ... are more interested in languages than boys.
- 2 ... are better in Physics and Mathematics.
- 3 ... are better in the Humanities (English, French or History).
- 4 ... are better in most Science subjects (Maths, Physics, Geography or Chemistry).
- 5 ... are more interested in Biology.

c) Discuss the questions in groups.

- 1 Are you surprised by any of the findings? Why (not)?
- 2 Do you think that girls do better in Humanities? Why (not)?
- 3 Do you think that boys do better in the Science subjects? Why (not)?
- 4 To what extent do you think our gender¹ determines our interest and success in particular school subjects?

4 a) Read the article (page 36). Which paragraph (1-4) of the article mentions:

- a gender stereotypes?
- test results in Britain?
- the finding made in American schools?
- the fact that men and women's brains are different?

¹a gender ['dʒendə] — статья

THE CASE FOR COEDS¹

(1) The results of recent studies of gender differences in education are largely in favour of single-sex schools as opposed to coeducational schools.

Most studies worldwide show that girls at single-sex schools attain the highest achievements; boys at single-sex schools are next; boys at coed schools are next; and girls at coed schools do worst of all. The results in Britain from 800 public schools, single-sex and coeducational, show that the superior performance of students in single-sex schools is not due to socioeconomic factors but appears instead to be due to single-sex education.

(2) In Mill Hill, the country high school was divided up into a girls' wing and a boys' wing in 1994. Since that time, the number of pupils scoring high in GCSE exams has risen from 40 percent of 79 percent. Dr Alan Davison, the principal, comments that "Men and women's brains are different. So, we need to adapt our teaching to this. It is crucial that we in education recognise that."

(3) But a single-sex education not only tends to better academic achievement; it has also been shown to broaden students' horizons. A British study into the attitudes of 13 and 14 year-old pupils toward different subjects concluded that students at coed schools tended to have gender-typical subject preferences. However, boys at single-sex schools were more interested in drama, biology and languages than at coed schools, while girls at girls-only schools were more interested in Maths and Science. As a consequence the students were not constrained² by gender stereotypes, they were freer to explore their own strengths and interests. Single-sex schools break down gender stereotypes. Coed schools reinforce gender stereotypes.

(4) Moreover, at many coed schools, academic performance suffers as the feeling among students that it's not "cool" to be excited about school. The game of who likes who, who's going out with who, who's cool and who's not, is what's really important at most coed schools. Studies in the United States have shown that students in the single-sex schools have a far more positive attitude toward studying than students in coed schools do. This finding was held for both boys and girls.

b) Discuss the arguments put forward in the article in groups.

¹coeds = coeducational schools

²constrained [kən'streɪnd] — скуптий



5 Do the project 'My Presentation'. Search for information on the international exams in English and prepare a short presentation. Use the instruction below.

- 1 Search for PET, FCE and CAE in the Internet.
- 2 Write your presentation using the materials you have found, the following phrases and the plan below.
- 3 Do the presentation in class using *Helpful Tips*.

To start with ...
 Today I want to talk to you about ...
 After that, I'll move on to ...
 That's all about ...
 Now I would like to ...
 Finally, I'll review the main points.
 Feel free to interrupt me if you have any questions.
 Let's move on to ...
 A good example of this is ...

Good morning, everyone, and welcome! The purpose of this presentation is to get you acquainted with ...
 First of all ...



HELPFUL TIPS

Giving a Presentation

- Speak slowly, don't speak too quickly.
- Pause between important points.
- Lower your voice to draw the audience in.
- Raise your voice to emphasise important points.
- Maintain¹ good eye contact with your audience.
- Don't use long sentences or difficult grammar.
- Avoid using words the audience may not know.

The Plan of Your Presentation

- 1 Welcome your audience.
- 2 Introduce your subject.
- 3 Outline² the structure of a talk.
- 4 Give a summary of your findings.
- 5 Make conclusions.
- 6 Answer the questions of your audience.

¹to maintain ['meɪntɪn] — підтримувати

²to outline ['aʊtlaɪn] — окреслювати

6 Read the information and hold the class debate.



CONTINUOUS ASSESSMENT OR ONE FINAL EXAMINATION?

A proposal for education reform is being discussed by students, teachers, parents, experts, etc. It still hasn't been decided how students will be assessed at the end of their secondary school education.

Before making the final decision, the Ministry of Education is interested in what students have to say about this rather controversial¹ issue.

Follow the instructions below.

- 1 Form three groups.
 - The first two groups should prepare arguments for either accepting or rejecting the motion, present their arguments and be ready to answer questions from the other group.
 - The third group should listen to both groups and decide whether to accept or reject the motion providing arguments for their decision. Before making the decision, the third group can put questions to both groups.
- 2 Allow time for groups to prepare their arguments.
- 3 Group presentations.
- 4 Asking and answering questions.
- 5 Presenting the decision.



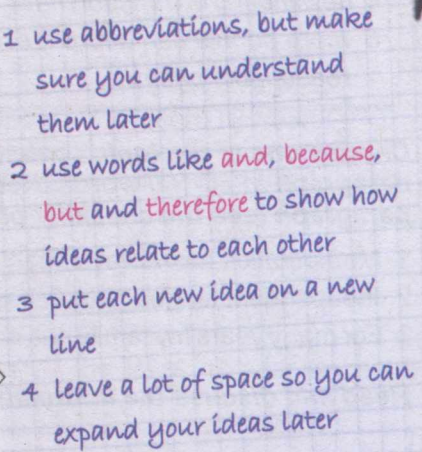
¹controversial [ˌkɒntɹəˈvɜːʃl] — спірний, дискусійний

1 Get some information and look through the examples below.

Notes are short pieces of writing, which help you to remember something. Due to the vast amount of information we receive, we have to put it in the briefest possible form. Notes usually take the form of words or short phrases.

We have already stated that preparing well for the writing assignment is a key element in a successful accomplishment of your task. Discussing and taking notes can be very helpful in the prewriting stage of the writing process.

Making notes can take various forms depending largely on what type of a person you are. However, there are certain characteristics that are common to all forms of making notes:

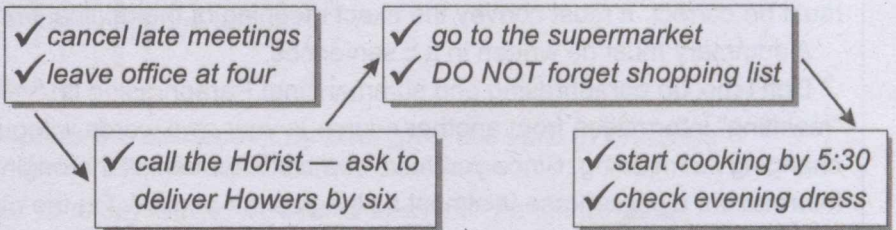
- 
- 1 use abbreviations, but make sure you can understand them later
 - 2 use words like *and*, *because*, *but* and *therefore* to show how ideas relate to each other
 - 3 put each new idea on a new line
 - 4 leave a lot of space so you can expand your ideas later

DO NOT write complete sentences.
Notes must be SHORT

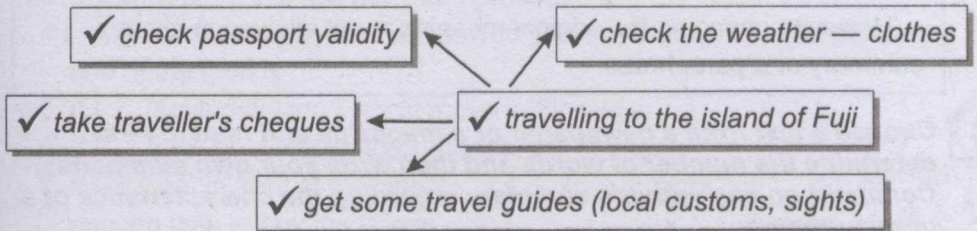
2 Read about some ways of making notes and discuss the question in groups.

- Which of the offered methods of note taking would suit you best? Why?

a) FLOW CHART (Having Friends for Dinner)



b) CLUSTERING (Travelling to the Island of Fuji)



1 WRITING

c) LISTING (Traditional Holidays Are Dying Out)

- 1 the idea of a traditional holiday has changed significantly in the past decade
- 2 people in general have become more demanding and expect better quality for their money
- 3 love of adventure has always been a part of human nature
- 4 new means of transport have enabled us to travel more easily and faster
- 5 more people can afford these new types of holidays due to more reasonable prices

3 Choose one of the topic sentences below and make notes. Write a paragraph in 80-100 words. Keep in mind the steps for writing a good paragraph (see the checklist on p.167 of Appendix in 'English-10').

- 1 Mathematics has always been my favourite subject at school.
- 2 Independent language learning has several advantages.
- 3 For many years my family has been celebrating Christmas in the same way.

4 Read and discuss the information in pairs.

WRITING POINT



A **summary** is a short statement that gives only the main points and not the details of a longer text.

A well-written summary should be *concise* (only essential information should be included), *complete* (all important information must be included) and *clear*, i.e. understandable to the reader. At last, a summary must be correct. It must convey the exact meaning of the original text.

A summary must be written in full sentences.

Don't mix up paraphrasing and summarising! Paraphrasing is "rewriting" information from another source in your own words without changing its meaning. Since you have to include almost all the original information, a paraphrase is almost as long as the original. On the other hand, a summary includes only the essential information, which makes it much shorter than the original text.

However, changing the original meaning is not allowed in either a summary or a paraphrase.

5 Choose a text from a newspaper or a magazine and read it. First determine the number of words and then write your own summaries. Comment on each other's summary regarding the characteristics of a good summary.

CHECK YOUR SKILLS

VOCABULARY

- 1 Fill in the gaps in the sentences given below with one of the words A, B, C or D. Change the forms of the words where necessary.

A failing B studying for C passing D taking

- 1 Congratulations on ... all your exams!
- 2 No one likes ... an exam. I hope she will do better next time.
- 3 When are you ... your English exam, in May or June?
- 4 Maria is ... her English exam so hard, she doesn't go out at all!

A memorise B revise C repeat D learn by heart

- 5 Do you think it is possible to ... everything that we have studied during the year in two days before the exam?
- 6 My friend has a very good memory, she can ... a long poem easily.
- 7 If you want to master foreign pronunciation, you should have enough patience to ... phrases after the tape for many times in a row.
- 8 No matter how hard he tried, he couldn't ... the list of irregular verbs the teacher gave in class.

A learn B study C find out D know

- 9 Where does your friend ...? — He does an English course at university.
- 10 It has always been easy for Jack to ... foreign languages.
- 11 Peter ... several foreign languages and his dream is to work as a tour guide.
- 12 It is always very interesting for me to ... about the culture of the country whose language I study.

GRAMMAR

- 2 Complete the sentences by changing the verb in brackets into the First or Second Conditional form.

- 1 If it ... (*stop*) raining we'll have to cancel the tennis game.
- 2 If you loved her, you ... (*lie*) to her.
- 3 If you ... (*finish*), show me your notebook.
- 4 I ... (*lend*) you any money unless you promise to pay me back before the end of the month.
- 5 If I ... (*speak*) Italian, I would move to Florence.
- 6 If I ... (*be*) you, I would notify them of the changes.
- 7 If we meet in front of the cinema at a quarter to eight, we ... (*have*) enough time to buy the tickets.

CHECK YOUR SKILLS

LISTENING

- 3 Listen to the four international students talking about how they memorise words. Match them with the strategies they use.

Johan

Analytical: thinking about the structure of words

Basia

Visual: writing, drawing, connecting photos with words

Pablo

Self-testing: doing personal tests or asking someone at home to test you

Hilmi

Oral: saying words aloud, making connections between words

READING

- 4 a) Read the student's presentation on learning styles and complete the form below.

Right, well, er... my talk today is on learning styles. I chose this because there is a lot of research into it and it seems as if nobody really agrees on how to assess learning styles. I'll start by outlining some competing theories about.

How people learn... There aren't any handouts, I'm afraid, but anyway... One theory is the VARK system. V-A-R-K means V for *visual*, A for *auditory*, like *hearing*, R for *reading* and K for, I don't know how to pronounce this... *kinaesthetic*? Yes, that's it. *Kinaesthetic*. That means things like touch, movement and stuff. Anyway, according to the VARK system, depending on your learning style, you learn in different ways. If you're a visual learner, then you need to use charts and pictures, use colour highlighting in your notes, and stuff. If you're an auditory learner, then reading aloud and listening will help you learn. Reading is just reading, of course. You learn by reading. *Kinaesthetic* learners need to move around while they learn. You're a kind of hands-on person if you're that kind of a learner, so you should revise while standing up and walking around the room, for example. Anyway, that's just one theory. There are lots of others, too.

So, to conclude then, personally I think that we all have our own learning styles and we are not just one type or another. In other words, we are probably a blend of lots of styles. I don't think any of the learning styles I've told you about is better than any other. I think the problem is that we all learn in different ways, and try to find a system to fit in all the different ways



Greg
is a New
Zealander

CHECK YOUR SKILLS

we learn. We are too creative to be boxed in like that. Not everything about the human brain can be mapped and predicted. How we learn is different for each person, so the point I'm making is I don't know how useful it is to try to categorise everyone into types.

Learning Style	Advice for Studying
V	
A	
R	
K	

b) Read the statements below and tick (✓) your answers.

Greg thinks that:

- | | Yes | No |
|--|--------------------------|--------------------------|
| a most people have the same learning style | <input type="checkbox"/> | <input type="checkbox"/> |
| b one learning style is better than the rest | <input type="checkbox"/> | <input type="checkbox"/> |
| c people learn in similar ways | <input type="checkbox"/> | <input type="checkbox"/> |
| d we all have more than one learning style, but we usually rely on one or two most of the time | <input type="checkbox"/> | <input type="checkbox"/> |
| e by categorising learning styles we can help people to learn very effectively | <input type="checkbox"/> | <input type="checkbox"/> |
| f it's not possible to categorise everyone | <input type="checkbox"/> | <input type="checkbox"/> |
| g it's not possible to analyse learning styles because we learn in too many different ways | <input type="checkbox"/> | <input type="checkbox"/> |
| h the human brain is predictable | <input type="checkbox"/> | <input type="checkbox"/> |
| i more research into how people learn is necessary | <input type="checkbox"/> | <input type="checkbox"/> |

CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about gender factor in education
- listen and understand about the ways to prepare for your exams
- talk about your learning
- express your opinion about grading and assessment
- understand and use Conditionals I and II
- use different methods of note taking

CAN YOU ...
IN ENGLISH

2 MAKE UP YOUR MIND

1 Work in small groups. Read and discuss the following.

Here are some qualities that employers often look for when selecting candidates for a job. Do you think that these qualities are acquired more at school or outside school?

- to be willing to learn
- to be willing to travel
- to be able to cope with difficult situations
- to be open-minded
- to work in a team
- to communicate well with people
- to show initiative
- to show responsibility
- to show persistence (the ability to keep going when things get tough)



2 Read the article quickly and decide which of the messages below (A-C) is the main message of the article.

Many school-leavers in the UK take what is called a *gap year* — a year between leaving school and further education. In this gap year, they do voluntary or paid work, often abroad.

- A** Students who take a gap year and use it well have an advantage over those who go straight from school to university.
- B** Students who take a gap year mature more quickly.
- C** There are many ways in which a school-leaver can usefully spend a year between school and university.

FILL THAT GAP

(1) People who take a year out before going to university and use that time to gain more skills are more attractive candidates for jobs than those who go straight from school to university, according to research for the Department for Education. The research says that **employers** are particularly interested in the skills that students pick up when travelling, **volunteering** and working, because



they do not **trust** universities to teach the arts of communication, teamwork and leadership.

(2) There are many reasons why there is a growing number of students who take a gap year. There are school-leavers who are happy to be out of the school system at last and want to have some time to do something interesting or crazy before they go back into the educational system. There are those who want to earn money to pay their university **fees**. There are those who feel they want to do something useful with their lives and there are those who want to get away from home and see the world while they can. Finally, there are those who want to prepare themselves better for the job market once they get their degrees. Jamie Underwood, a **founder** of a gap year agency, says, "It's a brilliant thing to do. If you're focusing on getting ahead, employers love it: it shows character, **confidence**, achieving goals and **persistence**."

(3) School-leavers can choose from a wide range of activities for their gap year. They can take part in an adventure project, like an expedition to some **remote** corner of the earth, which can be really exciting and it has the advantage of travelling as part of a group and making some life-long friends. They can **work on** a conservation or environmental project, like

conducting an underwater **survey** of a coral reef or monitoring an endangered species. They can do temporary or seasonal work abroad and this way **get insight** into a very different way of life. They can join a humanitarian project, such as doing social work with people in need. Or they can join a structured work experience programme and gain **valuable** experience and practical skills in their chosen field. Mr Underwood says, "I **matured** during my gap year. I grew up. You come back with a real sense of achievement and a new perspective on life."



WORD FILE

- confidence** ['kɒnfɪdəns]
- an employer** [ɪm'plɔɪə]
- a fee** [fi:]
- a founder** ['faʊndə]
- persistence** [pə'sɪstəns]
- a volunteer** [ˌvɒlən'tɪə]
- to mature** [mə'tʃʊə]
- to trust** [trʌst]
- extended** [ɪk'stendɪd]
- faint-hearted** [ˌfeɪnt 'hɑ:tɪd]
- isolated** ['aɪsələtɪd]
- remote** [rɪ'məʊt]
- tough** [tʌf]
- overseas** [ˌəʊvə'si:z]
- **to conduct a survey**
- **to get insight (into)**
- **to work on (a project)**



(4) But some locations aren't for the **faint-hearted**. Voluntary work can be **tough**. You may be out in the middle of nowhere, feeling **isolated** and having trouble coping with the complete culture shock. So it's important to research the opportunities fully and take time to read what other 'gappers' have to say about their experience of volunteering **overseas**. And it's also important to plan the year properly. According to the research of the Department for Education and Skills, too many students fail to plan properly and do not take advantage of the opportunities on offer. This can turn the gap into a blank hole. As Mr Underwood says, "There's a great difference between doing a structured placement and going on an **extended** holiday in some exotic place. Students who are doing volunteering get an awful lot of good experiences. Employers are falling over themselves for those maturing skills, which they think universities don't give."



3 Read the article again paying attention to the words in bold and consulting a dictionary if necessary. Decide which of the following messages (a-g) is not included in it.

- a Students who do voluntary or paid work in their gap year have a better chance of getting a job after university.
- b Employers look for much more than educational qualifications.
- c Many students use their gap year to pay for their university education.
- d Voluntary work in another culture can broaden your view of the world.
- e Some students can have negative gap year experiences.
- f A number of students do not use their gap year well.
- g Some students find it difficult to adjust to further education after a gap year.

4 Match the words with their definitions.

- | | |
|-----------------|--|
| 1 confidence | a to become fully grown or developed |
| 2 extended | b someone who does something without being paid |
| 3 faint-hearted | c the belief that you have the ability to do things well or deal with situation successfully |
| 4 isolated | d a quality that gives a person ability to continue to do something although this is difficult |
| 5 to mature | e abroad |
| 6 overseas | f to believe that someone is honest and will not harm you, cheat you, etc. |
| 7 persistence | g difficult |
| 8 tough | h increased, longer in time or bigger in size |
| 9 to trust | i not trying very hard, because you do not want to do something, or you are not confident that you can succeed |
| 10 a volunteer | j feeling alone and unable to meet or speak to other people |

5 Find the words or phrases in the article that mean the following (the number of the paragraph, in which the word appears, is in brackets).

- | | |
|--|---|
| a to acquire (a skill) — ... (1) | f people who are not prepared to make a lot of effort or are easily demotivated — ... (4) |
| b far from towns — ... (3) | g in a remote place — ... (4) |
| c carrying out (research, a survey) — ... (3) | h being very eager for something — ... (4) |
| d carefully watching a situation to see how it changes — ... (3) | |
| e a clear understanding of something, especially something complicated — ... (3) | |

6 Look for five types of gap year activities in paragraph 3 of the article. Ask and answer the questions in pairs.

- 1 To which types do the following activities belong?
- working with homeless children
 - protecting the habitat of white-headed vultures¹
 - searching for dinosaur fossils² in Patagonia
 - working in a mobile phone company
 - picking olives in Spain

¹a vulture [ˈvʌltʃə] — гриф²fossils [ˈfɒsɪlz] — скам'янілості; викопні тварини

- 2 Which of the types of gap year activities would interest an employer who is looking for someone who:
- is adventurous and has strong endurance¹ skills?
 - can adapt to different cultures?
 - has practical skills in the field of work?
 - has a caring personality?

7 *In groups, discuss the following question.*

- What do you think are the benefits and drawbacks of taking part in projects like the ones mentioned in the article?

8

Read about four examples of gap year opportunities.

Match each type (1-4) with the appropriate paragraph (A-D).

- 1 Adventure project
- 2 Environmental project
- 3 Humanitarian project
- 4 Structured work experience

- A** This Children's Village is a place of safety for children who have been removed from their families or orphaned. The aim is to reunite the children with their families or extended families. The volunteers assist in the village in numerous ways.
- B** The project is a part of a large international organisation that specialises in outdoor activities, such as climbing, trekking, etc. It aims to "encourage personal development and generate understanding between people" through placing individuals in adventurous and stimulating situations.
- C** Main activity of the project: conducting field research, collecting information and specimens of wolves and working at the Wolf Management Centre as part of a research and preservation programme.
- D** The company seeks ambitious, forward-thinking students who are looking for work during their gap year. They will be working with the team of researchers to provide timely and accurate information in response to requests from UK and overseas departments. They will come into contact with people at all levels within the company, so good interpersonal and communication skills are a necessity. The successful applicant will receive training. This is an excellent opportunity to get a good overview of business finance.

¹an endurance [ɪn'dʒʊərəns] — витривалість, терпіння

9 a) Read what Heather and Phil say (see page 50) and find out which of the projects (A-D) they are on.

A Children's Village

C World preservation

B Outdoor activities

D Work experience

I'm going to university next October to study economics, and I wanted to get some hands-on experience before I went, so I took a position here. I've been working here for three months so far. To start off with, I was trained in the systems they use. It was meant to last for a few weeks but it wasn't that difficult, so they cut it short and put me to work. I work in a team of researchers, and something I didn't know is how important teamwork is. Nobody here works by himself. Everyone is part of a team, so you have to depend on others and they have to be able to depend on you. They've all been very helpful, and to start with, they worked closely with me to make sure I did the job properly. But I've been working here for three months now, so I've now got some jobs that I do by myself, like maintaining a large database, for instance. Of course, I have to make sure that I do the job properly, or there'll be trouble for the whole team. This sometimes means that I stay after working hours to get something finished that's needed for the next day. You can't leave things half-done, but you have to keep at it until it's finished no matter what. So I've not just been learning a lot about business systems, but I've also learned that the way you communicate with people even more important.

Heather



I've been working here for five weeks. Basically, I've been looking after the older children rather than babies, you know, dressing and feeding them, playing with them, helping them with their schoolwork, though I have also spent some time caring for babies. Basically, we work as a team and in the evening we decide on what's to be done the next day and who's going to do it. But you can't just do your task and ignore what's going on around you. You see that something needs to be done, so you do it. Just after I arrived, there was an outbreak of hepatitis¹ in the area. It was a fairly scary time — hygiene² was everything. Kids could no longer share a towel after washing their hands, they couldn't share a cup of water. It wasn't easy. I can tell you. Tomorrow I'm taking some kids for an outing. I've got to make sure we all keep together and that nobody gets lost. But I've really enjoyed working with the children so far. If I'm honest, I'm not the biggest kids lover — I have no desire to work with kids long-term, but this changed my attitude completely.

Phil

b) Fill in the table with at least 3 skills and qualities (1-9) that each of the young people shows.

- 1 ability to work in a team
- 2 ability to plan
- 3 ability to learn
- 4 initiative
- 5 open-mindedness
- 6 responsibility

- 7 persistence
- 8 ability to handle difficult situations
- 9 practical skills in their field of work

Heather	1			
Phil				

¹hepatitis [ˌhepəˈtaɪtɪs] — гепатит

²hygiene [ˈhaɪdʒiːn] — гигиена


**VOCABULARY
POINT**
Work or job?

Work is something you do to earn money. This noun is uncountable.

She enjoys her work in the hospital.

Job is used to talk about the particular type of work activity which you do.

He's looking for a job in computer programming.

Possibility, occasion or opportunity?

A **possibility** is a chance that something may happen or be true.

'Possibility' cannot be followed by an infinitive.

Is there a possibility of getting a job in your organisation?

An **occasion** is an event, or a time when something happens. 'Occasion' does not mean 'chance' or 'opportunity'.

Birthdays are always special occasions.

An **opportunity** is a possibility of doing something, or a situation which gives you the possibility of doing something.

The trip to Paris gave me an opportunity to speak French.

I have more opportunity to travel than my parents did.

1 Choose the correct word to complete each sentence.

- It was hard physical (**job / work**), you know, lifting people, helping them into wheelchairs and pushing them.
- I got my first (**job / work**) as an assistant receptionist in a hotel when I was just 18.
- It wasn't a very well-paid (**job / work**), but then first (**jobs / works**) often aren't.
- I thought it was a great (**opportunity / occasion / possibility**) to get some work experience.
- And on some (**opportunities / possibilities / occasions**) I was left on my own as the person in charge of the whole of this enormous hotel.



2 VOCABULARY

MAKE UP YOUR MIND



VOCABULARY POINT

career ['kæriə]

Your **career** is the work you do over a number of years: *His acting career began when he was just 6 years old and is still going well.*

employer [ɪm'plɔɪə]

is a person or company that employs other people.

employee [ɪm'plɔɪi:]

is a person who works for somebody.

2 **Brush up your vocabulary. Choose the best word to complete each sentence. Use a dictionary to help you.**

- 1 I plan to have a long (**career / occupation**) in advertising, but I know I will have to work hard to succeed.
- 2 The annual (**salary / money**) for this job is £35,000 a year.
- 3 I've got a holiday job, delivering newspapers. The (**salary / pay**) is quite good. It's £5.00 an hour.
- 4 When did your (**occupation / employment**) with this company begin?
- 5 So, would you like to arrange a loan with our bank, Mr Johnson? Do you mind if I ask you a few questions first? What is your (**occupation / employment**)?

Word Formation

assist	⇒	assistant, assistance
employ	⇒	(un)employment, employer, employee, unemployed
occupy	⇒	occupation
retire	⇒	retired, retirement
succeed	⇒	success, (un)successful

3 **Complete the sentences by changing the words in brackets into correct forms.**

- 1 My granddad had a long career. He started work as an assistant and worked his way to the top. (*assist*)
- 2 Being a firefighter is a very stressful (*occupy*)
- 3 It took Mark a long time to find a new job he was ... for nearly two years. (*employ*)
- 4 It takes a lot of hard work to be ... in this business. (*succeed*)
- 5 Mary is 60 next week and she's leaving, so remember to wish her 'Happy ...'. (*retire*)


**GRAMMAR
POINT**
PERFECT CONTINUOUS ASPECT (Revision)

This aspect reports events in progress in the period up to a point in time.

- The **Present Perfect Continuous** reports events in progress 'up to now'.

I've been learning Spanish since I arrived.

We've been eating genetically modified food without knowing it.

- The **Past Perfect Continuous** reports events in progress in the time period 'up to a point in the past'.

*Before I came here, I **had just been sitting** around. I knew I would do okay because I **had been practising**.*

- The **Future Perfect Continuous** reports events in progress in the time period 'up to a point in the future'.

*Their anniversary is coming up. They **will have been going out** together for six months.*

*If we don't get it right, we **'ll have been working** for nothing.*

*In twenty minutes' time, I **'ll have been driving** for six hours. Let's stop for a break.*

- 1 **Fill in the gaps with the correct Perfect Continuous forms of the verbs in brackets.**

1 I ... in this neighbourhood for six years now. (*live*)

2 His girlfriend dumped him because he ... another girl behind her back. (*see*)

3 The doctor asked him how long he ... unwell. (*feel*)

4 They always go there for their holiday. They ... there for years. (*go*)

5 By the time I leave school, I ... English for more than ten years. (*learn*)

CONTINUOUS vs PERFECT CONTINUOUS
Present

I am waiting.

(*Present Continuous*: the action is in progress now)

I have been waiting for twenty minutes.

(*Present Perfect Continuous*: there is the element of length of time up to now)

Past

I was waiting for the bus when it started to rain.

(*Past Continuous*: the action was in progress at a particular time in the past)

*I was in a bad mood when they arrived because I **had been waiting** for them for ages.*

(*Past Perfect Continuous*: there is the element of length of time in the past)

Future

I will be waiting outside the cinema when you arrive.
(Future Continuous)

If they don't come soon, ***I will have been waiting*** for almost an hour.
(Future Perfect Continuous)

2 Complete the sentences by changing the verbs in brackets into appropriate tense forms.

- 1 Tara has broken up with Tony. Now she ... Frank. (*date*)
- 2 Tara and Frank ... for two weeks. (*date*)
- 3 We didn't go for a walk because it ... at the time. (*rain*)
- 4 The playing field was almost under water because it ... for days. (*rain*)
- 5 This time next week, Anthony ... children how to abseil. (*teach*)
- 6 By the end of his stay in Mexico, Ben ... Spanish for a month. (*learn*)

PERFECT SIMPLE vs PERFECT CONTINUOUS

Present

We are tired. We have walked eight kilometres.

(Present Perfect Simple: the focus is on amount)

We are tired. We have been walking for two hours.

(Present Perfect Continuous: the focus is on length of time)

Past

We were tired. We had waked eight kilometres.

(Past Perfect Simple)

We were tired. We had been walking for two hours.

(Past Perfect Continuous)

Future

We'll be tired when we arrive. We'll have walked eight kilometres.

(Future Perfect Simple)

We'll be tired when we arrive. We'll have been walking for two hours.

(Future Perfect Continuous)



3 Put the verbs in brackets into the correct tense forms.

- 1 I see you're reading *The Da Vinci Code*. How long ... it? (*read*)
- 2 I see you're reading *The Da Vinci Code*. How much of it ... ? (*read*)
- 3 We said 'enough is enough' and stopped working. We ... what we could. (*do*)
- 4 We said 'enough is enough' and stopped working. We ... all day. (*work*)
- 5 They're on holiday. When their holiday is over, they ... for two weeks and ... six different countries. (*travel, visit*)

- 4 Read, then ask and answer the questions below in pairs.

I'VE GOT A WHOLE NEW WAY OF LOOKING AT THE WORLD

Natasha Anderson, 19, had not planned to take a gap year this year. "I didn't get the grades I needed for university. I'll take my exams again next June. At first, I didn't know what to do, but after a couple of months of doing nothing and feeling bad about myself, I contacted a gap year agency and now here I am, far from home."

"I've been here for five weeks so far. I've been helping build a water system, working alongside professionals. We're based in a permanent tented camp, but for the last two weeks I've been staying in a small camp some distance from the main one. It's all very exciting. Before I came here, I had just been sitting around watching daytime TV and getting bored."

"I've learned so much while I've been here. For example, I've been learning Spanish since I arrived, and that might be very useful for me later. I've met so many interesting people. I've got to know the locals and to understand their point of view. I realised how much of *what I thought was true* was just the way my particular culture viewed the world. In fact, I've now got a whole new way of looking at the world. Not only that, I now feel much more confident about myself."



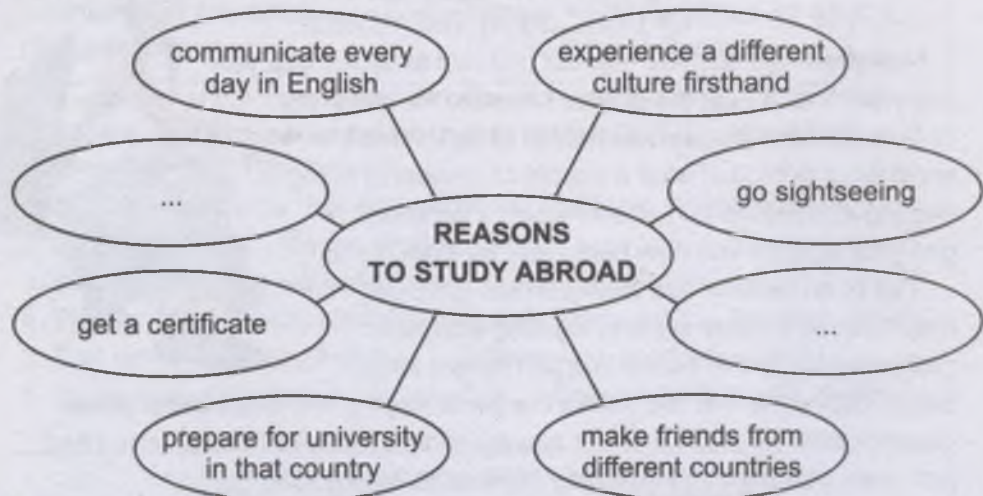
- 1 What activity is Natasha involved in?
- 2 How long has she been doing it?
- 3 What language is she learning?
- 4 How long has she been learning it?
- 5 Where is she staying?
- 6 How long has she been staying there?
- 7 How has she benefited from her experience?



2 LISTENING

MAKE UP YOUR MIND

- 1 *Speak on the reasons why some young people would like to study abroad. Use and complete the word map below.*



- 2 *Listen to the information about what each of the five English-speaking countries has to offer for students who are thinking of going overseas to study and answer the following questions in no more than three words. Make notes if you need.*

- 1 What type of university preparation course is available in the UK?
- 2 On which education system are New Zealand programmes founded?
- 3 Which two values are extremely important to Americans?
- 4 Which US educational programmes are two years in length?
- 5 Who concluded that Canada is one of the best countries in the world to live in?



3 Match the words from the 'Word File' with their definitions (1-9).

- 1 ... is known and admired by a lot of people, especially for some special skill, achievement, etc.
- 2 ... is attractive or interesting
- 3 ... is the right to do what you want without being restricted by anyone
- 4 ... is the freedom and the right to do whatever you want without being afraid of authority
- 5 ... is a variety including a range of different people or things
- 6 ... is someone who has completed a university degree course, especially for a first degree
- 7 ... is a course of study including several different subjects, taught in the first year at some universities in Britain
- 8 ... is funded by ordinary people in a country, who are not members of the government
- 9 ... is thought about in a good way



WORD FILE

- diversity** [daɪ'vɜ:səti]
freedom ['fri:dəm]
a graduate ['grædʒuət]
liberty ['lɪbətɪ]
Montreal [,mɒntri'ɔ:l]
Vancouver [væn'ku:və]
appealing [ə'pi:lɪŋ]
renowned [rɪ'naʊnd]
foundation course
publicly funded
 • to be well regarded (in)

4 a) Listen to the information again and refer the following statements (1-5) to the appropriate countries.

- AU (Australia)
 CA (Canada)
 NZ (New Zealand)
 UK (United Kingdom)
 US (United States)

- 1 There is an enormous choice of colleges and universities.
 2 Some universities are famous for courses in environmental studies.
 3 It is well-known for producing many famous authors.
 4 Students should be able to think for themselves.
 5 It is not a very expensive place to live in.

b) Tick (✓) the statements below if they are true and agree with them.

- 1 Australia is a dangerous country.
 2 Most state universities in Australia are of comparable quality.
 3 A degree from a UK university is highly regarded.
 4 The British education system has a large practical element.
 5 Canada has the top three universities in the world.

1 *In pairs, speak on how people find information about jobs in Ukraine.*

2 *In groups, discuss the questions below.*

- When were you able to give a definite answer about your future profession? Who helped you to make your choice?
- Has your choice of profession been changed from time to time as you grew older? Why?
- Do you think you'll have to change your mind after you finish school? What reasons could make you think about another profession?
- What should a young boy (girl) do to be well suited for a chosen job?
- Can you explain why new jobs are constantly appearing? What might be especially attractive in a new job?

3 *In pairs, complete the dialogues with your own endings and dramatise them in class.*

A "Have you chosen your future profession?"

"Strange as it may seem, I haven't yet."

"Well, I think it is natural that you hesitate. There are so many occupations, that it is not easy to decide."

B "Have you heard the news?"

"What news?"

"Nick has made up his mind to try to enter the teachers' college."

"Oh, my! It's unbelievable that he will become a teacher. He hates children."

C "There's no doubt that she should become a doctor."

"Why do you think so?"

"I've known her for many years as a very kind-hearted girl.

Besides, she comes from a doctor's family. For several generations they all have been doctors."

4 *Interview your classmates about their future jobs. Use the questions below. Work in pairs.*

- Have they already made decisions?
- Do they realise what they particularly enjoy about their jobs?
- Do they know what they should learn and be good at in order to be successful in their jobs?



5 Read the newspaper article. Then do the task below.

Ukrainian legislation gives wide opportunities for vocational training and for choosing a trade for all those who are looking for employment: young people who have left secondary school; young men after military service; people who have left their jobs because they have moved; housewives, etc.

The local authorities are obliged to assist people engaged in such activities. It stemmed, on the other hand, from the economic reconstructing that took place after the Soviet Union had been ruined. The other reason was that in recent years the crisis in world economy led to the growth of unemployment.

As a result, many enterprises are working only one shift instead of three. Under the command-and-administrative methods of management every official has extensive powers which he does not want to lose. However, the reorganisation opens up wide opportunities for those who do wish to contribute to the economic restructuring and apply themselves to real work.



WORD FILE

- authorities [ɔ:'θɒrɪtɪz]
- an enterprise ['entəpraɪz]
- legislation [ˌledʒɪs'leɪʃn]
- to assist [ə'sɪst]
- to contribute [ken'trɪbjʊ:t]
- vocational [vəʊ'keɪʃən]
- be engaged (in)
- be obliged (to)

Prepare and make a speech on the problem of jobs for young people in Ukraine at a sitting of the International Friendship Club for your British guests. They will have a lot of questions. Be ready to answer them. Work in two

teams: the first group writes speech and decides who'll be the speaker, the second group prepares and asks questions.



2 USE YOUR ENGLISH

1 Complete the sentences by changing the verbs in brackets into Future Perfect or Future Perfect Continuous forms.

- 1 At the end of this semester, Max will have been studying (study) at university for two years.
- 2 ... (you / have) dinner before you get here or should I prepare something for you to eat?
- 3 Saturday week, I ... (go out with) Judy for two years.
- 4 You ... (drive) for over six hours soon. Why don't you stop for a rest?
- 5 If I get home very late, my mother ... (worry) about me for several hours.
- 6 Don't call me after six as I ... (leave) by then.
- 7 I'll be exhausted by the time I cross the finish line as I ... (run) for over four hours.

2 Choose the correct word to complete each sentence.

- 1 I don't think there's much (possibility / opportunity) for us choosing him for the job.
- 2 I only wear this suit on special (occasions / opportunities).
- 3 Did you get a(n) (possibility / opportunity) to speak to Matt yesterday?
- 4 She's just written to our company applying for a (work / job).
- 5 I'm a qualified engineer, so my aim is to find (work / job) in that field if I can.
- 6 One of my (work / job) was to count the money at the end of the day.

3 Fill in the gaps choosing the correct words from the list on page 61.

STARTING A BUSINESS

Nearly 450,000 businesses are started in Britain (0) every year. One third (1) ... these stops trading during the first three years.

Starting a business is never easy (2) ... so many things are outside your control. If you are thinking about working for yourself, you (3) ... start by thinking about the qualities you need to (4) ... a business. Be hard with yourself. If you have a weakness, it is better to find out now (5) ... than later when your business could be in danger. Ask yourself (6) ... you are a good organiser. Is your health (7) ... ? Are you good (8) ... making decisions? Do you have any practical experience of the business you want

to start? Are you prepared to work long hours for very (9) ... money? If you can't (10) ... 'yes' to most of these questions, perhaps you should think again about starting up in business on your own.



- | | | | | |
|----|------------|-----------|------------|-------------|
| 0 | a) every | b) this | c) last | d) one |
| 1 | a) from | b) of | c) among | d) in |
| 2 | a) however | b) but | c) because | d) although |
| 3 | a) have | b) ought | c) need | d) must |
| 4 | a) run | b) make | c) do | d) set |
| 5 | a) more | b) rather | c) earlier | d) quicker |
| 6 | a) which | b) how | c) whether | d) that |
| 7 | a) fine | b) firm | c) well | d) good |
| 8 | a) at | b) for | c) in | d) with |
| 9 | a) short | b) little | c) low | d) few |
| 10 | a) give | b) report | c) answer | d) put |

4 a) Read and guess the jobs of the people (see pages 61-62).



Andy

Speaker A:

This isn't the job for someone who likes routine, because you never know what the next day is going to be like. This suits me, because I don't like to plan far in advance anyway. Every day is different, and every day involves meeting new people. My problem is that I quickly get bored, so it's good for me to have a job that gets me out and about. To do this job, you have to be a communicative person and be able to talk with anybody, because you meet all sorts of people. And you have to be spontaneous and react to the moment as it comes. I don't think I could stand a job where you sit in an office all day. I like to be where the action is.

Speaker B:

When I tell people what my job is they say it must be very difficult and depressing but I don't think so. I think it's a wonderful job. People say that it must involve a lot of personal sacrifice, I mean, there are all sorts of things that you have to do that most people wouldn't like to do, but personally I don't see it this way at all. In fact, I think I'm being selfish, because I'm doing what I want to do. I've always liked helping others. It gives me a good feeling and a sense of purpose. What amazes me is the sense of optimism my patients have. We have fun together and play games together. And, unlike in other jobs, you don't have to put on an act. I used to feel sorry for such people before I got this job, but not any more. I wouldn't change my job for the world.



Linda



Fred

Speaker C:

Many people think that this is a dull and boring job, but I think it's fascinating. I know I deal only with figures, but what's important is what these figures mean. For example, the profit and loss account sums up the work of a business. You see exactly how well the business is doing and what it needs to do to improve its performance. And it's a very challenging job. You have to pay a lot of attention to even the smallest detail and be very systematic and methodical in what you do. I like this. I don't like chaos but I do like putting things in order. It's like doing a jigsaw puzzle. To start with, you've just got various bits that you need to put together, and at the end you have a complete picture of how the company is doing. I find this very satisfying.

Speaker D:

I like my job because I have a lot of contact with people. The thing is, I like helping people, and I feel good when they go away with what they want. I think you have to be friendly to do this job well. Sometimes, of course, I meet people who are in a very bad mood, and this depressed me at first. But later I've learned that the problem isn't in me but in them. So I make an effort to be nice, and almost always they are nice back and even leave with a smile on their faces, which makes me feel good. I'd hate to be in a job where you have to judge people or tell them what to do. I just like to help.

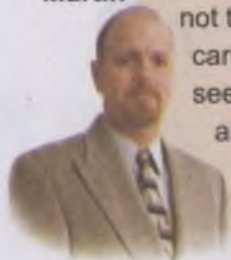


Ruth

Speaker E:

After school, I went to university and studied economics and then got a job in a large corporation. I stood it for a few years, but then I quit. I just didn't fit in. The trouble was that there I wasn't good at being told what to do and how to do it. All around me were procedures that I had to follow, and they often didn't make sense. I could often see a better way of doing things, but my boss wanted me to stick to the procedures and not to break the rules. So I left my job, and then made my hobby my career. The great thing about my job is that I have to be creative. I see a piece of land, whether part of an estate or a back yard in a city, and think how to make the best of it in both practical and artistic terms, and although I enjoy the company of people, I love the freedom of working on the land.

Martin



b) Match the people with their jobs.

- | | | |
|--------|---|----------------------------|
| Andy | 1 | accounting |
| Linda | 2 | salesperson |
| Fred | 3 | landscape gardener |
| Ruth | 4 | hospice ¹ nurse |
| Martin | 5 | journalist |

c) Match the people with their personality types. Then make notes on what they say to justify your answer. Work in pairs.

- | | | |
|--------|---|---|
| Andy | 1 | worried |
| Linda | 2 | living life to the full |
| Fred | 3 | nothing ventured ² ,
nothing gained |
| Ruth | 4 | warm-hearted |
| Martin | 5 | reliable |



5) In pairs, discuss the following questions.

- Do you think the above people have the right personalities for their jobs?
- How important do you think it is for people to have the right personalities for their jobs?

6) Role-play the situations (1, 2) in small groups.

Your older friend has just returned from the army. But he hasn't chosen a trade for himself yet. A special job service for young people has been opened recently in your town. They consult young people about the opportunities in getting jobs. Your friend asks you to go there and find out everything for him.

- 1 Go to the job centre and have a consultation about the opportunities for vocational training and choosing a trade. Find out if the local authorities are obliged to assist young people in finding a job.
- 2 Go back to your friend and tell him about your visit. Discuss all the opportunities together and choose a job for him.



¹a hospice ['hɒspɪs] — лікарня для безнадійно хворих
²to venture ['ventʃə] — ризикувати (чимсь), ставити на карту

2 USE YOUR ENGLISH

7 Read and discuss the questions in groups.

Leaving school and going on to higher education is an exciting thought. A university or college education has many attractions. A degree is still a must for many careers, and graduates tend to earn more than non-graduates. University life also gives you important experience as you leave home, mix with new people, learn to stand on your own two feet and broaden your horizons. There are plenty of universities to choose from in Ukraine. Look at them and consider more practical questions like these ones.

- Do you want to live away from home?
- Do you want to live on campus?
- Are there societies which interest you?
- What is the cost of living in different areas in Ukraine?
- How quickly can you get home for weekends and holidays?



8 Do a group project. You are going to prepare a presentation. Read the situation and follow the items below.

TAKING A GAP YEAR IN UKRAINE

You're going to attend an International Youth Action Conference that includes a section on gap years. You have been asked to present Ukraine.

1 In your group, prepare a short presentation.

Your presentation should include:

- the present attitude among young people in Ukraine towards taking a gap year;
- the present opportunities for young people in Ukraine to have a gap year-type experience;
- your view on the advantages and disadvantages for Ukrainian students of taking a gap year;
- recommendations on what action, if any, should be taken in Ukraine concerning gap years.



2 Make sure that your presentation has:

a An **Introduction** in which you say:

- what the issue is
- what your purpose is:

What I want to do (today / this morning) is to ...

My purpose / aim (today / this morning) is to ...

- what your topic is:

I'm going to talk about ...

The topic of my presentation is ...

- what points you will cover:

My presentation will be in 3 parts.

First I'll talk about / deal with ...

Then / Next / Secondly, I'll consider / deal with ...

Thirdly / Finally, I'll ...

- when the listener can ask questions:

If you have any questions, please feel free to interrupt me.

Finally, I'd be glad to answer any

questions you may / might have.

b A clear signal at the start of the

Body of the presentation:

Let me begin with ...

Now if we turn to ...

Let's deal next with ... + topic

This brings me to ...

I would like to go on to ...

c A clear summary / conclusion at the end of **each** part of the Body of the presentation, in which you restate your main point:

To summarise, ...

To conclude / In conclusion ...

d A **Conclusion** in which you:

- repeat your main points
- give your main conclusion

e An **Ending**:

Well, that's all I have to say.

Thank you for your attention.

If you have any questions, I'll do my best to answer them.

3 Give your presentation to the class and answer any questions the class might have.



2 WRITING

MAKE UP YOUR MIND

- 1 Refresh your knowledge on application letters. Compare the structures of two types of application and find out the difference between them. Work in pairs.

A JOB

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

stating reason(s) for writing

BODY PARAGRAPH

Paragraph 2-3-4

education & training & qualifications (previous work experience, skills, qualities, suitability)

CONCLUDING PARAGRAPH

Paragraph 5

writing closing remarks with other important information (job interview, references)

FORMAL ENDING

writer's full name

A COURSE

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

stating reason(s) for writing

BODY PARAGRAPH

Paragraph 2-3

qualifications & reason for applying for a course

CONCLUDING PARAGRAPH

Paragraph 4

writing closing remarks

FORMAL ENDING

writer's full name

- 2 Read the situation and make notes which will help you to write a letter.

You are an 18-year-old student looking for a summer job. A few days ago you saw an interesting advertisement in the daily newspaper for the position of a companion to a group of young children going to England for a language course. Write a letter of application explaining why you consider yourself to be suitable for the position.

● reason(s) for writing

● education

● experience

● skills, qualities

● closing remarks



3 Read the advertisement and put the extracts (A-I) from Cindy Taylor's application letter in the correct order.

HOTEL RECEPTIONIST

Excellent entry level vacancy for outgoing personality at this three-star hotel. The person appointed will be the first point of contact for visitors, clients and suppliers. Good phone and computer skills are a must. In this full-time position you will be part of a friendly and dynamic team, responsible for handing all front desk operations.

Reply to Mrs Willis, Manager,
The Manor Park Hotel, Stony
Stratford, Buckinghamshire.

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I look forward to hearing from you. (D)

Dear Mrs Willis, (E)

Yours sincerely, (F)

Enc. CV (G)

I have a very pleasant, outgoing personality and am used to dealing with people of all ages and levels. (H)

Re: Hotel receptionist vacancy (I)

I am twenty-four years old and am about to finish a course in hotel administration. Earlier this year I worked for three months as a trainee in a small family-run hotel. Your vacancy is of particular interest to me as my duties involved taking phone calls, making bookings and providing guests with a warm welcome, which I feel is important to this kind of post. (A)

I would like to apply for the position of hotel receptionist, as advertised in the Hotel & Catering Reporter on 12 May. (B)

I enclose a copy of my current CV for your information. Please contact me should you require any further details. (C)

Find Job

Shift

67

Modified Stream Insert

1:1



Curriculum Vitae

When you apply for a job, you are required to enclose your CURRICULUM VITAE (*abbr.* CV) or RESUME (*AmE*). It is a written record of your education and employment. A CV can have a variety of layouts, but you must include the following information:

- 1 PERSONAL INFORMATION (name, date of birth, address)
- 2 EDUCATION / QUALIFICATIONS
- 3 WORK EXPERIENCE
- 4 OTHER INFORMATION (skills, qualities)
- 5 REFEREES

4 **Work in pairs. Read the CV below and answer the questions.**

- 1 How does Michael Blanc describe his qualifications in English?
- 2 In what sector of the tourism industry has he worked?
- 3 What experience has he had?

Personal Details

Michael Blanc
5 rue de la Liberation
76000 Rouen, France
email: michel_blanc@yahoo.fr
25 years old
French

**Education and Qualifications**

Baccalaureate (Equivalent to British 'A' levels, specialising in economic subjects.)
BTS Tourism (Two years' vocational training in Leisure and Tourism.)

Work Experience

Internship at the Ibis Hotel (Southampton) 62 bedrooms, three conference rooms.
Supervised the operation of the night shift, dealt with questions and complaints, implemented routine checks of the hotel, collected and compiled the daily business figures and entered statistics into a database to produce the daily reports.
Le Parc (Rouen) Assistant Manager of a three-star hotel (45 rooms, 26,000 covers p.a.). Responsible for customer care, staff supervision, sales promotion (accommodation, seminars, banquets) and accounting.

Professional Skills

Project management, sales, customer care and public relations, budgeting and forecasting.

Computer Skills: MS Office, specialist management software (HOTIX, LOGHOREST, CALLSTAR)

Languages: English, Spanish, some German

Interests: Sailing, skiing, scuba diving

Name and Address of Referee

Mr Clark, Oasis Hotel, 26 Wharf Street,
Southampton

5 a) *In groups, discuss the information presented by a job centre worker.*

There is lots of advice and CV samples and a lot of them differ so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two pages of A4 paper and be divided into clear headings.

The first section should include *personal details*: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes *education and qualifications* starting with the most recent things. The third section deals with *work experience* — again starting with the most recent job. I think it's important here to be brief so use bullet points and action verbs. You don't need to use complete sentences as long as it's very clear what you've done.

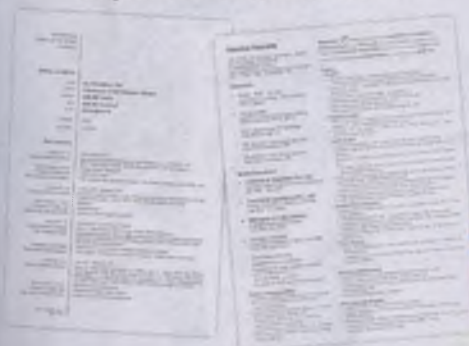
Following this is the section on *professional skills*. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail *your interests*. An employer likes to know what kind of person you are and things like team sports, for example.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully.

Then put it in a good quality large envelope so you don't have to fold it.



b) Look at the CV in task 4 again and discuss the questions.

- Does this CV follow the above advice?
- How is this advice different from CVs in Ukraine?

6 Work in pairs. Draft your own imaginary CV and show it to a partner. Ask him or her to evaluate it using the following check points.

- Does it look good?
- Does it list experience starting from the present?
- Is it too long / too short?
- Is the contact information clear?
- Does it provide a good basis for an interview?

7

Read the advertisement and write your own letter of application. Follow the instructions below.

ENERGETIC YOUNG PEOPLE NEEDED

to help organise social activities for summer camps for young people (aged 10-14) on the coast in August.



CANDIDATES SHOULD:

- be over 17
- have a good knowledge of English
- be interested in sport
- be good at organising games, etc.
- enjoy working with young people

Have you got what it takes? If so, we'd like to hear from you.

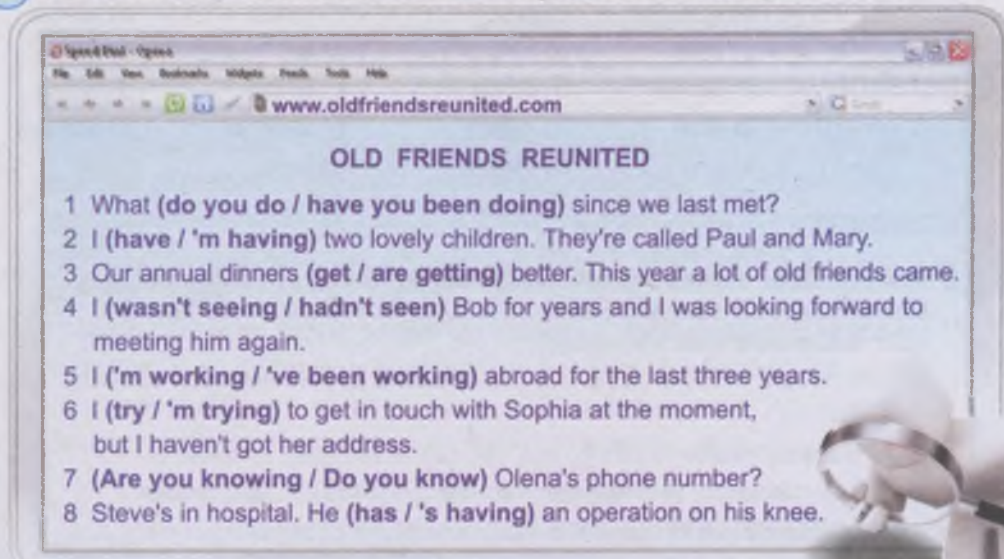
Sally Wright, Beach Camp Europe
18 Palmers Rd, London W2 8EX, England
email: sally@beachcamp.uk

- 1 Start: *I am writing ...*
- 2 Then give information about yourself, making sure you show your qualities and motivation.
- 3 Organise your paragraphs according to the instructions in task 5.
- 4 Start the final paragraph with *I would very much appreciate ...*
- 5 Write your name under your signature.



GRAMMAR

- 1 Choose the correct tense form to complete each sentence.



Speed Dial - Firefox
www.oudfriendsreunited.com

OLD FRIENDS REUNITED

- 1 What (do you do / have you been doing) since we last met?
- 2 I (have / 'm having) two lovely children. They're called Paul and Mary.
- 3 Our annual dinners (get / are getting) better. This year a lot of old friends came.
- 4 I (wasn't seeing / hadn't seen) Bob for years and I was looking forward to meeting him again.
- 5 I ('m working / 've been working) abroad for the last three years.
- 6 I (try / 'm trying) to get in touch with Sophia at the moment, but I haven't got her address.
- 7 (Are you knowing / Do you know) Olena's phone number?
- 8 Steve's in hospital. He (has / 's having) an operation on his knee.

VOCABULARY

- 2 Choose the correct word from the list to complete the text.

FURTHER EDUCATION

Around the age of sixteen you must make one of the biggest decisions (1) ... your life. Do I stay on at school and hopefully go on to university (2) ... ? Do I leave and start work or begin a training (3) ... ? The decision is yours, but it may be (4) ... remembering two things: there's more unemployment (5) ... people who haven't been to university, and people who have the right (6) ... will have a big advantage in the competition for jobs.

If you decide to go (7) ... into a job, there are many opportunities for training. Getting qualifications will (8) ... you to get on more quickly in many careers, and evening classes allow you to learn (9) ... you earn. Starting work and taking a break to study when you're older is (10) ... possibility. This way, you can save up money for your student days, as well as (11) ... practical work experience.

- | | | | | |
|---|-----------|--------------|--------------|-----------|
| 1 | a) of | b) to | c) with | d) for |
| 2 | a) after | b) later | c) then | d) past |
| 3 | a) school | b) class | c) course | d) term |
| 4 | a) worth | b) necessary | c) important | d) useful |

2 CHECK YOUR SKILLS

- | | | | | |
|----|-------------|----------|------------|------------|
| 5 | a) between | b) among | c) with | d) through |
| 6 | a) notes | b) paper | c) arts | d) skills |
| 7 | a) straight | b) just | c) direct | d) rather |
| 8 | a) make | b) help | c) let | d) give |
| 9 | a) where | b) while | c) when | d) what |
| 10 | a) also | b) again | c) another | d) always |
| 11 | a) get | b) make | c) take | d) do |

LISTENING

3 You will hear somebody showing new students around a college. Complete each sentence with no more than two words. You will hear the words that you need.

- The people on duty at the (1) ... should be able to help you with any enquiries.
- At the examinations office, you can (2) ... and pay for exams.
- You can also get leaflets with information on (3) ... and prices.
- In order to get a library card, you must show your (4) ...
- You can use the IT centre if you need to use a computer for your (5) ... or to access the Internet.
- All students are issued a college (6) ... and a password to access the college intranet.
- You should go to the student (7) ... office if you have any problems of any kind.
- The canteen works from seven-thirty a.m. until (8) ... p.m.
- The bar serves drinks from eleven a.m. until one p.m., and from seven-thirty p.m. until (9) ... at night.
- All classrooms have (10) ..., audio-visual equipment and boards.

READING

4 Read the text first, then read the statements (1-10) and tick (✓) only those ones which are appropriate to the content of the text.

GETTING A JOB IN EUROPE

You can find information about jobs at a number of different places.

At school. During their last years at school, students get advice about further study and finding jobs. All secondary schools have a careers teacher. It's his/her job to provide students with information about study and work. Careers teachers will arrange visits to factories, offices, colleges, etc. They invite people from local organisations to come to the school to talk to the students. They also help students to apply for jobs.

A lot of schools now organise 'work experience' for students in the last two compulsory years of school (aged 14-16). The students go out to work for a week. They work in all kinds of places — factories, shops, offices or hotels. Afterwards they have to write about their experience and what it has taught them. (Most students report that school isn't so bad after all!)

Outside school. For people who have already left school, there are a number of places where they can find out about jobs. Local newspapers carry advertisements for jobs, and there is a Job Centre in every large town. Employers advertise jobs here. If you are unemployed, you can go to the Job Centre to look for a job.

More and more young people now continue their studies as long as possible. They go on from school to university or a college to get higher qualifications. There are also several training schemes, where young people can learn the skills to help them get a better job.

- 1 There are lots of places where people can find information about jobs.
- 2 It's a head-teacher's responsibility to provide students with information about jobs.
- 3 People from factories, colleges, etc. help students to apply for jobs.
- 4 Students of 14-16 years old are invited to go out for 'work experience'.
- 5 There are Job Centres at many schools.
- 6 Advertisements for jobs are often published in newspapers.
- 7 Employers go to students who are in the last two compulsory years.
- 8 Young people prefer to study as long as they can.
- 9 Getting higher qualifications is not much popular nowadays.
- 10 Young people can learn how to get a better job due to some training schemes that have appeared recently.

CAN YOU ... IN ENGLISH?

 — Yes, I can.

- read and understand about professions and job requirements
- read and understand CVs
- listen and understand information about courses and universities
- talk about skills, abilities and different activities to develop them
- discuss the problem of jobs for young people
- understand and use tense forms of the verb in Perfect Aspect
- write application letters for a job and for a course

CAN YOU ...
IN ENGLISH?

FAMILY RELATIONSHIP

1 Ask and answer the questions in pairs.

- 1 Do you get on well with your parents?
- 2 Do your parents trust you?
- 3 Do you sometimes talk back to them?
- 4 Are you often grounded?
- 5 What did you do the last time you were grounded?
- 6 Do you always obey your parents?
- 7 Do you think you are a good child to your parents?
- 8 Are your parents often nervous?
- 9 Do they keep their promises?
- 10 Are your parents violent?
- 11 Do you often slam¹ the door and go to your room?
- 12 Can you rely on your parents?
- 13 Can they rely on you?
- 14 Are your parents understanding?
- 15 Do your parents always have time to listen to your problems?
- 16 Do your parents know about all your problems?
- 17 What do you like about your parents? What do you dislike?
- 18 What would you do if you were in your parents' place?
- 19 Would you behave the same way or differently?
- 20 What are the possible conflicts between children and parents?
- 21 What do you and your parents usually argue about? Is it:

- school and marks?
- staying out late?
- pocket money?
- friends?
- clothes?
- posters on the wall?
- telephone bills?
- your untidy room?
- doing the housework?
- doing your homework?
- listening to music too loudly?
- watching TV?
- brothers and sisters?
- playing computer games?
- going to the disco?
- wearing make-up?



¹to slam (the door) — грюкати (дверима)

- 2 Read the newspaper article and match the comments (1-10) made by people with the parts (a-k) of George's story on pages 76-77.

TEEN TERROR

A father was jailed last week for restraining¹ his daughter.

George Trimble was jailed for a few hours last week for physically trying to prevent his 15-year-old daughter Susie from going to see her boyfriend. He held her by the wrist², but she managed to escape. Later, she told the police he'd assaulted her, and he was held at the station for questioning. Susie has now dropped the assault charges and the family is trying to patch things up³.



- 1 Perhaps George doesn't really see the problems his daughters have. After all, this is a serious eating disorder and he treats it lightly.
- 2 George doesn't seem to want his daughters to grow up and be adults in their own right.
- 3 George says Susie's behaviour got worse, but perhaps she was just rejecting her father's values in order to find her own. Perhaps she was starting to look for her own identity.
- 4 George has a clear idea of the sort of boy who is right for his daughters — white, well-off and around their age.
- 5 This could have been a 'wake-up' call for her father to see what he could lose if he didn't start respecting her individuality.
- 6 He wants Susie to listen to him, but does he listen to her?
- 7 George clearly sees himself as the victim in the affair.
- 8 Perhaps George is over-ambitious for his daughters and resents the sacrifices he made. You can't buy someone's love.
- 9 Maybe George unquestioningly took on the values of his parents and now resents Susie's questioning of his values.
- 10 George has worked hard all his life for his family and now feels very frustrated that his daughter isn't turning out the way he wanted.



¹to restrain [ri'streɪn] — стримувати, приборкувати, вгамовувати

²a wrist [rɪst] — зап'ясток

³to patch things up — улагоджувати (сварку)

GEORGE'S STORY

- (a) I'm a respectable businessman and all I'd been trying to do was keep my daughter away from drugs and bad company, and I ended up in a police cell.
- (b) I've got two daughters, Helen and Susie. Helen's 17 and Susie's 15. I've had no trouble with Helen, apart from a bit of bulimia¹. Susie's the problem. She used to be a lovely girl with her dolls and toys, but a few months ago her behaviour started to deteriorate. She started dating people who were much poorer than her and staying out later at night. It was really worrying and annoying. Her American boyfriend was coloured and much older than her, not at all suitable for her.



We had some rows² about this, and after one row she stormed out and went missing for a whole

- (c) She used to be a lovely girl with her dolls and toys, but a few months ago her behaviour started to deteriorate. She started dating people who were much poorer than her and staying out later at night. It was really worrying and annoying. Her American boyfriend was coloured and much older than her, not at all suitable for her.
- (d) We had some rows² about this, and after one row she stormed out and went missing for a whole weekend. I think she was taking drugs. So then I started physically to stop her going out. But one night she went out when we'd gone to bed, and in the early morning the police brought her home. So I told her, 'You see what happens?' I told her she'd only got herself to blame. After that, I hoped she would start listening to me. But she didn't.
- (e) Then last week she wanted to go out again. I had had enough. I told her, 'You're going to do as I tell you.' But she shouted she'd do what she liked. I grabbed her by the wrists, but she pulled herself free and ran out of the house. I was sick with worry. And then the police came and arrested me for
- (f)
- (g)
- (h)



WORD FILE

an adolescent [ˌædəˈlesnt]

to assault [əˈso:lt]

to blame [bleɪm]

to escape [ɪˈskeɪp]

to interfere [ˌɪntəˈfɪə]

to obey [əˈbeɪ]

to prevent [prɪˈvent]

to reject [rɪˈdʒekt]

to remain [rɪˈmeɪn]

to resent [rɪˈzent]

inevitable [ɪnˈevɪtəbl]

rebellious [rɪˈbeljəs]

- to be grounded
- to be jailed
- to run out of
- in order to

¹bulimia [buˈlɪmiə] — булімія, ненормально підвищений апетит

²a row [rəʊ] — гучна сварка, суперечка



assault! I was taken to the police station like a common criminal. After a few hours, they released¹ me on bail, and I haven't been charged. But it was really unpleasant. I'm just a normal father trying to save my little girl.

My girls were lovely when they were younger. I drove them to piano lessons and drove them back. My wife always made sure they were dressed really nicely. We gave them everything we could, the sort of things I never had when I was a child. They were my pride and joy.

- (i) I don't understand this rebellious stuff. I never spoke back to my parents. I never went out drinking. In those days, if you didn't like something you just put up with it. I was working when I was 16, and I've spent my life building up a business for my family, so they would have a better future. And now this! I feel like my world has fallen apart.
- (j)
- (k)



3 Read the article and George's story again and guess the meanings of the words from the 'Word File'. Then check yourself consulting a dictionary.

4 Work with a partner and discuss the following questions.

- 1 How do you feel about the fact that George was jailed?
- 2 If you were Susie, would you have gone to the police? Why (not)?
- 3 How would you have handled the situation if you had been in George's shoes?
- 4 Why do you think George acted the way he did? Why do you think Susie acted the way she did? Justify your answer by referring to their characters, childhood and environment.

5 Work in groups and do the task below.

Suppose you had the opportunity to talk to any of the people mentioned in the article, what questions would you ask them? Write some questions and then discuss with your mates how these people might answer them.

¹to release [r'i:li:s] — звільняти

- 6 a) **Brainstorm the main areas of conflict between parents and adolescents.**
 b) **Think and say:**

- To what extent do you think that such conflict is inevitable? How can it be avoided?
- What does it mean to be a good son or a good daughter?
- Do you think the ability to be a good parent comes naturally or should people be taught certain rules? What rules?

- 7 **Read and say which passage, A or B, more closely reflects your opinion? Explain why.**

A All people need to have their own sense of identity to cope successfully with adulthood. If an adolescent just unquestioningly takes on the values of his parents, there is no struggle for identity but this can lead to problems later on in life if the individual then starts to question these values. Most adolescents need to reject their parents' values in order to find their own. Therefore, conflict with parents is almost an essential part of growing up.

B The amount of conflict between adolescents and their parents has been greatly exaggerated. Most conflicts between adolescents and their parents are caused by criticism of their choice of friends, too much interference in their social life and too little financial support. However, their fundamental values tend to remain similar to those of their parents, and it is their mother and father that are most likely to consult over educational and career plans.



1 *Brush up personality adjectives.*

a) *Group up the adjectives into the appropriate columns.*

tactful	fussy	hard-working	tactless
responsible	polite	quiet	lazy
talkative	rude	nervous	mature
strict	tidy	sensitive	relaxed

usually positive	usually negative	could be either
		<i>critical</i>

b) *Add one of these prefixes un-, im-, ir-, in- to each of the words from the box to make opposites.*

For example: *critical* — uncritical

critical, mature, polite, responsible, sensitive, tidy

2 *Refresh your knowledge of word formation.*

a) *Rephrase the sentences, adding the appropriate suffix to the noun in italics.*

-ful -ish -less -ly -y

For example: Alec did it without *care*. Alec was careless.

- 1 Don't be such a *fool*. Stop being ...
- 2 The magazine comes out every *week*. The magazine comes out ...
- 3 Look at all the *dirt* on your hands. Your hands are ...
- 4 The situation is without *hope*. The situation is ...
- 5 The injury is giving a lot of *pain*. The injury is ...

b) *Fill in the gaps with the appropriate form of the word on the right.*

- | | |
|---|-----------|
| 1 Sarah is not very <u>tolerant</u> of people who don't think the same as she does. | tolerance |
| 2 Dave always makes a ... contribution to class discussions. | value |
| 3 It is well-... that women tend to live longer than men. | know |
| 4 Lyn thinks she deserves special ... | treat |
| 5 Henry wants to finish the project by himself, without ... from anybody. | interfere |
| 6 In Britain, it is an ... to sell tobacco to under-sixteens. | offend |
| 7 You need ... from the boss if you want a day off work. | authorise |



GRAMMAR POINT

3rd CONDITIONAL

We use the **Third Conditional** for imaginary situations in the past.

Example: *If it had been sunny, we should have gone sailing.*

(But it wasn't sunny so we didn't go sailing.)

We can also use:

- other modals to show how possible or sure the result was.

Example: *If it had been sunny, we could / might have gone sailing.*

- the Perfect Continuous

Example: *If I had been feeling tired, I wouldn't have been driving.*

- passive forms

Example: *The medicine shouldn't have been discovered if there hadn't been an accident.*

	If + Past Perfect	would have	+ 3rd form (Past Participle)
Positive	If it had been sunny,	we would have	gone sailing.
Negative	If I hadn't gone skiing,	I wouldn't have	broken my leg.
Question	If you had had the money,	would you have	bought the house?

1 Read each sentence (1-6). Write 'T' for each true sentence (a-f) or 'F' for the false one.

- If I had had time, I would have watched *It's a Wonderful Life*.
a I didn't have time to watch *It's a Wonderful Life*.
- I would have recorded the film if my DVD hadn't broken.
b I recorded the film.
- John wouldn't have met Linda if he hadn't gone to his brother's party.
c John didn't go to the party.
- John would have been happier if he had become an architect.
d John became an architect.
- The film wouldn't have been so good if James Stewart hadn't played the part of George Bailey.
e James Stewart played the part of George Bailey.
- The enterprise wouldn't have been successful if they hadn't provided such a strong marketing company.
f The enterprise isn't successful.

2 Choose the correct form of the 3rd Conditional.

- 1 If the Titanic (**didn't hit / hadn't hit**) an iceberg, it (**wouldn't have sunk / doesn't sink**).
- 2 If the Aztecs (**had defeated / defeated**) Cortes' soldiers, the Spanish (**mightn't conquered / mightn't have conquered**) Mexico.
- 3 What (**happened / would have happened**) if Columbus (**thought / had thought**) the world was flat?
- 4 If the Tsar's soldiers (**hadn't shot / wouldn't shoot**) demonstrating workers in 1905, there (**mightn't been / mightn't have been**) a revolution in Russia.
- 5 John Kennedy (**couldn't be assassinated / mightn't have been assassinated**) in 1963 if he (**hadn't been travelling / hadn't travelling**) in an open-top car.

3 Write sentences using the 3rd Conditional.

- 1 I / recognise / you / if / it / not be / dark
I'd have recognised you if it hadn't been dark.
- 2 If / my alarm / not ring / this morning / I / be / late for work
.....
- 3 If / you / ask / politely / I / lend / you / my car
.....
- 4 If / we / save / more money / we / might / be able to / afford / a holiday abroad
.....
- 5 If / you / read / the instructions / you / not break / the washing machine
.....
- 6 If / you / not remind / me / I / forgot / pay / my tax bill
.....

4 Complete the sentences following one of the patterns for the 3rd Conditional (see 'Grammar Point').

- 1 I would have enjoyed the party much more if
- 2 It ... if the sea hadn't been so rough.
- 3 Would you have been able to come next Tuesday if ... ?
- 4 If you had taken my advice
- 5 If I had realised that you were really serious in what you said
- 6 If it hadn't been for the fact that his father had influence
- 7 If he had told me the truth in the first place
- 8 Would you have lent him the money if ... ?

- 5 Refresh your knowledge of Conditionals I, II, III and make up the sentences using the prompts below.

Example: to rain — not to go there

If it rains, I will not go there.

If it rained, I would not go there.

If it had rained, I would not have gone there.

- 1 to have money — to buy a new car
- 2 to employ her — not to have the right qualifications
- 3 to pass the exam — to study more
- 4 to win the game — to train hard
- 5 to buy the house — to be cheap
- 6 to be offered the job — to take it



- 6 Choose the 2nd or the 3rd Conditional form to complete each sentence. Use negatives if they are required.

- 1 I would go skiing more often if we lived (*live*) closer to the ski resorts.
- 2 The snow ... (*clean*) if I had had a shovel.
- 3 If I had a key, I ... (*let*) you inside.
- 4 If John ... (*be*) in town, he would invite you to this new restaurant.
- 5 If I ... (*know*) you were coming, I would have thrown a party.
- 6 If he had given her his email address, she ... (*send*) him the price list.
- 7 If we ... (*get*) lost, we would have arrived on time.
- 8 Where would you live if you ... (*have*) this house?

- 7 Choose the correct option to complete each sentence.

- 1 If you want to put on weight, you more regularly.
a) *should have eaten* b) *should eat* c) *would have eaten* d) *would eat*
- 2 We hope that we the way.
a) *will find* b) *find* c) *would find* d) *found*
- 3 We hoped that we the way when we got lost in the subway.
a) *will find* b) *would find* c) *would have found* d) *shall find*
- 4 If she you, she would be much stricter.
a) *was* b) *were* c) *has been* d) *had been*
- 5 If she longer, tell me in advance.
a) *staying* b) *stayed* c) *stay* d) *is staying*
- 6 If you rehearsing, I'll call the audience in.
a) *will finish* b) *finished* c) *have finished* d) *had finished*
- 7 If we in a big city, we would visit the theatre more often.
a) *live* b) *have lived* c) *have been living* d) *lived*

1 **In pairs, ask and answer the questions.**

- Which of the personal adjectives in task 1 on page 79 describe your parents' attitude to you as a teenager? Why?
- Which adjectives describe your attitude to your parents as a teenager? Why?

2 **Work in small groups.**

- Make a list of things that parents sometimes say about their teenage children.

For example:

He's so untidy! He's always leaving his clothes on the bathroom floor! She's very hard-working. She spends hours studying in her room.

- What do you think parents can do to live happily with their teenage children?

For example:

Listen to what their children say.



3 a) **Read the sentences and guess the meanings of the words in bold.**

approach, *n* — They introduced a new approach to teaching languages.

judgement, *n* — "In my judgement we should accept the proposal."

"Your judgement is not fair," she answered with a protest in her eyes.

assume, *v* — He didn't see her car, so he assumed she had gone out.

annoy, *v* — Sheila annoyed Bill with her unpleasant screamy voice.

bring up, *v* — Tom was brought up a Catholic. "In my day, children were brought up to respect their parents," granny said.

irritating, *adj* — She has an irritating habit of interrupting everybody.

intention, *n* — They came with the intention of visiting the museum.

negotiation, *n* — This contract is the result of long and difficult negotiation between the businessmen of both companies.

b) **Work in pairs. Check your answers using a dictionary. Take turns.**

- 4 Listen about Penny Palmano, who has written a best-selling book on teenagers and say if she has a mostly positive or a mostly negative attitude to teenagers.



- 5 Listen again and answer the questions.

- 1 What is the main idea of the new approach to dealing with difficult teenagers that Penny Palmano offers?
- 2 How many children does Palmano have?
- 3 Has she got any problems with clearing up at home?
- 4 Do teenagers annoy their parents intentionally?
- 5 Why can't many teenagers make good decisions and control their emotions?
- 6 What does Penny believe the keys to happiness for all are?
- 7 What does Palmano advise to do if a teenager comes home a little bit later than it was agreed?
- 8 Is it important to criticise a teenager for having an untidy room? Why?

- 6 In pairs, do the task below.

Write down on a piece of paper three things teenagers do, which their parents find annoying. Pass the paper to another student. Take turns to tell each other what parents should do to deal with the things that annoy them.



WORD FILE

- an approach [ə'prəʊtʃ]
- an intention [in'tenʃn]
- a judgement ['dʒʌdʒmənt]
- a negotiation [ni,ɡəʊʃi'eɪʃn]
- to annoy [ə'noɪ]
- to assume [ə'sju:m]
- irritating ['ɪrɪteɪɪŋ]
- to bring up

7

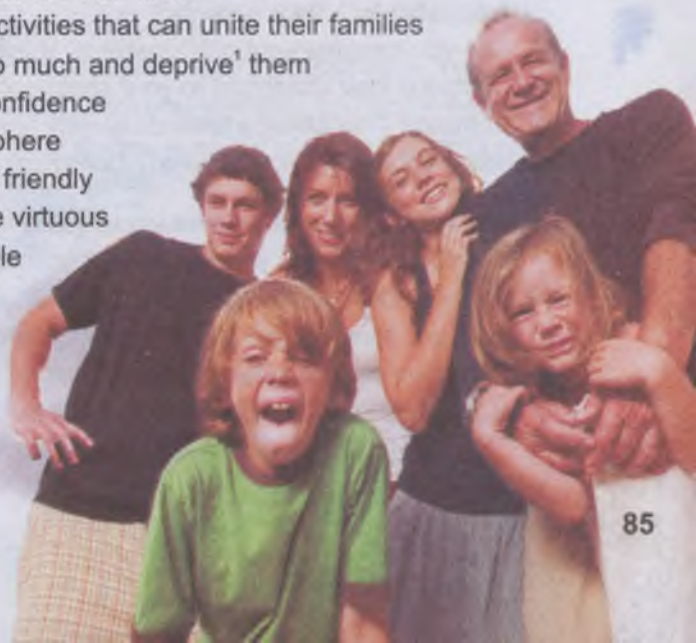
Refer the phrases (1-22) to the appropriate headings (A-C).
Explain your choice.

A Successful parents	B It is not advisable for adults	C Good children

- 1 treat their parents in the way they'd like to be treated themselves
- 2 be good friends to their brothers and sisters
- 3 develop a sense of responsibility in their children
- 4 spoil their children in every possible way
- 5 never forget to praise their children when they deserve it
- 6 be genuinely interested in their parents' problems
- 7 don't give their children any freedom of choice or give them too much freedom
- 8 not to treat all the children in the family equally, have favourites
- 9 always find time to spend with their children, hear them out and discuss their problems
- 10 raise their kids
- 11 be prepared to compromise and meet their parents halfway
- 12 make children feel low or ignored
- 13 give promises and break them
- 14 give their children plenty of love and patience
- 15 do their best to develop their children's minds and give them a good education
- 16 offer any possible help to their parents
- 17 lose their temper and shout at their kids
- 18 take part in all sorts of activities that can unite their families
- 19 criticise their children too much and deprive¹ them of self-respect and self-confidence
- 20 try and make the atmosphere in the house cheerful and friendly
- 21 teach their children to be virtuous and decent² to other people
- 22 teach them good manners

¹to deprive [di'praiv] — позбавляти

²decent ['di:snt] — пристойний, порядний



1 Read and express your opinion on the following.

- Many people say we have a responsibility to look after the elderly people in our family or community. Why is it important to take care of them? How should we take care of elderly people?

2 Ask and answer the questions in pairs.

- 1 Can young people understand old people?
- 2 Can old people have an understanding of the young?
- 3 What do you think about the saying "If I knew then what I know now" or "Childhood days are the happiest days"?
- 4 What do you think about the relationship between innocence and experience?
- 5 Can you give some examples of the generation gap from your own experience?
- 6 Can this gap be overcome? What causes it?
- 7 If you listen to music at full blast, do you think about possibly disturbing somebody else's peace?
- 8 Can you imagine a situation, in which you and your parents exchange roles?
- 9 What would be the same, and what would be different?
- 10 What is your relationship with your grandparents?
- 11 Do you feel a generation gap there?
- 12 What is your relationship with your parents?
- 13 Can you compare your relationship with your parents to their relationship with their parents?
- 14 Can you imagine your grandparents' childhood?
- 15 Compare their childhood to your childhood.
- 16 Compare their attitude towards elderly people then to yours now.
- 17 Has anything changed? What? Comment on this.



WORD FILE

- a community [kə'mju:nəti]
- a generation [ˌdʒenə'reɪʃn]
- an innocence ['ɪnəsns]
- a madman ['mædmən]
- to avoid smth [ə'vɔɪd]
- to disturb [dɪ'stɜ:b]
- to encourage [ɪn'kʌrɪdʒ]
- to overcome [ˌəʊvə'kʌm]
- to recognise ['rekəɡnaɪz]

3 Read the episode of a TV show and act it out in a group of four.

WHAT WOULD YOU DO?

Show Host: Your teenage daughter has started using the telephone to chat to her friends in the evening and quite often she talks for more than an hour, and it means that you can't use the phone yourself. You've told her to stop phoning her friends but now her friends phone her instead. What would you do about that?

Rebecca: Oh it's a difficult one. I think I'd try to reason with her and say — I mean I wouldn't say, "You must not ring your friends and your friends must not ring you" because I think that's unfair. What I would say is, "If your friends ring you, can you just keep the conversation a bit shorter so that other people can use the phone?", which seems quite reasonable to me.

Show Host: Nick, what do you think?

Nick: I think what I'd do is stop my daughter from answering the phone and monitor the calls as they came in. And she would only be allowed to take one call in the evening from a friend, and if any other calls came in we'd inform her friends saying, "No, I'm sorry, she's already talked to Angela or Julia or whatever and so she can't talk to anyone else" and take control of it that way.

Show Host: Aisha, do you agree with that?

Aisha: Not really. I think you should always try and remember what it felt like at that age and actually how important it felt to try and talk to your friends. What I'd do, I think, is really encourage her to visit her friends and to have her friends round more so they could actually talk in person rather than on the telephone.



4 Discuss the following questions in groups.

- When couples have their first-born child, they become parents and face an utterly¹ new stage in their lives. What should parents do to be successful?
- What parents shouldn't do to be successful?
- In their turn teenagers are old enough to realise that adults are not saints and may make mistakes and that the so-called generation gap should not necessarily spoil their relations. What should good children do?

¹utterly ['ʌtəli] — цілком, абсолютно



- 5 a) Read what teenagers sometimes say about the points that annoy in their parents.

I love my dad but he has absolutely no sense of rhythm. That wouldn't matter if he didn't insist, even at his advanced age, on dancing at parties and weddings. Worse than this, he once started playing an imaginary guitar in a CD shop. They were playing a track from the latest hit parade which dad recognised. So he started jumping about like a madman, not caring I was standing right beside him. I was shocked and embarrassed. Later he told me that when he was a teenager, he'd been in a band for a few weeks.



Max



Kate

Usually my mum is very sweet and tactful, but she has moments when she totally loses her tact and becomes dictatorial. You never know when this will occur. The most recent was when I was innocently watching TV, and she suddenly stood in front of the telly, shouting, "You're not watching this stupid programme, are you? You must have something better to do with your time than that." She went on like this for several minutes. But I was calm and patient with her and after a bit she calmed down again leaving me in front of the telly watching my programme. I think I have learned to avoid conflicts. The main thing is to control yourself.

- b) Imagine you are Max or Kate. What would you say to your dad (mum)? Role-play the situations in pairs.

6

Read and comment on the following statements.

*If there is right in the soul,
There is beauty in the person.
If there is beauty in the person,
There will be harmony in the home.
If there is harmony in the home,
There will be order in the nation.
If there is order in the nation,
There will be peace in the world.*



1 Complete the text with the words from the box.

reasons, adults, in love, get angry, intolerance,
conflicts, argument, get along with, violence, decide



There are (1) ... everywhere: in families, between neighbours or between the boys and the girls in your class. What are the (2) ... of these conflicts? Perhaps the neighbours (3) ... because your football lands in their garden, or because your music is too loud. May (4) ... say hasty things about your hairstyle or about the way you dress. Perhaps your mother has a serious (5) ... with you because of your boyfriend. Perhaps your brother and his best friend have become bitter rivals because they are (6) ... with the same girl. Or a friend in your class cannot (7) ... which classmates or teachers he/she should invite to a party.

And if you open a newspaper, almost every day you will find reports about individuals, groups of people or countries that do not (8) ... each other at all. Lies, misunderstandings, prejudice¹, (9) ... and discrimination often cause serious problems which can lead to (10) ... or even war.



¹a prejudice [ˈpreɪdʒɪdɪs] — упередження

2 Write sentences using the 3rd Conditional.

- As a young child Ellen Macarthur went on a sailing trip with her aunt. A few years later she took up sailing.
If Ellen Macarthur hadn't gone on a sailing trip with her aunt, she might not have taken up sailing.
- She saved up her school dinner money. She was able to buy a boat.
If she money,
..... a boat.
- She decided not to study to be a vet. She became a sailor.
She a sailor
..... a vet.
- At 18 she sailed around Britain single-handed. She won the Young Sailor of the Year Award.
She the Young Sailor of the Year Award if single-handed.
- She had a good boat. She broke the round-the-world record by 31 hours.
If she, she
..... by 31 hours.
- The navigational equipment worked. The boat's generator didn't fail.
If the boat's generator, the navigational equipment

3 Put the verbs in brackets into the correct tenses.

- If you ... (*find*) a skeleton in the cellar don't mention it to anyone.
- If you pass your examination we ... (*have*) a celebration.
- What ... (*happen*) if I press this button?
- I should have voted for her if I ... (*have*) a vote then.
- If you go to Paris where you ... (*stay*)?
- If someone offered to buy you one of those rings, which you ... (*choose*)?
- The flight may be cancelled if the fog ... (*get*) thick.
- If the milkman ... (*come*), tell him to leave two pints.
- Someone ... (*sit*) on your glasses if you leave them there.
- You would play better bridge if you ... (*not talk*) so much.
- What I ... (*do*) if I hear the burglar alarm?
- If you ... (*read*) the instructions carefully you wouldn't have answered the wrong question.

- 4 Read, then express your opinion on the charter.

The Bell Family Charter

- Housework:** All members of the family must do an equal share of the housework according to age and ability. A list of duties will be put up each week.
- Free time:** Children and parents have an equal right to free time.
- Visitors:** Children have a right to bring friends home whenever they like.
- Bedtime:** Bedtime will be fixed according to age. Children of 15 may go to bed when they like.
- Rules for parents:** Parents must not break promises. Parents must not cancel plans suddenly. Parents must not criticise their children in public.
- N. B.** Parents are not always right.

- 5 Divide into two groups. The first one writes the list of the ways to describe successful relationships, the second group writes the list of the ways to describe unsuccessful relationships. The winner is the group with the longest list.

- 6 Read the introductory sentences of two paragraphs. Complete them.

In the past the family unit was much bigger. ...

Nowadays one-parent families are more common ...



7 Match questions with the answers to make an interview.

Interviewer: What's wrong with today's teenagers?

A: ...

Interviewer: For example?

B: ...

Interviewer: Do you have any problems with your teenage children?

C: ...

Interviewer: What do you think about your parents, Paul?

P: ...

- 1 My son's fine, he works hard at school, but I have problems with my daughter Susan. She never listens to us. I think she doesn't even like us. She and her friends just use the house like a convenient hotel, and she wears these terrible clothes. I think she does it to upset us.
- 2 They want to be treated like adults, but they won't take adult responsibilities. They just sit around, listening to loud music.
- 3 Well, they're so boring. I mean, they want us to be like them and accept their way of life.
- 4 That's easy — everything.

8 Role-play the situations (1, 2) in pairs.

- 1 You belong to a very close family who have always done things together. You'd like to spend more time with your friends, especially at weekends. But your parents always organise family activities that fill up the whole weekend, and say you're too young to go off on your own. What would you do and say to your parents?
- 2 Susan is 16. Every year she, her parents and her younger brother who is 14 go on a family holiday to their house by the lake. A week before the holiday Susan's boyfriend Andrew who is 18 asks her to join him and a group of friends on a camping trip. She wants to go but knows that it will not be easy to persuade her father. Also, she does not want to upset or disappoint her parents. She decides to speak to her father and mother after dinner.



- 9 In groups, read and make notes on your answers to the questions below and organise them into sections. Use your notes to give your speech. (See tips on presentation on page 37 and the letter on page 96).

WHAT ABOUT UKRAINE?

Dr Margaret Haster is carrying out research into how the generation gap is perceived in different cultures in Europe. She will be visiting schools in Ukraine to hear the viewpoints of Ukrainian children.

She has sent you the following questions that she would like to discuss with you.

- What do parents expect from their children?
- What do children expect from their parents?
- Where do you learn your social survival skills from most — family, school or peers?
- To what extent is there a generation gap? How do you feel about it?

10

Do the individual project 'Three Generations' following the items below.

- 1 Interview your grandmother or grandfather, or the grandparents of one of your friends. Think carefully what questions you are going to ask them. (Ask them about their childhood and their relationship with their own parents and grandparents.)
- 2 Ask your parents the same questions.
- 3 Answer the same questions yourself.
- 4 Compare the answers and discuss the generation gap (what is the same, what is different).
- 5 You can decide on the questions, each of you within the group is going to ask, so that you have a greater range of answers to compare. Try to reach some kind of conclusion on the generation gap question.
- 6 Share your conclusions in class.





Letter to the Editor or to the Authorities

Letters to the editor or to the authorities are formal letters expressing a person's opinion or views on specific issues.

This kind of letter includes the typical elements of a formal letter: a formal greeting and a formal ending with the writer's full name. The **introductory paragraph** states the reason(s) for writing and an opinion regarding the issue. The **body paragraphs** present the problem under discussion and then either some suggestions or reasons to support the opinion expressed in the introductory paragraph. Different points should be written in separate paragraphs.

Letters to the editors of newspapers or magazines are basically written for two reasons. Firstly, you wish to express your agreement or disagreement concerning a certain issue in question. Secondly, you wish to state your opinion with regard to the letters or articles that have already been published.

THE LETTER TO THE EDITOR The Structure

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

*stating reason(s) for writing
& your opinion*

BODY PARAGRAPH

Paragraph 2-3

*presenting the problem
(causes and effects) or arguments
supporting your opinion*

Paragraph 4-5

*giving suggestions or opposing
already published views*

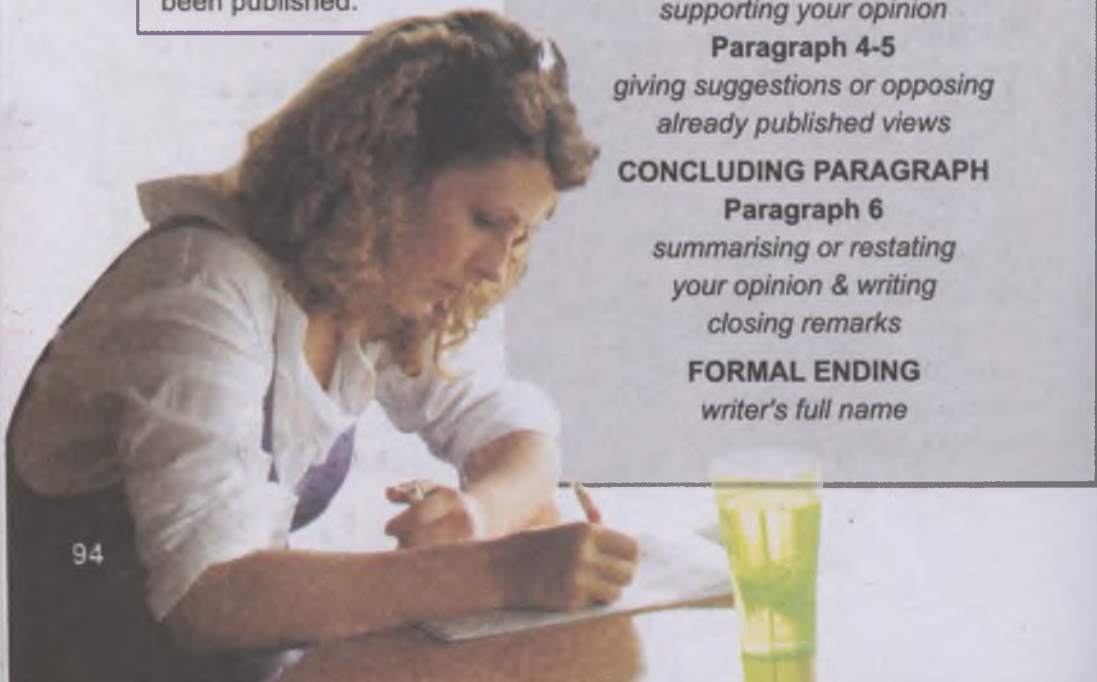
CONCLUDING PARAGRAPH

Paragraph 6

*summarising or restating
your opinion & writing
closing remarks*

FORMAL ENDING

writer's full name



1 In pairs, read the situation and match the structural elements (1-4) with the appropriate content outline notes (in A-D).

The district authorities have decided to build a new shopping arcade near the town's day-care centre. You are a local resident who strongly opposes such decision. You're going to write a letter to the editor of the *Sunderland Daily News* regarding the issue.

- 1 reason(s) for writing your opinion
- 2 your arguments + suggestions
- 3 opposing views and your counterarguments
- 4 closing remarks

- A ● financial benefits should not be the only criterion
- the long term consequences are more damaging
- B ● district authorities' decision to build a large shopping arcade near the town's day-care centre
- total disapproval
- C ● strong disagreement; local residents must be consulted
- D ● a description of the surrounding park
- a significant rise in the number of cars (accidents, pollution)
- piles of litter from nearby restaurants, bars, etc.



2 Read the letter and answer the question after it.



Dr Margaret Haster, a British psychologist who specialises in adolescence, wrote the following letter to the newspaper in response to the story of George Trimble. (See Reading on pages 75-77.)

22 Robin Hill
Sunderland
September 2011
Sunderland Daily News
Editor

Dear Sir/Madam,

I am writing to tell you that the case of George Trimble in your edition of September 14th highlights one of the major issues that faces society today.

As to a psychologist who specialises in adolescence, it is clear to me that the problems confronting young people are increasing. More teenage girls are getting pregnant and there are more single mothers. There is also a higher incidence of teenage boys dropping out of school and more gangs on streets corners. 22 percent of boys up to age 18 are reported by a school or other authority for delinquency. Moreover, suicide rates among young men are climbing and a third of teenagers suffer depression at some point.

But what are parents to do? Should they be more liberal and risk losing authority in the child's eyes? Or more authoritarian and risk alienating¹ their children so much they won't talk about their fears and concerns? Should they try to stop them having sex or encourage safe sex? It is no easy thing to find a balance between discipline and tolerance. No one seems to know what the rules are any more.

However, unless we start to address these questions as a society, and that means government, schools and parents, things will only get worse.

Yours faithfully,
Dr Margaret Haster

¹to alienate ['eɪliəneɪt] — відштовхувати

- Which of the statements below (A-C) best summarises her point of view?
 - A Parents should be more strict with their children.
 - B Parents should be less strict with their children.
 - C We don't know whether parents should be more strict or less strict with their children.

3 *In groups, discuss the following question.*

- What's your view on 'the balance between discipline and tolerance' that Dr Haster mentions? Where would you draw the line?

4 *Look back at Dr Haster's letter and answer the questions in pairs.*

- 1 The letter has four paragraphs. What is the main idea or purpose of each one?
- 2 Find examples of the use of facts to support opinions. Why does the writer use them?
- 3 Find uses of transitional phrases. Why are they used?
- 4 Find examples of rhetorical questions, i.e. questions that the writer does not expect an answer to. Why does Dr Haster use them?

5 *Margaret Haster's letter appeared in the 'Letters to the Editor' column of a newspaper. Write an answer to Margaret Haster that could be put in the column. Follow the instructions below.*

First, identify the points in the letter that you need to answer (the questions in the 3rd paragraph).

Second, write down some ideas (*you can use your ideas from the discussion above and the one on the 'Teen Terror' article at the beginning of this unit*).

Next, organise your ideas into paragraphs, making sure you have support for your opinions. Then, write your letter using paragraphs (don't forget introduction), but don't overuse them:

Finally, check your work for mistakes.

6 *a) Read the situation and make notes which will help you to write the letter. Work in pairs.*

A local newspaper has recently published a series of articles about young people. In most of the articles, young people are described as irresponsible, rude and looking only for cheap entertainment. These opinions are mainly based on a few recent incidents in the local discotheque.

You're going to write a letter to the editor expressing your disapproval not only with the editorial policy of treating the topic, but also with the perception¹ of young people.



Make notes which will help you to write the letter.

reason(s)
for writing
your
opinion

your
arguments +
suggestions

opposing
views & your
counter-
arguments

closing
remarks

b) Write a letter to the editor using your notes. Use transitional words and phrases for expressing opinion, causes, consequences / results and how to list the points. (See pages 168-169 of the Appendix: Common Transitionals in the 'English-10' textbook.)

¹a perception [pə'sepʃn] — сприйняття

VOCABULARY

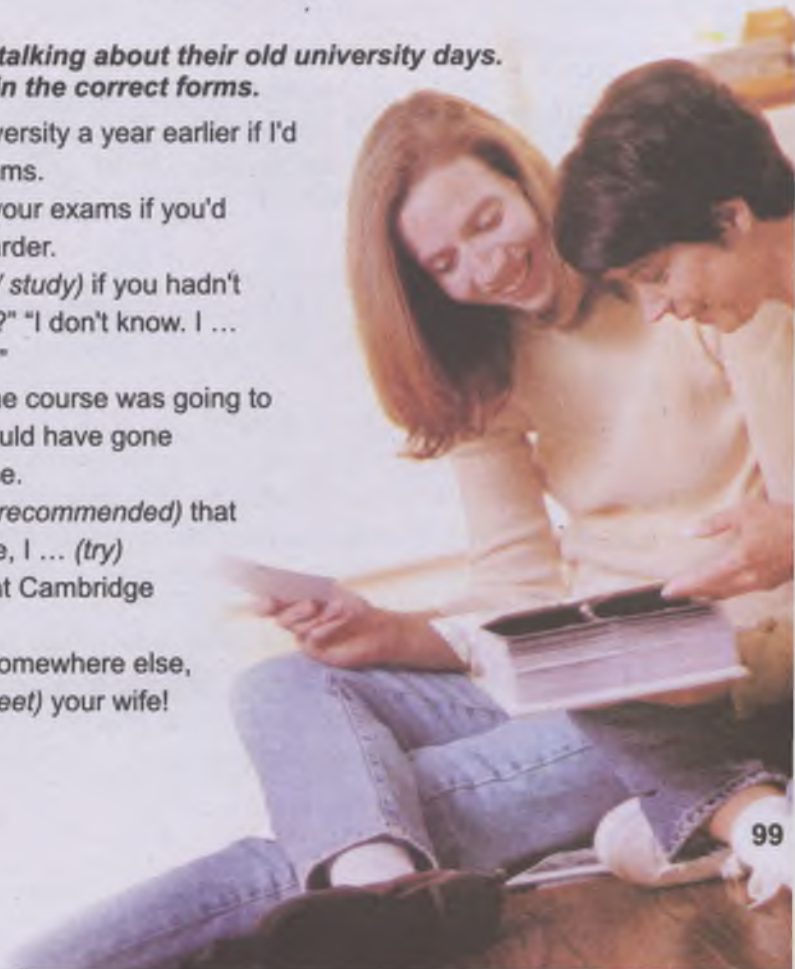
1 Match the words with their definitions.

- | | |
|-----------------|---|
| 1 an adolescent | a to say or think that someone or something is responsible for something bad |
| 2 an approach | b to do what someone in a position of authority tells you to do |
| 3 negotiation | c to attack someone in a violent way |
| 4 to assault | d a young person who is developing into an adult |
| 5 to blame | e to stop someone from doing something or to stop something from happening |
| 6 to interfere | f a method of doing something or dealing with a problem |
| 7 to obey | g to get involved in a situation that does not concern you, and try to influence what happens in a way that annoys people |
| 8 to prevent | h discussions between the representatives of opposing groups |

GRAMMAR

2 Two friends are talking about their old university days. Write the verbs in the correct forms.

- I ... (go) to university a year earlier if I'd passed my exams.
- You ... (pass) your exams if you'd worked a bit harder.
- "What ... (you / study) if you hadn't studied history?" "I don't know. I ... (study) politics."
- If I ... (know) the course was going to be so dull, I would have gone somewhere else.
- If you ... (not / recommended) that university to me, I ... (try) to get a place at Cambridge university.
- If you ... (go) somewhere else, you ... (not / meet) your wife!



LISTENING

3 Listen to the story and name in one word the person who:



- 1 started the quarrel more and more _____
- 2 began working more hours than ever _____
- 3 gathered in the television room _____
- 4 had an announcement to make _____
- 5 assured Marc that there would be no divorce _____
- 6 told Marc that they would leave their home _____
- 7 tried to fill the house with warmth and care _____
- 8 asked Mark about school _____
- 9 changed their concept about perfect family _____

READING

4 Read the article and refer the headings (A-E) to the appropriate paragraphs (1-5).

- A All we need is tolerance.
- B Parents are more tolerant nowadays.
- C Spend more time practising to produce sweet harmony.
- D You'll know about parents' love when you become a parent yourself.
- E Self-development is a great thing!

RELATIONSHIP WITH PARENTS

- 1 Do your parents love you? Whether you believe they do or not, I have no intention of trying to persuade you one way or the other. Instead, I will tell you just when you find this out for yourselves. Actually not until you become parents yourselves. Then you will know.
- 2 Mark Twain, the great American writer, used to say when he was fourteen his father was so ignorant he could hardly stand to have him around. But when he was twenty-one he was astonished at how much his father had learned in those seven years.



- 3 Today, your parents may seem to you to be people who keep on saying: "Now when I was young..." But, believe me, that is how their parents seemed to be when they were young. Today parents are, in my opinion, more tolerant of the behaviour of their sons and daughters than ever before. I wonder, however, whether you are tolerant.
- 4 I heard recently of a father who was found sitting on the front steps of his house at three in the morning by a policeman. "What are you doing here?", asked the policeman. "Oh," said the man, "I've lost my key so I'm waiting for my children to come home and let me in." But few parents stay out "partying" until the early hours of the morning. I wonder how you would feel if your parents started doing this and you had to wait up until they came in? Even if you didn't wait up for them! Would you not be asking such questions as "Where have you been? What have you been doing?" How would you react to their answers? What we all need, the young people and those who are older, is tolerance.
- 5 There are, you all know, black and white keys on a piano. Play them together thoughtlessly, without any rules, and you get discord. But if you understand music and spend some more time practising, you can, with the same black and white keys, produce sweet harmony. Why not try? You start. You'll be surprised at how quickly your people will respond.

(after Gordon Williams)



CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about family relationship
- listen and understand about the period of adolescence
- talk about generation gap and teenagers' behaviour
- discuss about the ways to improve relationship with parents
- understand and use the 3rd Conditionals
- write a letter to the editor (opinion letter)

CAN YOU ...
IN ENGLISH?

4 EATING OUT

1 In pairs, ask and answer the questions.

- 1 What kinds of food do you know? Give as many nouns denoting food as you can.
- 2 What meals do you know?
- 3 What dishes do you know? Give as many names of dishes as you can.
- 4 What is understood by a 'course'? What attributes may qualify this word?
- 5 What can be boiled?
- 6 Do we fry meat or do we roast it?
- 7 What is an omelette made of?
- 8 What are cornflakes generally eaten with?
- 9 What is the difference between fried potatoes and chips?
- 10 What kind of meal is five o'clock tea in England? Do you know other names for this meal?
- 11 What fruit do you know?
- 12 Do we roast fish? What is the way to cook it?
- 13 What food is Ukraine famous for?
- 14 Do you enjoy Ukrainian dishes?



2 Read some passages from the guidebook for foreigners in Ukraine and match the paragraphs (1-6) with the headings (A-F). There is an extra heading.

A Restaurants in the City Centre

B A Wide Choice of Drinks

C Fast Food System Is at Your Service

D Ukrainian Mineral Waters and Juices

E Enjoy the Ukrainian Cuisine

F How Much to Pay?

- 1 Restaurant business has been developing rapidly in Kyiv. As a rule, restaurants open at 11:00 and work until midnight; actually, nowadays most of

them close even later — “when the last customer is gone”. In Kyiv restaurants experienced masters of cuisine will offer you a wide choice of dishes to suit any taste. If you want to have supper at a certain restaurant, instead of eating elsewhere, it is best for you to order a table in advance. The cheapest supper will cost you about \$10. During lunchtime (from noon to 3 p.m.) many restaurants and cafes offer a so-called business lunch: a set menu at a fixed price. Business lunch prices vary between UAH 40 (\$5) and UAH 176 (\$22).

- 2 Also at your service there is a network of Ukrainian *Shvydko* restaurants of fast food which offer a choice of dishes of traditional Ukrainian cuisine: varenyky (dumplings filled with cabbage, potatoes, mushrooms, etc.), salads, beer and juices. You can also have a cheap and tasty dinner at a *Domashnia Kuhnna* ('domestic cuisine') quality food complex. If you want something more customary, you can go to a *McDonald's*, a *Mister Snack* sandwich bar or a pizzeria.
- 3 The city centre is particularly abundant in restaurants, cafes and bars. Each restaurant is noted for an original interior and a distinctive cuisine. We do hope that in our list of restaurants you will find the right one for you: American, Italian, German, French, Japanese, etc.
- 4 Ukrainian food restaurants are presented in a separate section at the top of the list. Ukrainian cuisine is rich in traditions. At restaurants specialising in Ukrainian food you will have a chance to taste the famous *Ukrainian Borshch* — a savory red-coloured soup whose ingredients are minced beet, carrots, potatoes and other vegetables. Borshch is always garnished with sour cream. As a rule, borshch is eaten with pampushky, small rolls rubbed with garlic. *Kulich* is a dish of millet¹ cooked in meat soup; lard, onion and garlic are added to the dish before it can be served. *Pechenia* is stewed pork and potatoes (to which mushrooms or vegetables can be added). This dish is served in a clay pot. *Carp in Sour Cream* is fried riverine² fish (carp)

¹millet [milit] — просо

²riverine ['rɪvərɪn] — річковий





WORD FILE

a fixed price [ˌfɪkst 'praɪs]
a quality ['kwɒləti]
abundant [ə'bʌndənt]
customary ['kʌstəməri]
distinctive [dɪ'stɪŋktɪv]
garnished ['gɑ:nɪʃt]
inferior [ɪn'fɪəriə]
interior [ɪn'tɪəriə]
minced ['mɪnst]
relatively ['relətɪvli]
rapidly ['ræpɪdli]

with sour cream sauce. Also very tasty is *Chicken Kyiv*, chicken rissoles fried in dough rolled in breadcrumbs. Of the many *hors d'oeuvres*¹ a good choice is cold pork, usually served with side dishes of vegetables. Coming to the sweets we would recommend *Cherry varenyky*, an old Ukrainian dish. They are delicious, especially when served with cream.

- 5 In addition to dishes, you can order Ukrainian-made drink. Excellent wines (red as well as white; dry as well as stronger) are manufactured by such companies as *Zolota Amphora* (Dnipropetrovsk), *Koktebel* and *Maharach*. Ukrainian beer — *Obolon*, *Slavutych*, *Chernihivske*, *Lvivske* is also just as good as the European brands. We also recommend you to taste Ukrainian-made juices such as *Halychyna*, *Sandora* or *Smak*. Not inferior to *Fanta* or *Sprite* are Ukrainian nonalcoholic drinks *Rosynka-Ginseng*, *Zhyvchyk-Apple* or *Zhyvchyk-Lemon*. Good at refreshing and quenching thirst are mineral waters

Obolon, *Sofia Kyivska* and *Bon Aqua*. There is a wide choice of medicinal mineral waters as well: *Myrhorodska*, *Morshynska*, *Truskavetska*, *Poliana Kvasova*, etc.

¹hors d'oeuvres [ɔ.'dɑ:v] — (фр.) закуска

3 Read the text again and say if the statements below are true or false.

- 1 Most of the restaurants work 24 hours a day in Kyiv.
- 2 Business lunch is a set menu at a fixed price.
- 3 *Domashnia Kuhnia* is a very expensive restaurant.
- 4 Ukrainian food restaurants are located in the city centre.
- 5 *Pechenia* is served in a clay pot.
- 6 Ukrainian beer is not worse than other European brands.
- 7 *Fanta* and *Sprite* are Ukrainian-made juices.



4 Read the advice and use the questions below to discuss it in groups.

HAVING MEALS AT A RESTAURANT

Choosing a meal can be a problem sometimes because dishes are called unknown foreign names. Do not guess — ask the waiter to help you.

Don't let the number of knives, forks and spoons confuse you. It is simple enough — use them in the order in which they are laid; the 'place settings' picture (diagram) on the right will help you.

Place settings:

- 1 napkin;
- 2 plate;
- 3 bread and butter plate;
- 4 water glass;
- 5 wine glasses;
- 6 cup and saucer;
- 7 fork and knife for the fish;
- 8 fork and knife for the main (meat) course;
- 9 butter knife;
- 10 fork for dessert;
- 11 spoon for dessert;
- 12 spoon for soup.



- Why may choosing a meal be a problem?
- What is the best way to find out the name of unknown dish?
- What would you like to take for breakfast (lunch, dinner)?
- Describe the place settings diagram.

5 a) *Work in pairs. Look at the menus below and guess where they come from (1-4).*

1 a pizzeria

2 a business-class flight

3 a British pub

4 a fast-food restaurant

Menu 1

HUNGARIAN GOULASH WITH RICE

SPAGHETTI CARBONARA

COD, CHIPS AND PEAS

ROAST LAMB WITH ROAST POTATOES,
PEAS AND CARROTS

CHICKEN CURRY AND RICE

CHEESEBURGER, CHIPS AND SALAD

VEGETARIAN TERRINE MADE WITH
GOAT'S CHEESE AND AUBERGINES

RANGE OF SANDWICHES AND SALADS



PLEASE PAY FOR YOUR FOOD
WHEN YOU ORDER AT THE BAR.

Menu 2

Appetisers

Main course

Chicken stuffed with ricotta
cheese served with ratatouille

Salmon and tuna bake served
with béchamel sauce

Dessert

White chocolate mousse
with orange segments

A range of wines, minerals and
spirits are available from the bar.

b) *Work in pairs. Look at the menus again and say what you would order to eat in each place. Explain your choice.*

6 *Match the dishes with the appropriate ingredients.*

1 Hungarian goulash is made with

2 Ratatouille is made with

3 Ratafia is made from

4 Pasta is made from

5 A seafood cocktail is served with

6 Hamburgers are often served
with

a a mayonnaise dressing

b beef and vegetables

c almonds

d tomatoes and lettuce

e flour, eggs and water

f red peppers, aubergines
and courgettes


VOCABULARY POINT
food, dish or meal?

food — something that people and animals eat or plants absorb to keep them alive: *baby food. There was lots of food and drink at the party.*

dish — food prepared in a particular way as part of a meal:
a chicken / vegetarian dish

meal — an occasion when food is eaten, or the food which is eaten on such an occasion: *I have my main meal at midday.*

You must come round for a meal sometime.

1 Choose 'food', 'dish' or 'meal' and complete the sentences.

- a good part of the (1) food grown here is used in the school's daily (2) ...
 b The (3) ... cooked here includes a range of (4) ... from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables.
 c Today's midday (5) ... consists of home-made pesto and tomato sandwiches.

2 Match the verbs with the phrases. Use a dictionary to help you.

- | | |
|---------------|--|
| 1 made with | a cook in an oven without using oil or fat |
| 2 range of | b list of ingredients in a dish |
| 3 stuff with | c accompanies a main dish |
| 4 roast | d fill with something |
| 5 bake | e cook in oil or fat in an oven or over a fire |
| 6 served with | f number of similar things |

3 Complete the text with the words from the box.

choice, vegetarian, food, Japanese, restaurants, request

French food is one of the reasons a great many people come to Paris but there are other types of (1) ... as well. Two Chinatowns, one near Belleville and the other south of the Place d'Italie, have excellent (2) ... In the Belleville area you are spoilt for (3) ... as there are also many Algerian, Tunisian and Moroccan restaurants. But if you are looking for (4) ... food there is very little choice, although there are some good places in the Opera quarter.

There are a few (5) ... restaurants in Paris although North African establishments will serve you couscous ['ku:sku:s] without any meat. However, you can get a good salad from many restaurants and many, if not most, cafes will make you a vegetarian dish on (6) ... if you are prepared to wait some more time before you eat.

GRAMMAR
POINT

REPORTED SPEECH (Revision)

When we report what someone has said, we can:

- 1 repeat their exact words:

Doctor described Mr G's condition as a 'non-life closer to death'.

- 2 report what they said:

*Alison Clarke said that **the Government should intervene immediately.***

- 3 report the idea of what they said using a reporting verb:

*Brutus decides to **explain** why Julius Caesar had to be killed.*

*Don Quixote was still **recommended** ...*

*He was **threatened** with death and torture.*

- If you want to report a **statement**, you use a 'THAT-clause':

*Alison Clarke said **that** the Government should intervene immediately.*

Note: 'that' can be omitted.

- If you want to report a **question**, you use an 'IF-clause' or a 'WH-clause':

*We asked three people **what** they thought.*

*We asked them **if** they thought they had made the right decision.*

Note: there is no inversion.

- If you want to report an **order**, a **request** or a **piece of advice**, you use a 'TO-clause':

*She told him **to go** away.*

*He asked her **to come** in.*

1 Choose the correct verb form.

- 1 Jane told me that she (**had been / was**) there the day before.
- 2 He asked me if I (**would / will go**) to the concert with him.
- 3 My family wanted to know when (**had I seen / I had seen**) him.
- 4 He says that he always (**drinks / drank**) two cups of coffee in the morning.
- 5 My sister said that she (**ate / eats**) her lunch at noon.

2 Rewrite the sentences in reported speech.

- 1 "Take these bags, please!" she asked me.
She asked me to take those bags.
- 2 "When did you paint this room, yesterday or last week?" my parents inquired.

- 3 "Were you sitting in a pub when the accident happened?" she asked.
.....
- 4 "We have never tried any drugs," they claim.
.....
- 5 "They are going to assess our written exams tomorrow," said a student.
.....

3 **Turn the sentences into direct speech.**

- 1 My class mistress wanted to know what I had done during the last lesson.
"What have you done during the lesson?" my class mistress asked.
- 2 Tom says that they didn't call him so he hasn't done it.
.....
- 3 She told me that her grandpa took a spoon of honey every single morning.
.....
- 4 She reported that they were planning a trip to Paris the following week.
.....
- 5 She wondered if those were his best paintings.
.....



4 a) **Look at the following sentence patterns of reporting verbs.**

Verb + Gerund

He enjoys travelling.
(admit, deny, suggest)

Verb + Preposition + Gerund

They insisted on going.
(apologise for)

Verb + Object +

Preposition + Gerund

She accused him of stealing.
(accuse, blame, congratulate)

Verb + Infinitive

They wanted to stay.
(refuse, threaten, offer, promise)

Verb + Object + Infinitive

He told her to go.
(advise, invite)

Verb + (that)

She said that...
(admit, deny, promise, suggest, threaten)

b) **Now use the above patterns to report the following statements. The necessary verb is in brackets at the end of the prompt.**

- 1 Daniel (to Gerry): You've passed the test. Well done. (*congratulate somebody on something*)
- 2 Emma (to Jim): It's your fault this happened. (*blame somebody for something*)

- 3 *Stewart*: Shall I help? (*offer*)
- 4 *Dorothy*: I'll give it back. (*promise*)
- 5 *Max*: I didn't do it! (*deny*)
- 6 *Patrick* (to *Linda*): Come over for dinner. (*invite*)
- 7 *Peter*: Why don't we all go to the cinema? (*suggest*)

5 a) Read the text and make up a dialogue by transforming the sentences into direct speech. Dramatise the dialogue in pairs.

After having entered a cafe a customer asked a waiter if he might sit in a certain place. The waiter offered him to sit in any place he preferred including the one he asked about. The customer asked if he could see the menu. The waiter gave him the menu and asked if the customer would make an order immediately. The customer agreed and explained that he was short of time. He pointed out at some of the dishes on the menu saying he would like them to have. For not to make a mistake the waiter repeated the dishes again and asked the customer to confirm his order.

b) Report the dialogues.

A

Paula: Here we are. Dinner's ready. Come to the table, everybody.

Donna: Thank you, Paula. Everything looks wonderful, and it smells delicious, too.

Paula: I'll put the salad in the middle of the table. Shall I serve you?

Donna: No, that's all right. We can help ourselves. Sit down and relax.

Paula: Peter, would you pour some juice, please? Ken, help yourself to vegetables, too.

B

Waiter: Welcome to the restaurant, folks. What'll it be?

Harry: What do you recommend?

Waiter: Well, the crab salad's always a big hit.

Harry: Susan, would you like the crab salad?

Susan: I'd love the crab salad.

Harry: Michelle, would you like to try the crab salad, too?

Michelle: OK.

Harry: We'll have three crab salads and a bottle of lemonade.

Waiter: Help yourself to celery and carrots and other vegetables.



1 **Speak on the following questions in pairs.**

- Which kind of restaurants do you like to go to?
 - expensive restaurants
 - small, local restaurants
 - family restaurants
 - fast food restaurants
 - self-service restaurants
- What do you usually have to eat when you go out for a meal?



WORD FILE

- a bistro ['bi:stɹəʊ]
- a dressing ['dresɪŋ]
- a reservation [ˌrezə'veɪʃn]
- staff [stɑ:f]
- veggie ['vedʒi]
- sophisticated [sə'fɪstɪkətɪd]
- undercooked [ˌʌndə'kɔkt]

2 a) **Listen to a man's story about his visit to a restaurant and tick (✓) the information that he provides.**

- a when he went
- b what the weather was like
- c how he was dressed
- d what he did before going to the restaurant
- e how often he goes there
- f what his friend ate
- g how much he paid for the meal
- h what his friend thought of the meal

b) **Listen again and describe your own experience.**

- You should say:
- where you ate
 - who you went with
 - what you ate
 - explain how you felt about the experience



3 a) Listen and choose the right word for each item of the review.



The Big Bistro
 Atmosphere Good / Average / Poor
 Service Good / Average / Poor
 Food quality Good / Average / Poor
 Value for money ___ / 10

Sala Thai
 Atmosphere Good / Average / Poor
 Service Good / Average / Poor
 Food quality Good / Average / Poor
 Value for money ___ / 10

b) Copy the form below. Listen again and complete the food critic's notes.



The Big Bistro
 Atmosphere: quite *sophisticated*
 Staff: ...
 Service: very ...
 Food: ... (tuna salad ..., steak rather ..., potatoes ...)
 Total cost: ...

Sala Thai
 Atmosphere: ... and ...
 Staff: very ...
 Service: ...
 Food: absolutely ... (soup very ..., fish very ...)
 Total cost: ...



4 a) Read the questions and think when a waiter might ask each question (a-h): before or during the meal?

- a Can I take your coat?
- b Is everything OK with your meal?
- c Are you ready to order?
- d Would you like anything to drink first?
- e Here's your main course ... the steak?
- f Have you made a reservation?
- g Would you like some more wine?
- h Can I get you any dessert?

b) Write each question in a proper column.

Before the meal	During the meal

c) Match each question above with a reply below.

- 1 f *Have you made a reservation?*
Yes, I've booked a table for eight o'clock.
- 2 ...
No, thank you. I'll keep it with me.
- 3 ...
Oh, yes, please. It's very nice.
- 4 ...
Yes, it's wonderful, thank you.
- 5 ...
Not yet. Can we have a little more time?
- 6 ...
Not for me, thank you. I'm full.
- 7 ...
Oh, it looks lovely. Thank you.
- 8 ...
Yes, please. I'll have an orange juice.

1 In pairs, speak on the following items.

- 1 Do you always have dinner at home or do you sometimes eat out?
- 2 What do you usually order for the main course (dessert)? What do you usually drink?
- 3 Are national dishes served in restaurants?
- 4 What is the difference between a regular and a self-service restaurant? Which is generally less expensive?
- 5 Why are many self-service cafes opened throughout the country nowadays?

2 Read and dramatise the conversation in a group of three.

Waiter: We have a few specials on the menu this evening. First there's a lovely pepper steak: served with beans and potatoes. And we have a delicious shrimp dish in garlic sauce served over rice.

Eva: Which one would you recommend?

Waiter: I think the steak is the best thing on the menu.

Eva: OK, I'll have that then.

Waiter: How would you like your steak?

Eva: Medium rare.

Waiter: Anything to drink?

Eva: What kind of beer do you have on tap?

Waiter: Miller, Bud and Coors.

Eva: A Bud, please.

Waiter: Sure.

Eva: Actually, I'd rather have carrots and beans with my steak.

Waiter: I'll check with the chef, but I'm sure that won't be a problem.

Eva: Great.



WORD FILE

a customer ['kʌstəmə]

nutritions [nju'triʃnz]

a passion ['pæʃn]

canned [kænd]

enthusiastic [ɪn,θju:zi'æstɪk]

beforehand [bɪ'fɔ:hænd]

(A little later.)

Waiter: Would you like some coffee or dessert?

Martin: I could go for some coffee. And you?

Eva: Nothing for me, thanks.

Waiter: American coffee, sir?

Martin: I'd rather have cappuccino. And the check, please.

Waiter: Right away.



3 In pairs, study the menu below and answer the questions.

- 1 Do they serve canned soups, or do they make them here?
- 2 Can you describe a shrimp scampi¹ in your own words? A chef's salad?
- 4 When do you eat hors d'oeuvres?
- 5 What comes with the dinners?
- 6 Which dinner comes with something instead of potatoes?
- 7 How many desserts do they serve here?
- 8 How can you find out about the desserts?
- 9 How can you find out about the wines they serve here?

MENU



APPETIZERS

Shrimp Cocktail	\$ 4.75
French Onion Soup	\$ 3.50
Pate	\$ 3.50
Melon (in season)	\$ 2.50
Smoked Salmon	\$ 4.50
Tomato Juice	\$ 2.00
Avocado with Shrimp	\$ 5.25

ENTREES

Veal (in cream sauce with brandy)	\$ 11.95
Chicken (fried in breadcrumbs)	\$ 8.95
Steak (in red wine sauce with mushrooms)	\$ 10.95
Shrimp Scampi (with tomato and garlic sauce)	\$ 11.95
Roast Beef (with gravy)	\$ 10.95

SALADS

Mixed	\$ 3.50
Spinach and Bacon	\$ 2.50

VEGETABLES

Cauliflower	\$ 2.00
Brussels Sprouts	\$ 2.00
Green Beans	\$ 1.00
Peas	\$ 1.00
Carrots	\$ 1.00
Spinach	\$ 1.50
Potatoes — boiled, baked or French fried	\$ 1.50

DESSERTS

Raspberries with cream	\$ 4.95
Chocolate Mousse	\$ 3.95
Ice Cream Parfait	\$ 2.95
Hazelnut Cake	\$ 3.95

WINES

Red

Cabernet Sauvignon (California)	\$ 18.00
Bardolino (Italy)	\$ 10.00
Beaujolais (France)	\$ 12.00
Rioja (Spain)	\$ 9.00

White

Pinot Chardonnay (California)	\$ 18.00
Soave (Italy)	\$ 9.00
Graves (France)	\$ 13.00
Mosel (Germany)	\$ 10.00

¹shrimp scampi [ʃrɪmp 'skæmpi] — креветки з часниковим соусом

4 SPEAKING

EATING OUT

4 *Role-play the situation in a group of four. Use the phrases from the box.*

Students A and B, you are customers. Ask about the dishes on the menu and decide what to have. Unfortunately, the meal and the service are not very good, so you will need to complain.

Student C, you are a waiter. Welcome your customers. Explain the dishes on the menu, take their order and serve the food.

Student D, you are a manager. Deal with any problems and try to keep the customers happy!



USEFUL PHRASES

Eating Out

Things you can say

- I've booked a table for eight o'clock.
- Can we have a little more time?
- For starter I'd like ...
- Oh, it looks lovely! Thank you.
- I'll have an orange juice.
- Can I have the bill, please?
- No, I'll pay. Really, I insist.
- Sorry, but I've been waiting for my main course for twenty minutes.
- Excuse me. I'm afraid I don't like this wine. I think it might be corked.
- I think this bill is wrong. I've been charged too much.

Things you might hear

- Follow me, please.
- Are you ready to order?
- And for main course?
- Would you like anything to drink?
- Would you like dessert?
- This is our house special.
- No, you paid last time. Let me get it.
- I'll get you another one right away.
- I'll find out what's happened to it. I forgot to mention it.

5

Do the individual project. Prepare a traditional menu with English translations for a restaurant in your town or area.

- 1 a) Complete the tour guide information with the words from the box.

baked, fried, garnished, grilled, served, steamed, sliced, poached

WHAT TO EAT IN PARIS

The French national passion for good cuisine makes eating out one of the greatest pleasures of a visit to Paris. Everywhere in the city you see people eating — in restaurants, bistros, tea salons, cafes and wine bars.

Most restaurants serve French food but there is a range of Chinese, Vietnamese and North African eateries in many areas as well as Italian, Greek, Lebanese and Indian places.



Croissants

These flaky pastry crescents are eaten freshly-(1) baked for breakfast.



Moules Marinieres

Mussels are (2) ... in a garlic-flavoured wine stock.



Coquille Saint-Jacques

Scallops are classically cooked with butter with (3) ... mushrooms in white wine, lemon juice and butter.



Andouillettes à la Lyonnaise

These sausages made from pork intestines are (4) ... or fried and served with onions.



Noisettes d'agneau

Small tender lamb cutlets are (5) ... in butter and (6) ... with a variety of garnishes.



Oeufs en cocotte à l'Estragon

A tarragon-flavoured sauce is poured over (7) ... eggs.



Escargot

à la Bourguignone
Cooked snails are replaced in their shells and (8) ... with lemon.

b) *Work in pairs. Find out which of the above dishes your partner would or wouldn't like to try and why.*

2 *Use the reporting verbs in brackets to report the following statements.*

- 1 *Robert: I'll tell the teacher! (threaten)*
- 2 *James (to Cheryl): You should see a doctor. (advise)*
- 3 *Charles (to Ben): No, I won't lend you my Walkman. (refuse)*
- 4 *Michael: I'm sorry I broke the window. (apologise)*
- 5 *Colin: Yes, I did go out with Jennifer on Saturday. (admit)*
- 6 *Mark (to Eliza): You've taken my pen! (accuse)*

3 *Work in pairs. Complete the dialogue with the sentences below (a-f) and dramatise it.*

Ron: Do you want an appetiser?

Linda: Hmm. I think I'll have a shrimp cocktail. I'm crazy about shrimp. What about you?

Ron: I'm not sure. I can't decide.

Linda: Oh, if I were you, I'd have smoked salmon. You always say you like smoked salmon, and you haven't had any for a long time.

Waiter: ...

Ron: Yes, one shrimp cocktail and one smoked salmon, please.

Waiter: ...

Ron: Well, we can't decide between veal and chicken.

What do you recommend?

Waiter: ...

Linda: Yes. Some zucchini, some carrots, and some boiled potatoes.

Waiter: ...

Linda: Bring me a mixed salad with the entree, please.

Waiter: ...

Linda: Can we order that later?

Waiter: ...

- a Both are good, but if I were you I'd have the veal. It's the speciality of the house. What would you like with the veal? Maybe some vegetables?
- b Of course.
- c Are you ready to order now?
- d Fine. And the entree?
- e All right. Do you want a dessert?
- f And a salad?

- 4 Think of three popular Ukrainian dishes and prepare a description of them for foreign guests. Follow the Useful Tips.

The following phrases are useful when explaining dishes.

USEFUL TIPS 

- name the dish
Pollo al ajillo ...
- name the main ingredient and how it is prepared
is fried chicken ...
is made with ...

- say how it is served
served with white wine or garlic
comes with a salad
- always sound enthusiastic when recommending dishes
It's served with a delicious white wine sauce.
The chicken is our house speciality.

5 Work in groups.

a) Read the information and discuss the problem.

"One man's meat is another man's poison," one English proverb says. There is a wide range of nutritious foods in the world. However, eating habits differ from country to country. In some societies certain foods are taboo. An eccentric millionaire once invited guests from several countries to a banquet and offered them the menu below. All the foods are popular in some parts of the world, but are not eaten in others.



b) Look at this menu and answer the questions on page 120.

STARTERS

- Snail
- Frogs' legs
- Pigs' feet
- Shellfish
- Caviar
- 100-year-old eggs
- Tripe (cow's stomach)
- Black pudding (made from blood)

SOUPS

- Bird's nest soup
- Shark fin soup
- Sea-weed soup

FISH

- Jellied eels
- Octopus

DESSERT

- Chocolate-covered ants
- Salad of flower petals

MAIN COURSES

- Brains
- Whole stuffed camel
- Grilled songbirds
- Roast snake
- Bat stew
- Horsemeat
- Kangaroo
- Whale
- Roast dog
- Pork
- Beef
- Lamb
- Veal



USE YOUR ENGLISH

- 1 If you had been there, which items could you have eaten?
- 2 Which items would you have eaten?
Which items couldn't you have eaten? Why not?
- 3 Do you know which countries they are popular in?
Would you eat them if you were starving?
- 4 What unusual things are eaten in Ukraine?
How do you make it one of our national dishes?



6 **Role-play the situation in groups.**

One of you is a restaurant waiter. The waiter greets the customers, presents the menu and takes their orders. The other students are the restaurant customers.



- 7 a) **Read the magazine article. Seven sentences have been taken out of it. Complete the text with the appropriate sentences (A-H) after the article. An example (0) has been done for you at the beginning. There is an extra sentence that you do not need.**

MEAT IS MURDER?

A vegetarian is a person who doesn't eat meat. This also includes fish. A vegan, on the other hand, does not eat any kind of animal produce, such as butter, eggs, milk or even honey. (0) In addition, they also avoid using other animal products like leather.

About five percent of the British population is believed to be vegetarian, while only one in four hundred is vegan.

People become vegetarians for many reasons. Some people simply dislike the taste of meat.

(1) ... They point to the overcrowded conditions that chickens, for example, are kept in. It is also argued that vegetarianism is healthier. (2) ... One of the main reasons for this is that they consume less animal fat.

Another health reason for being a



vegetarian is the number of recent diseases connected with animals killed for food. (3) ... Vegetarians point to modern-day food scares such as 'mad cow's disease' or 'bird flu' to support this view.

(4) ... For instance, vegetarianism is one of the central beliefs of Hinduism. In fact, most of the planet's vegetarians are Hindus and live in India.

Of course, there are also strong arguments against vegetarianism.

(5) ... In addition, many animals are killed in the production of food other than meat. For example, small animals like mice are frequently killed during the harvesting of crops such as corn.

Does this mean that we shouldn't eat bread?

However, if you are going to become a vegetarian, there are some issues that you need to consider beforehand. In particular, it is potentially unhealthy to stop eating meat.

(6) ... Therefore it is important that you eat other types of food which can replace meat in this respect, such as nuts, beans and lentils¹.

The Traditional Healthy Vegetarian Diet Pyramid



- A A few also say that meat just tastes great.
- B First of all, humans have evolved to eat meat, so it can be seen as a natural part of our behaviour.
- C** In addition, they also avoid using other animal products like leather.
- D Not eating meat, so the argument goes, reduces such risks.
- E Others believe that keeping and killing animals for food is cruel.
- F People who follow a vegetarian diet are often fitter, have lower cholesterol levels and are less likely to have weight problems.
- G Some people, though, are vegetarians for religious reasons.
- H This is because it is rich in protein, which is a vital part of a balanced diet.

¹lentil ['lentil] — сочевица

b) Think and answer, then write arguments for and against a vegetarian diet.



FOR

.....

What do you think of vegetarian diets?
 Is it possible for everyone to follow such a diet? Is it necessary to do so?
 Should a person check with his or her doctor first if it is advisable to do so or not?



AGAINST

.....



8 Read about the problem. Divide into two groups and hold a debate.

Fast Food Restaurants have become very popular. But not everyone thinks they are a good idea. Here are some arguments in favour and against fast food restaurants. Which views do you support? Can you think of any more 'for' and 'against'?

FOR

- The service is very quick.
- The restaurants are usually very clean.
- The atmosphere is informal.
- Fast food restaurants are the same everywhere, so you know exactly what you want.



AGAINST

- The food contains a lot of fat and is unhealthy.
- The food is not cheap, especially for young people.
- The restaurants create much litter.
- The material which is often used for fast food cartons takes centuries to decay and contains dangerous elements.



9 Do the group project. Prepare information about restaurants in your town or area and organise it in a table.

WRITING POINT



Reports

Reports are formal pieces of writing about a specific person, place, event, plan, etc. They are always directed to others usually in written form in response to their request to provide information.

- Reports can take the form of:
- 1 an **assessment report**
 - 2 a **proposal report**
 - 3 a **survey report**

Include the following information before you start the report:

To (*whom the report is addressed*)

From (*whom the report comes*)

Subject (*of the report*)

Date (*when it was written or sent*)

1 **Guess and match the parts of a report (1-3) with their contents (a-c).**

- | | |
|-------------------|--|
| 1 An Introduction | a summarises the presented information and may offer an opinion or some suggestions |
| 2 A Body | b points out the content and the objective of the report |
| 3 A Conclusion | c presents the detailed information relevant to the topic (+ headings for different parts of a report) |



USEFUL PHRASES

● **beginning reports**

The purpose / intention / aim of this report is to ...

This report contains / examines / assesses / evaluates /

discusses / presents ...

This is a report concerning / regarding the topic / subject of ...

As requested, this report ...

● **ending reports**

To conclude / To sum up ...

In conclusion ...

I / We conclude / recommend / suggest / ...

On the whole ...

2 a) Get some useful information and discuss it in small groups.

An **assessment report** presents and assesses the positive and/or negative aspects of the topic which is under discussion. In the final paragraph you may include your opinion or suggestions.

An assessment report consists of:

- **an introduction** in which you state the content as well as the aim of the report;
- **a body** in which you present the positive and/or negative aspects of the topic (in more extensive reports you might want to group them under different subheadings);
- **a conclusion** which is basically a summary of the presented information where you may also want to express your opinion or give some suggestions.

Very often when you write an assessment report you are also asked to write a proposal report. It contains plans, suggestions and recommendations about which course of action is to be taken in the future. Of course, a proposal report must be approved by the people who have requested the report.

Besides expressions how to begin / end a report, you may find the following phrases for expressing recommendation(s) also useful.

● recommendation

I / We recommend / suggest (that) ...
My / Our recommendation is ...
It would be advisable to ...

b) In pairs, analyse the plans for writing both types of the reports and speak on the difference between them.

To:
From:
Subject:
Date:

INTRODUCTORY PARAGRAPH

Paragraph 1

presenting the content and the aim of the report

BODY PARAGRAPHS

Paragraph 2-3¹

detailed presentation of assessment of the positive/negative aspects of the topic in separate paragraphs

CONCLUDING PARAGRAPH

Paragraph 4

summarising the presented assessment and expressing your opinion or giving suggestions

To:
From:
Subject:
Date:

INTRODUCTORY PARAGRAPH

Paragraph 1

presenting the content and the aim of the report

BODY PARAGRAPHS

Paragraph 2-3

detailed presentation of suggestions or recommendations in separate paragraphs (+ reasons & justifications)

CONCLUDING PARAGRAPH

Paragraph 4

summarising the presented proposals and, if needed, stating your opinion and choosing the best proposal

3 In groups, read the situation and analyse the information on page 126.

You are a teacher of English in a secondary school. You have decided to take a group of your students to England not only to improve their knowledge of English, but also to introduce them to the customs and the way of life in England.

Before taking your students for a three-weeks' course you decide to visit and check the college your students have chosen to stay at.

This is the report that will be presented to the students' parents at the meeting prior to the final decision being made.



¹The number of paragraphs depends on the number of aspects you want to present.

St James's Languages International

SUBHEADINGS	GOOD POINTS	BAD POINTS
PRICE	<ul style="list-style-type: none"> ● everything included (transportation, accommodation) 	<ul style="list-style-type: none"> ● relatively expensive (£ 1,700)
LOCATION	<ul style="list-style-type: none"> ● Greenfield (a small town near London — only two hours by train) ● typical English town — cinemas, local theatre, shopping centre, town library, museum, pubs 	<ul style="list-style-type: none"> ● short distance from London (students can go on their own) ● drinking in local pubs (owners are not too strict)
COURSE(S)	<ul style="list-style-type: none"> ● safe for young people ● courses in general English, specialised courses as well ● small groups (up to 10 students) ● 5 classes a day (25 per week) 	<ul style="list-style-type: none"> ● students have the option of taking only morning classes ● afternoon classes could be easily changed into sports activities ● students do their assignments unsupervised
COLLEGE FACILITIES	<ul style="list-style-type: none"> ● excellent academic facilities (college library, computer rooms, study rooms) ● superb sports facilities (swimming pools, play-grounds, tennis courts...) 	<ul style="list-style-type: none"> ● renting sport equipment must be paid extra
ACCOMMODATION	<ul style="list-style-type: none"> ● a choice between a residential course or staying with a family ● food provided in a college canteen (3 meals) 	<ul style="list-style-type: none"> ● some families allow too much freedom to students ● students might not be accustomed to canteen food
EXCURSION(S)	<ul style="list-style-type: none"> ● a whole day trip to London ● a whole day trip to Oxford and Stratford-on-Avon 	

I As requested, the purpose of this report is to assess the suitability of St James's Languages International as a summer language school.

J St James's Languages International

K Excursion(s)

The course also includes two one-day visits to London and Oxford. On these two trips students will be accompanied by their teachers. Excellent local guides are provided as well.



5 Read the situation and write a report following the instructions.

You have noticed that the number of students eating junk food during the breaks in your school is increasing. You have spoken to some members of the Students' Council. They have decided to launch a campaign called 'Teenagers for Healthy Food'. You have been asked to contribute by writing a report with suggestions for a more balanced diet.

1 Write a report and make you include the following information:

- the harmful effects of junk food on students' health
- alternative healthier diets
- how to start changing their eating habits
- how this change will have beneficial effects on their health

2 Write 200-250 words.

- use clear headings to help the reader to follow your report easily (introduction, recommendations, conclusion)
- divide your report into short sections (paragraphs)
- state your ideas clearly and directly (see 'Useful Phrases' on page 123)
- use traditional words / phrases (stating aims; giving reasons, making recommendations, conclusions)

3 Check.

- a check if the task is completed
- b check if the layout / organisation is appropriate for the task
- c reread your report and check for mistakes (grammar, vocabulary, spelling, punctuation)
- d check the number of words



VOCABULARY

- 1 Complete each sentence choosing a correct word 'food', 'dish' or 'meal' in a correct form.
- I'm quite surprised but I'm really enjoying English ...
 - Moussaka is one of the most delicious ... you can eat in this country.
 - The cost of your holidays includes two ... a day: breakfast and dinner.
 - When I visit you I could cook a ... that is from Ukraine.
 - The ... in my country is delicious.
 - Too many people eat ready ... which they buy from supermarkets.
 - It's difficult not to cook good ... when the ingredients are so fresh.
 - I've got such a little food in the house that I think we'd better go out for a ...

GRAMMAR

- 2 Choose the correct verb form to complete each sentence.
- The boss ordered them (to not go / not to go) home until the job (was / is) done.
 - My friend says that he (has been working / had been working) for that company since 1996.
 - Joanna told me that she (didn't want / doesn't want) anything from me.
 - She reported that they (were having / had) dinner then.
 - They told me that they (had read / have read) that novel the year before.
 - The class repeated that they (had made / have made) up their mind and they (were going to travel / would travel) to Spain.
 - She asked me if (had I seen / I had seen) him.
 - He wanted to know what (was I doing / I was doing) that night.

LISTENING

- 3 Listen to two people ordering food and answer these questions.

- What do they order to drink?
.....
- Have they been to this restaurant before?
.....
- What starters do they order?
.....
- For what reason does Peter choose his starter?
.....
- What main courses do they order?
.....



CHECK YOUR SKILLS

6 What special request does Mary make?

.....

7 What is a *choron* sauce?

.....

8 What are they going to have to drink with their meal?

.....

READING

- 4 Read about a restaurant and choose the correct item (a-d) on page 131 to each question below.



BENIHANA

Average cost	£30 per head
Set lunch from	£8.50
Set dinner from	£14
House wine (bottle)	£12



Freshly cooked Japanese food and the theatrical performances by the chefs make this establishment very entertaining.

Watch the way your meat, fish and vegetables are chopped, thrown around and chargrilled by the chefs. Take your kids to see this spectacle. Adults will have fun, too.

The menu is made up of mainly teppaniaki-style complete meals.

Dinners sit around a hotplate (hibachi) table for eight. Each table's chef brings in the ingredients and theatrically prepares the food. He then serves it, freshly cooked and steaming hot.

Prices aren't cheap, but such as the tuna fillet steak, the Benihana Regal, which includes king prawns and hibachi steak with mushrooms, offer good value for money.

The clientele consists mainly of families and noisy parties. On Sunday lunchtimes under-tens get their own menu which includes a selection from chicken, steak and pasta meals.

- 1 What type of restaurant is the Benihana?
 - a) Chinese
 - b) Indian
 - c) English
 - d) Japanese
- 2 How much does an evening meal chosen from the menu usually cost?
 - a) £8.50
 - b) £12
 - c) £14
 - d) £30
- 3 Which of these groups cannot reserve the private dining room?
 - a) a family group of eight
 - b) ten people having a business lunch
 - c) an office party of twenty people
 - d) six people celebrating a friend's birthday
- 4 How many people can sit together at the hibachi table?
 - a) eight
 - b) ten
 - c) twelve
 - d) sixteen
- 5 The food is prepared and cooked in the ...
 - a) dining room and served by the waiters.
 - b) dining room and served by the chefs.
 - c) kitchen and served by the waiters.
 - d) kitchen and served by the chefs.
- 6 When is the children's special available?
 - a) every lunchtime
 - b) all day Sunday
 - c) Sunday lunchtime
 - d) all weekend


BENIHANA

CAN YOU ... IN ENGLISH?
 — Yes, I can.

- read and understand about food and dishes
- listen and understand about different types of restaurants
- talk about eating out
- make an order in the restaurant
- discuss about healthy food
- understand and use reported speech
- write a report

**CAN YOU ...
IN ENGLISH?**

1 a) Read the poem and discuss the questions after it in pairs.

BARE NECESSITIES

THERE IS LITTLE I NEED TO SURVIVE:

SOME AIR, SOME FIRE, SOME WATER, TOO,
FOUR WALLS, A ROOF, A KITCHEN AND A LOO,
SOME FRIENDS, SO I DON'T FEEL ALONE,
AND MY MOBILE PHONE.

SOME CLOTHES, ESPECIALLY MY JEANS,
BACON AND TINS OF HEINZ BAKED BEANS,
MARS, SNICKERS AND TOBLERONE,
AND MY MOBILE PHONE.

MY FRIDGE, MY FREEZER AND MY TV,
AND DIGITAL CAMERA AND DVD,
AND THE COOL GEAR THAT I'VE OUTGROWN,
AND MY MOBILE PHONE.

AND ADIDAS, NIKE AND SATELLITE DISH,
A FRIEND, AND LOVE, AND MEAT, AND FISH,
AND MAKE-UP, AND PERFUME, AND CARS, THAT GO FAST,
AND HOPE THAT THE FUTURE WILL BE BETTER THAN THE PAST,
AND MY BEATLES CDs AND MY PEARL JAM LIVE.

BUT IF IT WAS NECESSARY, TO SURVIVE
I'D GIVE UP

EVERYTHING I OWN
BUT MY MOBILE
PHONE!



- Which of the following statements is closest to what you think the meaning of the poem is?
 - People don't need much
 - People need a lot
 - People need too much
- Do you think the poet is serious or he is making fun of our consumer society?
- Do you think our society is too materialistic? Give reasons and support your answer.
- Which of the things that the poet mentions are wants and which are needs?

¹a consumer [kən'sju:mə] — споживач; (тут) споживчий



b) In pairs, change the words of the poem so that it reflects your 'bare necessities'. Then read your poem to the class.

2 Work in small groups.

a) Look at the photos and say whether these inventions have had a good or bad effect on people's lifestyle. Think of arguments that give different points of view about each invention.



b) Discuss the following:

- Have our lives always been improved? Have we become too passive?
- Are we too dependent on technology? How dangerous could it be?

3 a) Listen, then read the interview with a theoretical physicist for his views on the future and pay attention to the words in bold. Consult a dictionary.

Interviewer: Life is change, and the only thing that's certain about the future is that it is uncertain. So what does the future hold for us? A step forward in humanity's **striving for perfection**? A general nervous **breakdown** as the environment changes faster than we can adapt to it? We asked Clark Frinton, a theoretical physicist, for his views. Clark, are you optimistic about the future?

Frinton: Generally speaking, yes. But we have serious problems to solve, and I don't think we will have solved them all by the middle of the century. Our prime goal must be to ensure our **survival**, and I think, there are two main problems we need to solve **in this respect**: ensuring enough energy and food while **preserving** our environment. To take energy first, at the moment we are largely using **fossil fuels** that pollute our environment and contribute to the **global warming** that could lead to rising sea levels and to the **depletion** of the **ozone layer** that lets in solar radiation that could endanger mankind's **existence**. The present alternative is **nuclear**

fuel, which, while not directly polluting the environment, contains untold dangers from **radiation** — remember the Chernobyl and Fukushima nuclear power plants catastrophes. Therefore, we need an alternative source of energy. I think the future lies in fusion¹ power.

Interviewer: But as I understand it, it takes more energy to initiate a fusion reaction than the process actually produces.


Frinton: Yes, that's true at the moment, but we're making progress. If we can solve that problem, then we'll have unlimited cheap power, and we should reduce the **greenhouse gases** and global warming. We may even be able to heat our houses and power our cars in this environmentally-friendly way.

Interviewer: Clark, you mentioned energy and food. What about food?

Frinton: Well, considering the expected increase in population, I think, our only answer is the greater use of genetically modified food. To feed the extra billions, we have to develop new methods of growing crops and increasing **yields**. Farmers will be using synthetic soils, and new forms of micro-organisms, plants and animals will become **commonplace**. Soon we'll be seeing fields of identical sheep, genetically engineered for their meat or their wool, if there is space available.

Interviewer: But if we **interfere** with the genetic structure of the food we eat, might we not also interfere with our own genetic structure?

Frinton: That's theoretically true, and GM food must be thoroughly² tested. But my belief is that we will be able to produce safe GM food, and that most people on this planet will be eating it as part of their normal diet.



Clark Frinton

PhD, theoretical
physicist

¹fusion ['fju:ʒn] — синтез
²thoroughly ['θɹɹəʊli] — тщательно

Interviewer: So we'll be eating perfectly straight bananas to save packing space.

Frinton: And buying milk that will never go bad and which contains proteins against illnesses as well.

Interviewer: What about society? Do you see major changes there?

Frinton: Well, I see major changes resulting from advances in robotics and the Internet. To take robotics first, robots and other automated machinery will be commonplace in the factory, agriculture, building and construction, undersea activities, space, mining and elsewhere. This will cause us to completely **redefine**¹ the concept of 'working class'. In addition, soon more shopping will be done over the Internet than in shops. There will be a huge increase in 'labour-saving' devices and a **consequent reduction** in the need for labour.

This could also mean a

considerable increase in our free time, allowing us more time to be with our friends and families and to **pursue**² our own interests.

Interviewer: Might not this lead to massive unemployment? How will people earn their livelihood?

Frinton: That's a good question. There will certainly be a change in workplace. Many people will be working from home through the Internet, and there won't be the need for offices to be situated in city centres or a need for schools, for that matter, since education could be performed via the Internet. I suspect that the majority of jobs will be short-time contract work with a resulting lack of job **security**.

Interviewer: And there could be an increase in the gap between the haves and the have-nots in society, which could cause social unrest.



WORD FILE

- an advance [əd'vɑ:ns]
- a breakdown ['breɪkdaʊn]
- an existence [ɪg'zɪstəns]
- a fossil ['fɒsl]
- a fuel ['fju:əl]
- an implication [ˌɪmplɪ'keɪʃn]
- radiation [ˌreɪdɪ'eɪʃn]
- reduction [rɪ'dʌkʃn]
- survival [sə'vaɪvl]
- a yield [jɪ:ld]
- global warming [ˌglɔ:bl 'wɔ:rnɪŋ]
- greenhouse gas [ˌɡri:nhaʊs 'ɡæs]
- ozone layer ['əʊzəʊn leɪə]
- to preserve [prɪ'zɜ:v]
- consequent ['kɒnsɪkwənt]
- nuclear ['nju:kliə]
- despite smth [dɪ'spaɪt]
- in this respect
- to become commonplace
- to cope with smth
- to keep pace with
- to strive for perfection

¹to redefine [ˌrɪ:dɪ'faɪn] — перевизначати, повторно визначати

²to pursue [pə'sju:] — займатися

READING

Frinton: True, but there should be an increase in democracy through the developments in communications. Voting via the Internet could become routine, so the ordinary person will have more of a say in political life.

Interviewer: But what about the 'info-poor', that is, the segment of the world's population without access to information?

Frinton: Well, new technology is always expensive at first, but then prices fall. Only the very wealthy could afford radios, telephones and TVs when they were first introduced. Now everyone has them.

Interviewer: But don't you think that those in power will use developments in technology to suppress their populations?

Frinton: On the contrary. I believe that governments will have less control over the thinking of their populations. Again, largely through developments in communications and especially the Internet. In fact, I can see the day when, as the world's population logs on, users will create 'cybernations' of highly-informed people sharing mutual ideals, and national boundaries will become irrelevant¹.

Interviewer: One final question. Will we be able **to cope with** all these changes? In Darwinian terms, can we evolve fast enough **to keep pace with** the rate of progress?

Frinton: Well, I believe that it's precisely the ability to adapt that has allowed humanity to evolve to where it is today. And, **despite** the changes, we'll still be going to the toilet in the morning, falling in love, having our hearts broken, dealing with our ambitions and frustrations², and trying to find out who we are.

b) Read the interview again, then copy and fill in the table.

Advances	Implications ³

¹irrelevant [i'relɪvənt] — недоречний; що не стосується справи

²a frustration [frʌ'streɪʃn] — розчарування

³an implication [ˌɪmplɪ'keɪʃn] — смисл, зміст



4) **Think and say using the phrases below:**

- What are your personal reactions to the article?
What interested me most was ...
What shocked me most was ...
What worried me most was ...
What I consider most likely is ...
What I consider least likely is ...

b) *The interviewer sometimes uses questions to put arguments against what Frinton says. Can you find three of them?*

c) *Think of your own arguments against what Frinton says and put them in the form of questions you could ask him. Then pass your questions to someone else to answer.*

5) **In groups, discuss the following questions.**

- 1 How far do you believe what Frinton says?
- 2 Are you worried about the future or are you looking forward to it?
- 3 What do you think of robots replacing people in the workplace?
- 4 Do you think a robot could ever replace you?
- 5 How would you spend your time if you didn't have to go to school?
- 6 Have you seen any results of pollution in your environment?

6) **Work in pairs. Read the list of the environmental problems and speak what you've already known about them.**

- water problems
- destruction of rainforests
- rising sea levels
- industrial pollution
- climate change
- endangered species /
 threats to wildlife

b) **Read the text and fill in the table after it.**

WHAT'S HAPPENING TO OUR ENVIRONMENT?

Many people believe that the way we live our lives today is having a very damaging effect on the environment. Here are some examples of the kinds of problems we face, followed by some things that we can do to help protect our environment.



THE GREENHOUSE EFFECT. Pollution from cars, factories and power stations is causing harmful greenhouse gases to build up in the Earth's atmosphere. These gases prevent heat from escaping, and as a result our planet is getting warmer. This process is known as global warming.

Global warming is causing the ice at the North and South Poles to melt and sea levels and sea temperatures to rise, leading to serious flooding and violent storms in many parts of the world. In other places, there will be less rain and the land will be turned into desert.

POLLUTION. The biggest polluter today is the car. Exhaust fumes are the main cause of poor air quality, which can make people feel ill and have difficulty in breathing. This problem is especially bad in cities, where the number of cars is increasing every year, causing serious congestion and filling the air with smog. Governments try to improve the situation by encouraging people to use their cars less or buy cars that do not use as much fuel.

All over the world, wildlife habitats are being destroyed. There are many endangered species that could soon become extinct. Rainforests are being cut down so that people can grow crops and feed the world's increasing population. Modern farming methods, for example using pesticides and genetically modified crops, are having a very bad effect on the food chain. Killing insects may be useful for growing crops, but it reduces the amount of available food for other animals and birds.

CLIMATE CHANGE is also making conditions difficult for some animals. In the Arctic, the ice is melting, threatening the survival of animals such as polar bears.

The problem	The reason	The effect

7 Discuss the questions in groups.

- Which of these environmental problems do you think are the most serious in Ukraine? Why?
- How do you think they will affect our country in the future?





VOCABULARY POINT

prevent, v — to stop something from happening or someone from doing something: *Label your suitcases to **prevent** confusion.*

avoid, v — to stay away from someone or something: *We left early to **avoid** the traffic.*

protect, v — to keep someone or something safe from injury, damage or loss: *It's important to **protect** your skin from the harmful effects of the sun.*

1 a) Read and choose the verb 'prevent', 'avoid' or 'protect' to complete each sentence. Put it in the appropriate form if necessary.

- The government has opened a nature reserve to ... people from hunting endangered species.
- This cream is perfect for ... you from insect bites.
- The new law ... people from building houses near the National Park.
- I think we should set out early to ... the worst of the traffic.
- You ought to be wearing a hat to ... your head from the sun.

2 Read and answer the question.

The words in bold in the following extracts from the interview with Frinton have more than one meaning. Which meaning fits the word as used by Frinton?

- Our **prime** goal must be to ensure our survival.
 - most important
 - of the very best quality
 - most suitable
- ...ensuring enough energy and food while **preserving** our environment.
 - preventing something from changing
 - protecting something from danger or damage
 - storing something in a way so it doesn't decay
- Nuclear fuel contains **untold** dangers from radiation.
 - too much or too many to be measured
 - not said to anybody
- We have to develop new methods of growing crops and increasing **yields**.
 - the amount of food produced
 - the amount of profit produced

VOCABULARY

- 5 New forms of micro-organisms, plants and animals will become **commonplace**.
- a) *ordinary and boring*
b) *usual and widespread*
- 6 I see major changes resulting from **advances** in robotics and the Internet.
- a) *money paid to someone before they are due to receive it*
b) *developments or improvements*

3 Match the words with their definitions.

- | | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | 1 global warming |
| <input type="checkbox"/> | 2 the ozone layer |
| <input type="checkbox"/> | 3 climate change |
| <input type="checkbox"/> | 4 the greenhouse effect |
| <input type="checkbox"/> | 5 ecology |
| <input type="checkbox"/> | 6 the environment |
| <input type="checkbox"/> | 7 the food chain |
| <input type="checkbox"/> | 8 habitat |
| <input type="checkbox"/> | 9 rainforest |
| <input type="checkbox"/> | 10 deforestation |
| <input type="checkbox"/> | 11 endangered species |

A

- a the air, water and land where people, animals and plants live
- b the way in which plants and animals and natural features of a place affect and depend on each other
- c the natural home of a plant or animal
- d the natural system in which, for example, an insect eats a plant, a bird eats the insect, an animal eats the bird, etc. with the result that all these different forms of life depend on each other
- e general increase in the temperature of the world, caused by pollution from cars, factories, etc.
- f changes in the weather around the world, which result in much higher or lower temperatures, violent storms, floods, etc.
- g the gradual warming of the Earth caused by pollution that stops heat from leaving the Earth's atmosphere
- h a layer of natural gases around the Earth. The ozone layer protects the Earth from the harmful effects of the sun, but pollution is causing a hole in it
- i a tropical forest with tall trees growing very close together, in an area where it rains a lot. It is very important for the balance of the Earth's ecology
- j a situation, in which most of the trees in an area are cut down or destroyed, resulting in great damage to the environment
- k a type of plant or animal that is likely to stop existing completely, for example because of hunting or pollution

B

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | 1 extinct |
| <input type="checkbox"/> | 2 pollution |
| <input type="checkbox"/> | 3 greenhouse gases |
| <input type="checkbox"/> | 4 fumes |
| <input type="checkbox"/> | 5 acid rain |
| <input type="checkbox"/> | 6 toxic waste |
| <input type="checkbox"/> | 7 pesticides |
| <input type="checkbox"/> | 8 GM |
| <input type="checkbox"/> | 9 fossil fuels |
| <input type="checkbox"/> | 10 sea level |

- a** the natural level of the water in the world's oceans, which will rise if global warming continues
- b** harmful chemicals, gases, or waste materials from factories, cars, etc. that have gone into the air, land or water
- c** if a type of animal or plant is extinct, it no longer exists and there are no animals or plants of that type alive
- d** harmful gas or smoke, for example from cars or factories, which damages the environment and harms people's health

- e** gases that form a layer around the Earth and keep the heat in. These gases are produced naturally, but increasing quantities of gases are being produced from cars and factories, causing global warming
- f** such crops have had their genes changed in order to make them more convenient to grow. Some people believe that they may cause damage to the environment
- g** chemicals that are used for killing insects and animals that attack crops
- h** rain that contains pollution from factories, power stations, etc., which cause damage to forests
- i** fuels, such as coal or oil. Burning these fuels causes a lot of carbon gases to be released into the atmosphere
- j** very dangerous waste materials, for example, from nuclear power stations or chemical factories



4 Complete the sentences with some of the words and word combinations above (see task 3). Put them in correct forms.

- ... cover about 6% of the Earth's surface.
- The white rhino is close to become ...
- New laws are being introduced to protect ...
- The hole in ... is thought to be responsible for an increase in cases of skin cancer¹.
- Many consumers don't want to eat ... foods.
- There are dangerously high ... levels in our rivers.
- The rapid pace of ... in Malaysia makes the world community to worry.
- Scientists are predicting a substantial rise of ... over the next 20 years.
- The threat to life higher up ...
- An international conference on ... took place in Paris last Monday.

¹a skin cancer [ˈskɪn kænsə] — рак шкіри