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АНГЛІЙСЬКА МОВА ENGLISH 11

рівень стандарту



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Dear Students!

We are glad to welcome you back at school. We are writing to introduce our new course book for 11th graders. Our aim has been to provide you with a set of materials that will help you to be the best student you can be. In other words, we tried to present topics and materials that will keep the modern teenager like you motivated, interested and prepared. Of course, we accept that each of you is unique and a perfect English course is an unattainable dream, however our own experience in the classroom has taught us to value three things above all when working with study materials: reliability, flexibility and credibility. So taking into account the upcoming external independent testing in English, that you will most probably have to take, we did our best to make our materials work for you.

The book is full of critical tools which will help you succeed in your educational career and provide practice in Reading, Listening, Use of English, Writing, and Speaking and all of these skills are practiced at B1+ level. The more you use the book the better prepared you will be for the exam. It provides thorough training in all typical exam skills and tasks, and will cover all the topics and key vocabulary you are likely to meet in the exam.

The book is organized in 6 units, each of which explores one broad topic from a variety of different viewpoints. At the end of each unit, you will find extra practice exercises and exam tasks to prepare you for the test and check your general progress (Self-assessment, Get ready for your test). Also the book comes with an extra-curricula section featuring extracts from original fiction books and exercises helping you check general understanding of the material (Literary Hub). To get some more practice of different skill types there are also two round-up sections for topics covered in each semester (Skills Round-up).

We hope you'll enjoy working with our book and it will give you all the skills and confidence you need to be successful in your exam!

Best wishes and good luck to you!

Remember: "Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential."

John Maxwell.

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UNIT

1

EXAMS AND JOBS

WORD BANK

admission	loan
alumni	master
attain	mature
attendance	menial
bachelor	monotonous
campus	perks
CEO	PhD
chairman	principal
critical	proficient
dean	revenue
deputy	rewarding
dormitory	roommate
expand	shift
fluency	snapshot
freelance	sophomore
fresher/freshman	subsidiary
frustrating	supervise
fund	thesis
gossip	thriving
grant	truant
labour-intensive	tutorial
launch	venture

GRAMMAR

- Future tense contrast
- Gerund review
- Infinitive review
- Prepositions: for, during, while
- Prepositional phrases: in time/on time, at the end/in the end
- Ways of expressing the Future

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

ace a test
benefit from
bone up on
come away with
come into existence
come with
confide in
cram for an exam
excel at
gap year
hit the books
knuckle down
make for
match with
move out
net worth
niche in the market
real estate
pass with flying colours
pull an all-nighter
relate to
set up
settle into
skip class
specialize in
start-up
strive to
study animal
take out
take up
teacher's pet
the school of hard knocks
think out of the box



MY FUTURE, MY CHOICE!

- What comes to your mind when you hear the word "student"?
- How much do you think being a university student is different from being a school student?
- Have you chosen a university to enter yet?



VOCABULARY

1. In pairs or small groups, brainstorm at least three things into each of the categories below connected with education and studying.

- Educational institutions: _____ Things connected to money: _____
- Qualifications: _____ People: _____
- Punishments: _____ Collocations with "test" and "exam": _____
- Facilities: _____ Other: _____

2. Look through the words below and explain the difference in their meanings.

- university / college
- quality / qualification
- skip / attend
- professor / tutor
- single sex schools / co-ed schools
- bachelor's / master's (degree)
- play truant / cheat
- end of year exams / finals
- hand-outs / notes
- lecture / lesson

3. Match the words to their definitions.

- 1) *graduation ceremony* a) the number of people present at a particular place
- 2) *admission* b) an event where a successful student receives his/her academic degree
- 3) *attendance* c) grow old or older
- 4) *academic degree* d) the buildings and the surrounding land of a university or college
- 5) *campus* e) a qualification awarded to students upon successful completion of a course of study in higher education
- 6) *dormitory (dorm)* f) a place where college or university students live
- 7) *fresher/freshman* g) permission to study at a school, college or university
- 8) *grant* h) an amount of money given by the government to allow a student to follow a course
- 9) *sophomore* i) men and women who have completed their studies, esp. at a college or university
- 10) *alumni* j) a second-year university or high-school student
- 11) *tutorial* k) a student who is still in his or her first term at a university
- 12) *mature* l) the teaching given to a small group/one person in a college/university

4. Complete the sentences with the appropriate option. Explain the meanings of the words in italics.

- 1) She's applied for *scholarship/placement* to law school.
- 2) She has a *diploma/certificate* in marketing.
- 3) For homework I want you to write an *essay/syllabus* on pollution.
- 4) Monika got a *grade/score* of A in SAT.
- 5) You'll be *marked down/up* for poor spelling and punctuation.
- 6) Candidates must answer two questions from each *paper/lecture*.
- 7) The end of year *examination/assignment* was very difficult.
- 8) I took a *course/research* in English literature.
- 9) You'll be tested on everything you've studied this *term/seminar*.
- 10) It took a long time to write my doctoral *thesis/degree*.



READING

5. How do you imagine your studying at university? Do you think student life will be exciting? Read the text about the benefits of being a student and fill in the gaps with the correct extracts in the text. There are two you don't need to use.

- who's allowed to eat what in the refrigerator*
- what you can do to manage your workload*
- when you live on campus*
- that will be useful later in life*
- which major will fit their desired lifestyle*
- who is not related to them*
- what do you want out of the college experience*
- where you and your roommate just don't get along*



During your first year of college you will be juggling many new experiences: new friends, new living situations and conditions, new activities, classes and teachers. So, we've got a few tips for you to get ready for life on campus and **make the most of it**.

When you go away to college, you will definitely want to make sure you're prepared. As you may be living on your own for the first time, try to get in touch with your roommate prior to college to check whether you're both not bringing such large items like TVs, couches, or refrigerators: the duplicates will **take up** space and **make for** a less comfortable environment.

Having a roommate is most people's first experience living with someone 1) _____. It **comes with** both benefits and challenges. You get an instant friend, someone to **confide in** and keep you company during your first time away from home. However, you chance to be **matched with** somebody you find challenging or don't **relate to** right away. Either way:

- Make your preferences known from the start so you and your roommate are clear on what to do to handle misunderstanding. Establish some rules; what space is whose, when you need quiet time to study, which items you can share, what time you go to bed, if you like to **sleep in** on weekends and 2) _____.
- Practise open communication to help you in good times and bad. You can't expect your roommate to be a mind reader, so if you get upset or frustrated, tell him about it right away to avoid conflicts.
- Compromise whenever you're dealing with the wants and needs of other people. When it comes to doing chores around the room, listening to certain kinds of music, watching different TV shows, and requesting privacy, reaching a compromise is the key. Even if you find yourself in a situation 3) _____, **moving out** should be the last resort.

Besides living away from home and making new acquaintances, a dominant part of college life is studying. The classes you choose and the attitude you face them with usually define your semester. The professors always **strive to** make their lectures relevant and interesting, that's why even if you think the area of some study is not your future specialty, there are plenty of opportunities to learn something 4) _____.

When a sophomore year comes to the end, many colleges require students to declare their major, which is a set of courses in a specific academic subject or professional field. To help decide what major to choose, do some self-evaluation and think about what you really love and what you're good at. For some students, family, cultural or financial obligations play a big role in choosing 5) _____, but you should also consider what will make you happy in life, not just what career you think would pay the most.

There is a lot of freedom in college: freedom to choose the person you want to be, the level of dedication to what you're studying; freedom to choose what to eat and when, how to pass your time. It may appear a little overwhelming at first and there are such a lot of questions you have to ask yourself, but once you understand the answer to the question 6) " _____?", **settling into** your new home becomes so much easier.

6. Match the phrasal verbs in colour in the text to their meanings below.

*to trust / to adapt / to try hard / to enjoy / to leave / to put together /
to like or understand / to favour / to occupy / to accompany / to stay in bed until late*

LISTENING

7. Imagine you meet a foreigner who studies at college. Think of some things you'd like to ask him about student life abroad, say in Britain and write down at least 5 questions. Listen to the recording and tick the questions you've heard the answers for.



8. Read the sentences below and try to complete them using the appropriate vocabulary. Listen to the recording and check your answers.

- 1) Education system in the UK is very interactive; the idea is _____ while you _____.
- 2) Students can choose to study _____, called "joint honours", but most choose only one.
- 3) Most first year students live in university accommodation often known as _____.
- 4) _____ and _____, the students are entitled to, cover the cost of further accommodation.
- 5) Students who study and _____, need to balance it with the other commitments.
But it is a good way to _____ income and _____ horizons at the same time!
- 6) UK universities have support facilities to help students improve their _____.
- 7) College and university traditions and rituals bind the student _____ and give _____.
- 8) During annual campus-wide entertaining events students work and _____, _____ with peers, _____ sport games _____ and _____ team chants.
- 9) Fresher's Week is the time when students go to _____, social _____ and get _____.

9. Work in pairs. Make up some more questions about the text. Ask and answer them in turns. Which facts do you find most surprising? What are the similarities between British and Ukrainian college student life? What are the differences?

GRAMMAR

Grammar bank

WAYS OF EXPRESSING THE FUTURE

We use the **Present Simple** to talk about timetables, programmes or routines.

E.g.: I start school at 8 o'clock every day. My school bus arrives at 7.45.

We use the **Present Continuous** to talk about arrangements.

E.g.: We are having a meeting of our student council members next week.

We use **be going to** to talk:

- about intentions, plans or ambitions for the future;
- about predictions based on present evidence.

E.g.: I'm going to enter the university next year. I feel terrible. I think I'm going to fail.

We use **will** for:

- decisions made at the moment of speaking;
- predictions about the future, based on our beliefs, ideas, expectations, with the verbs *I think, I believe, I hope*, etc., the expressions *be sure/certain, be afraid*, etc., adverbs *probably, perhaps*;
- actions or events which will definitely happen in the future and which we cannot control.

*E.g.: We will take end of the year exams in June. I feel terrible, I think I will fail.
I won't cheat anymore, please don't give me a Fail. - Ok, I have to go! I'll call you tomorrow!*

EXAMS AND JOBS

10. Write the sentences in the correct group.

- *I don't think I'll ever be famous.* – *I'll hold the door for you.* – *I'll wash. You dry.*
 – *We'll help you!* – *I'm seeing Jenny on Sunday.* – *You'll feel better soon.*
 – *I'm sure you'll enjoy it.* – *It won't take long to get there.* – *I'm playing basketball tonight.*
 – *We don't have seminars next week.* – *I'll let him know. What are you doing next week?*
 – *This year school ends on 28 May.* – *Are you going to the cinema tomorrow night?*
 – *It takes place on Monday.* – *The TV series continues after the weekend.*

Predictions and hopes	Spontaneous ideas	Plans and arrangements	Timetables and routines

11. Circle the best future form to complete these sentences.

- 1) Don't worry about your entrance test! I'm sure *you'll pass/you're going to pass*.
- 2) I *won't come/I'm not coming* on Saturday, sorry. I have a dentist appointment.
- 3) Hurry up! The film *starts/is starting* in five minutes.
- 4) Are you cold? OK, *I'm going to/I'll* close the window.
- 5) Don't leave your bag there! Someone's *going to steal/'ll* steal it .
- 6) Good morning and welcome to our course. In this lecture *I'll/I'm going to* tell you about...
- 7) Look at the traffic! *We're going to be/We're late* for class.
- 8) Oops, I forgot to bring your book! *I'm going to/I'll go to* my dorm and get it now.
- 9) I *don't think he'll/think he won't go* to the party.
- 10) What time *does/will* your bus leave tomorrow?

SPEAKING

12. Work in pairs. Imagine you have to make up your mind about which university to enter. Look through the list of university characteristics and discuss them with your partner. Which qualities will you consider prior? Explain your choices.

- | | |
|--|---|
| <input type="checkbox"/> <i>meeting the admissions requirements</i> | <input type="checkbox"/> <i>available on-campus housing</i> |
| <input type="checkbox"/> <i>affordable cost of attending the university</i> | <input type="checkbox"/> <i>parents approval</i> |
| <input type="checkbox"/> <i>available financial aid/scholarships</i> | <input type="checkbox"/> <i>opportunities to engage in desired hobbies</i> |
| <input type="checkbox"/> <i>desirable major/degree</i> | <input type="checkbox"/> <i>student government/organizations to join in</i> |
| <input type="checkbox"/> <i>academic prestige/reputation</i> | <input type="checkbox"/> <i>collegiate sporting events/music or theatre ensembles</i> |
| <input type="checkbox"/> <i>opportunities to study abroad</i> | <input type="checkbox"/> <i>possible part-time study/part-time work</i> |
| <input type="checkbox"/> <i>employers/corporations come to campus to interview graduates</i> | |

WRITING

13. What are the top prestigious universities you know? Would you like to study at any of them? Do you know the entry requirements? Do some research and fill in the chart below. It will help you weigh all the pros and cons to choose your perfect university.

University	Admission/ Requirements	Desirable qualities	Facilities (campus life)	Application deadline	Cost and support



Read and comment on the following quotation:

«The fate of empires depends on the education of youth». Aristotle



VOCABULARY

1. Read the actions people typically do during education and name these people.

- takes notes in class - ... gets a degree - ...
sets homework - ... revises for exams - ...
hands in homework - ... marks tests, exams, homework - ...
gives lectures - ... organizes a staff meeting - ...

2. Match the words from the list to the verbs below.

a gap year / a degree / a mistake / from university / school / a good university / a break / research / progress / grades (good/bad) / a course / a subject

- 1) get/(into) ... 3) leave ... 5) take ...
2) graduate ... 4) make ... 6) do ...

3. Complete the phrasal verbs about education and studying with the missing letters.

- 1) get b _ - survive
2) put o _ _ - delay doing
3) catch _ _ with - improve and reach the standard
4) fall be _ _ _ _ - make less progress
5) drop _ _ t - leave school or university before it finishes
6) hand _ _ - give your work to the teacher
7) get _ _ with - continue doing
8) get thr _ _ _ _ - succeed
9) work o _ _ - plan a good way



4. Match the two parts of collocations. Make up sentences, explaining their meaning.

- 1) graduate a) a gap year
2) join b) extracurricular activities
3) enrol c) in distance learning
4) major d) in (a subject)
5) take e) a university degree
6) hold f) for a student loan
7) apply g) with honours
8) be absent h) from class



SPEAKING&LISTENING

5. Work in pairs. Think for one minute and make a list of 3 advantages and 3 disadvantages of being an exchange student. Share the ideas with your partner. Add to your list the ideas you agree with.

The advantages of being an exchange student

The disadvantages of being an exchange student

EXAMS AND JOBS

6. Look through the list of some more ideas to the question and tick those you haven't mentioned yet. In turns name the statements, which mention positive aspects of becoming an exchange student, and then negative ones. Support your answers each.

- Making new friends
- Exploring and understanding new cultures
- Experiencing culture shock
- Eliminating fear and prejudice among nations
- Getting career advantage
- Having a communication barrier
- Developing as a person
- Improving your language skills
- Having new educational experience
- Feeling homesick
- Gaining self-confidence
- Speaking a foreign language all day long
- Living independently
- Creating a long-lasting relationship with a host family



7. Would you leave your home to study in another country? Would you like to go abroad for studying? Listen to other students and fill in the table accordingly.

	Country	Skills	Activities	Challenges
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				

8. Listen to the recording again and fill in the missing phrases.

- 1) One of the other hardest things was _____ the culture.
- 2) I would recommend _____ to anyone and if you are learning a language or going to learn a language.
- 3) I became more independent, confident, and _____ of my comfort zone.
- 4) I also loved _____ - students and instantly _____ over our shared experiences.
- 5) I was confident, I knew what I was responsible for, and I learned how _____.
- 6) I was lucky enough _____ - and cities and met other exchange students from all over the world.
- 7) People keep _____ was the highlight of my trip, and I honestly don't know. I have so many great memories _____, like _____ the first time, millions of funny conversations that resemble games of charades, _____ my friends or the day I got 18 _____ 20 on my math test!

READING

9. Have you ever searched for international education programmes? What programmes do you know? Which are you interested in? Read the article about international education programmes and match them to their descriptions. Have you ever heard about any of them?

a) *FLEX*

b) *Work and Travel*

c) *Erasmus+*

1) It is a new European Union (EU) programme, which started in January 2014 to support education, training, youth, and sport in Europe. Its budget of €14.7 billion for 2014-2020 will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad. It has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. It's not just about Europe or Europeans either - with this programme, people from all over the world can **access** opportunities.

2) It was established in 1992 and is *funded* through the U.S. Department of State's Bureau of Educational and Cultural Affairs. The program provides *scholarships* for high school students from Europe and Eurasia to spend an academic year in the United States, living with a family and attending an American high school. The primary goal of the program is to improve *mutual* understanding between the countries and give young foreign citizens the opportunity to *observe* and experience the American system of civil society. For now over 22000 young people from Eurasia have taken part and returned to their countries inspired with the enthusiasm and desire to help, share new knowledge and improve their home communities.



3) It is a cultural exchange program of USA's Department of State, through which students have the possibility to work legally in America during university summer holiday period. It brings more than 100,000 foreign university students to the US each year. All of the students are between the ages of 18 and 28, *proficient* in the English language, and able to commit to working for at least three months. The maximum length of stay is determined by the US State Department and is based in part on typical university *schedules* in each nation.

This program provides foreign students with an opportunity to live and work in the United States during their summer vacation from college or university to experience and to *be exposed to* the people and way of life in the United States. This program means challenge, because it moves you in a completely new environment and you have the opportunity to live and work alongside Americans. This is how you experiment the differences and similarities between your culture and your colleague's. It is a real American experience, which, at the same time, helps you to cover your *expenses*.

10. Find the synonyms for the following words from the article above.

feel or know / common / skilled / entry / payment / grant / timetable / financed / discover

11. Read the following sentences and say if they are true (T), false (F), or not given.

- 1) Work & Travel is a cultural student exchange program that allows students from all over the world to stay in America during the summer months.
- 2) Erasmus+ provides foreign students with a possibility to live and work in the United States.
- 3) Your participation in the Work & Travel USA program must be arranged through a sponsoring organization, appointed by the respective US Department.
- 4) Every FLEX exchange student lives with a volunteer host family for one academic year to learn about American values and teach Americans about their home countries.
- 5) Students going on exchange under the ERASMUS+ programme pay the tuition fees at their home university.
- 6) Work & Travel allows students to travel and get to know the world at minimum cost.
- 7) FLEX has opportunities for students to develop and share knowledge and experience at institutions in different countries.
- 8) Erasmus+ programme is a funding scheme to support activities in the fields of education, training, youth and sport.
- 9) Now, in its twenty-third year, the FLEX academic year program has provided scholarships to over 23,000 secondary school students.

GRAMMAR

Grammar bank

UNIT
1

FUTURE TENSE CONTRAST

<p>FUTURE SIMPLE (will/shall+V) <i>next week/month, tomorrow, the day after tomorrow, soon, in a year...</i></p>	<p>We use the future simple to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.</p> <p><i>E.g.: The sun will rise at 7am. I think the Conservatives will win the next election.</i></p>
<p>FUTURE CONTINUOUS (will/shall+be+V+ing) <i>this time next month, this time tomorrow, at 5 p.m. tomorrow, at this moment next week; when, tonight...</i></p>	<p>We use the future continuous to tell about:</p> <ul style="list-style-type: none"> – an action that will be going on when another future action happens. (Another future action is expressed by the simple present, because the future tense forms are not allowed in subordinate clauses of time.) <i>E.g.: He will probably be sleeping when you return.</i> – the action will be going on at a specific point of time in the future. <i>E.g.: She will be working in London at this time next year.</i>
<p>FUTURE PERFECT (will/shall+have+V3) <i>by tomorrow/next week/the end of this year, 2025, until, before, when (in the meaning "by the time")</i></p>	<p>We use the future perfect to tell about an action that will happen before another future action or before a specific point of time in the future.</p> <p>NOTE! (Another future action is expressed by the simple present, because the future tense forms are not allowed in subordinate clauses of time.) <i>E.g.: Before she returns, I will have finished my work on the report. By 2050, scientists will have found the cure for cancer.</i></p>
<p>FUTURE PERFECT CONTINUOUS (will/shall+have+been+V+ing) <i>all + ..., for + ..., by + ..., before, when</i></p>	<p>We use the future perfect continuous to tell about an action that will last for some time before another future action happens. This action will last for some time before a specific point of time in the future. <i>E.g.: He will have been studying English for five years by the time of his final examinations.</i></p>

12. Complete the sentences choosing the correct future tense form for the verbs in brackets.

- 1) Don't call me between 6 and 8 p.m. I _____ (study) at this time tonight.
- 2) If I pass these examinations, I _____ (enter) Stanford University.
- 3) In five years time I _____ (graduate) from university and I'll be able to earn some money at last.
- 4) She _____ (wait) for Tim for five hours when his plane finally arrives.
- 5) Do you think you _____ (do) the same job in ten years' time?
- 6) I _____ (work) in the library all day long tomorrow.
- 7) We _____ (write) the article by five o'clock.
- 8) He can't meet us at 2 p.m. tomorrow because he _____ (work) at that time.
- 9) When you return home at five o'clock, I _____ (be) home for seven hours.
- 10) By the end of the year she _____ (learn) to speak English.
- 11) In June that firm _____ (carry) on negotiations for the purchase of software.
- 12) How long will you _____ (occupy) this position next year?
- 13) We _____ (not, find) the material by tomorrow.
- 14) Ann wants to speak with you. – Please tell her that I _____ (call) her as soon as I'm free.
- 15) Why don't you ask Mark for help? I'm sure that he _____ (help) you.

WRITING

13. You have a friend who lives in a city abroad. You have decided that you would like to apply and take a course at one of the colleges in this city. Write to your friend explaining your plans and intentions. Tell him/her what type of work or studies you have been doing for the past few years and ask for his/her assistance in contacting an appropriate institution. Write not less than 150 words.



Read the following quote and comment on it:

“Exams test your memory, life tests your learning; others will test your patience.”
Fennel Hudson

- What do you think about exams? Are they really necessary?
- Do they provide proper knowledge assessment? Why/not?



VOCABULARY

1. Match the idioms to their meanings.

- | | |
|------------------------------------|---|
| 1) <i>ace a test</i> | a) to do very well on a test or exam |
| 2) <i>bone up on</i> | b) to study throughout the night |
| 3) <i>hit the books</i> | c) to get a very high score on a test |
| 4) <i>knuckle down</i> | d) to study for a test shortly before it is to happen |
| 5) <i>pass with flying colours</i> | e) real and practical experiences of life |
| 6) <i>study animal</i> | f) prepare for the exam very thoroughly |
| 7) <i>teacher's pet</i> | g) the teacher's favourite student |
| 8) <i>school of hard knocks</i> | h) to begin to study hard |
| 9) <i>cram for an exam</i> | i) someone who studies hard |
| 10) <i>pull an all-nighter</i> | j) to focus on a project or a task |

2. Complete the sentences using the idioms from the previous exercise.

- 1) If you studied during the school term, you would not have to _____.
- 2) At the end of the school year every party animal turns into a _____.
- 3) I have an exam tomorrow, I need to _____ tonight.
- 4) He's gone back to driving school in an effort to _____.
- 5) I have to _____ civil law for a test next week.
- 6) I didn't go to college, but I went to the _____. I learned everything by experience.
- 7) If you _____, you will be tired and more prone to making careless mistakes on the test.
- 8) Mark is a _____ because he always gives our teacher presents.
- 9) I just want to let you know that if you want to pass the class, you really need to _____.
- 10) If he doesn't _____ soon, he'll never get through those exams.

READING

3. What do you know about international language exams? Which of them have you heard of? What are they taken for? Read the article and check your answers.

Higher education in Ukraine has a centuries-old history and world recognition. Modern Ukraine's educational system has a lot to teach the world. For today, the educational possibilities of Ukraine have allowed the country to become one of 10 leading countries in the sphere of international education.

At the same time, the popularity of foreign higher educational establishments has increased greatly among the Ukrainian graduates. So, hoping to become an international student, there is a number of processes you'll need to understand and navigate when applying to universities. The three most important aspects are admissions, funding, and visas, however most universities require foreign applicants to take English as a second language tests. These are standardized English language tests, such as the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), First Certificate in English (FCE), Cambridge Advanced English (CAE), which estimate particular skills in English language proficiency: listening, speaking, reading, and writing testing is an obligatory requirement, even if you *excel at* your English skills.

EXAMS AND JOBS

IELTS is designed for foreign speakers, who wish to study, work, and live in an English-speaking environment and is multinational worldwide by more than 10,000 institutions, like universities, corporations, immigration offices, and international professional organizations. Since 1989 IELTS has become the most **critical** and widely approved English-language test in the world. There are currently three versions of the IELTS: Academic, General Training, and Life Skills, that differ in content and address different target groups.

TOEFL provides the opportunity to test the English language **fluency** of non-native speakers wishing to enroll in English-speaking universities. There are three types of the test: the paper version, computer-based, and the online version. The test is accepted by many English-speaking academic and professional institutions.

FCE (B2 First) is one of the most commonly **attained** language certificates worldwide and was originally **launched** in 1939. It is an upper-intermediate **qualification** used to demonstrate that a student can use everyday written and spoken English for work and study purposes. Passing the FCE exam indicates that your level of English is at the B2 level and you can **handle** a variety of different tasks in the workplace. B2 First is offered in two versions, B2 First for Schools, for school-aged learners, and B2 First, for general and higher education adult learners.

CAE exam makes learning English enjoyable, effective and rewarding. CAE was originally introduced in 1991. A unique feature of Cambridge Advanced English is that it is less focused on **academic skills** and aims at developing more general and broad English knowledge you can apply in daily life.

There is a lot of confusion about how long these exams remain valid and in what countries they are recognized. IELTS and TOEFL have an expiry date, they are officially valid for only two years. They are intended to be a **snapshot** of your current English level. This is done by giving you a score (IELTS 0-9 and TOEFL 0-120). There is no pass or fail. By taking these exams you will always **come away with** a diploma, no matter how high or low your score is. University admissions departments, employers, and immigration services prefer these exams, because they can vary the score they require according to their needs. Cambridge exams on the other hand have the advantage of lasting for the rest of your life, although if you don't achieve a **passing score** you will fail and end up with nothing to show for your efforts and money. These differences mean that a Cambridge exam may be better in the long term in Britain and other Commonwealth countries, TOEFL is an American exam and is the most commonly required diploma in the USA, while IELTS is accepted by both British and New Zealand academic institutions and over 3,000 academic institutions in the United States, as well as by various organizations across the world.



4. Look through the text again and match the words or phrases in colour to their definitions below.

- 1) *to leave in a particular state or condition*
- 2) *started*
- 3) *being very significant, of great importance for the success (or failure)*
- 4) *the ability to speak or write a foreign language easily and accurately*
- 5) *a piece of information or short description that gives an understanding of a situation at a particular time*
- 6) *be good at*
- 7) *an official record showing that you have finished a training course or have the necessary skills*
- 8) *to deal with, have responsibility for, or be in charge of*
- 9) *learning strategies and techniques that help to succeed in studying and life*
- 10) *achieved or reached*
- 11) *the lowest possible score on a test or other assessment that a student must earn to either "pass" or be considered "proficient"*

5. Read the article again and tell which exams the following statements match with.

- 1) These exam scores last two years after the test date.
- 2) It is primarily used to measure international students' ability to use English in academic contexts.
- 3) This exam confirms that the student can speak and write in English and the results are valid for life.
- 4) This language certificate can open doors to international academic and professional opportunities in many institutions and places in the world where English is used.
- 5) This exam is proof of high-level achievement in English and is designed for learners preparing for university or professional life.
- 6) If you are planning to enter college or university in the United States, you should pass one of these exams.
- 7) If your dream is to become the international student and enter Oxford University, you should pass this exam.
- 8) If you wish to get a well-paid job abroad, the employers will ask you about these language certificates.

GRAMMAR

Grammar bank

FOR, DURING and WHILE used in time expressions

FOR

- answers the question *How long?*
- followed by *a length of time*
- explains how long something or someone is doing something, or something goes on

*E.g.: Henry lived in France for all his life.
Mark has been writing his final test for two hours.
Sarah is going to Spain for Christmas holidays.*

DURING

- answers the question *When?*
- followed by *a noun*
- explains what happened throughout the period or in the course of an action or event

*E.g.: I will be really busy during the week.
The results of the test were given to us during the lesson.
We always like to travel during the summer.*

WHILE

- answers the question *When?*
- followed by *a subject and a verb*
- explains an action that occurs during the time another action is taking place

*E.g.: I will work while studying at UNI.
You shouldn't make noise while you are in the library.
We were taking notes while the professor was giving the lecture.*

NOTE! To talk about future activities, be sure to use the present after **WHILE**, not future.

E.g.: I hope to practice my German while I am in Berlin, NOT while I will be.

6. Fill in *for*, *during* or *while* to complete the following sentences.

- 1) As she had studied English _____ childhood, she could speak well when she arrived in Canada.
- 2) We were holding hands _____ we were watching the performance.
- 3) They moved to Ottawa, so I haven't seen them _____ ages.
- 4) Tim scored a goal _____ the volleyball game.
- 5) Girls were gardening _____ her husband was painting the chairs.
- 6) He planned to stay here _____ two weeks but they need him back at work immediately.
- 7) Veronika visited the Eiffel Tower _____ her stay in Paris.
- 8) Don't speak _____ I am doing this exercise!
- 9) In Europe, when you are at a cafe you can stay at the table _____ as long as you like.
- 10) We should travel _____ we are still young.
- 11) She gets up at 6 a.m. and jogs _____ an hour before going to work.
- 12) Tim was texting his friends _____ dinner.
- 13) I've been studying English _____ a couple of years.
- 14) _____ the lecture, the professor was speaking _____ his students were listening.

EXAMS AND JOBS

7. Use your own ideas to complete the following sentences.

- 1) I have stayed at school for _____.
- 2) I don't use my mobile while _____.
- 3) During summer holidays I _____.
- 4) My family came to see me while _____.
- 5) What are you doing while _____?
- 6) Students mustn't _____ during _____.
- 7) To pass my exams I have been revising for _____.
- 8) I was asked a lot of questions during _____.
- 9) I couldn't sleep for _____.
- 10) Don't enter the classroom during _____.
- 11) While studying at school _____.
- 12) During the university course _____.

SPEAKING

8. Work in groups. Discuss the way you usually feel when faced with a test or exam. Do you ever deal with test anxiety? Match the verbs to the phrases they best go with to complete the descriptions of different states and feelings students have when taking a test. Add some more of your own, if you can. Divide them into positive and negative feelings. Say what you usually do during a test.

Verb	Follow-up phrase
Feel (like)	...lower/higher than on homework or papers
Stay	...poorly/well
Become	...suddenly «know» the answers after turning in the test
Find it	...relaxed and calm
Score	...the room is closing in on you
Perform	...«go blank»
	...frustrated or distracted
	...overwhelmed
	...heart racing
	...difficult to breathe



WRITING

9. Work in pairs. Imagine one of your friends is going to take an examination soon and feels pretty nervous about that, so you need to help him out. Use the clues below to prepare “DOs and DON'Ts of dealing with test anxiety”. Share your ideas with the classmates and make up a final advice list for successful performance on an exam.

...up late/night's sleep
 ...in advance/late/early
 concentrate/focus on...
 relax/reward yourself...
 ...self-critical/positive attitude
 ...stress/distracting thoughts

...deep breath/rush
 ...simple/harder questions
 ask the teacher/pay attention...
 ...carefully/attentively
 review/revise/prepare...
 avoid/follow...

For example:

DOs	DON'Ts
1) Do space out studying over a few days or weeks, don't wait until the night before.	1) Don't cram for an exam. The amount you learn won't be worth the stress.
2) ...	2) ...



- Do you know yourself well? What are your weaknesses and strengths? What do you think you are good at?
- What jobs look appealing to you? Where do you see yourself in five/ten years?



VOCABULARY

1. Look through the words given in the first column. Explain their meanings. Think of some staff representatives of the other area and complete the table.

<i>Educational establishment</i>	<i>Company Office</i>
<i>dean, lecturer, tutor, PhD, professor, principal, teacher</i>	

2. Company structure consists of different departments which involve various posts. Match the positions to their definitions.

- | | |
|-----------------------------------|---|
| 1) <i>President</i> | a) a group of people chosen to establish policy for and control a company |
| 2) <i>Chief Executive Officer</i> | b) any of several executive officers, each responsible for a separate division |
| 3) <i>Vice President</i> | c) a person managing the affairs of a corporation |
| 4) <i>shareholder</i> | d) a person responsible for day-to-day running of a department |
| 5) <i>board of directors</i> | e) a person who heads a Board of Directors; head of a company |
| 6) <i>chairman</i> | f) a person who is appointed to undertake the duties of a senior manager in the his absence |
| 7) <i>director</i> | g) a member of the board of directors |
| 8) <i>manager</i> | h) a person who holds or owns shares in or a part of a company or corporation |
| 9) <i>personal assistant</i> | i) head of a company |
| 10) <i>graduate trainee</i> | j) an official employee of the firm who is being trained to the job he/she was hired for after having graduated from university |
| 11) <i>deputy</i> | k) a secretary or administrative assistant working exclusively for one particular person |

3. Use the words and phrases below to complete the functions different individuals perform within their position in a company.

run the company / report to / be in charge of / cooperate with / job title / delegate work / senior management / line manager

The Chief Executive Officer (CEO) 1) _____. The level below CEO is Chief ... Officer, for example Chief Financial Officer (CFO), who is part of the 2) _____ team. The CFO 3) _____ the CEO (= has the CEO as their boss). The CFO 4) _____ (= responsible for) all the financial sides of the business. The next level down might be country level for a large international organization, or departmental level. A job title here might be Sales Director or Head of Sales or VP (= Vice President) Sales. The Sales Director for Sweden 5) _____ closely (= talks to in order to work better with) the Chief Marketing Officer at Head Office. Below this are people with 6) _____ like Manager, Officer, Coordinator, and etc. The words Assistant or Deputy may also occur at any level. I'm the Business Development Officer for Sweden. My 7) _____ (= person directly above me, who I report to) is the Sales Director. The Sales Director 8) _____ (= gives) a lot of the tasks to me.

READING

4. Is college or university certification important for getting a good job? Which careers do you think can be available for the jobseekers without higher education qualifications? Read the article about some vacancies at the UK market of employment, match the passages to the jobs. What differs these positions from the other advertised posts?

- Communication equipment professionals
- Sales reps
- Agricultural management
- Transportation, storage, and distribution managers

More and more high school graduates are nowadays seeking options to get a job. Some students work part-time, and some choose to have full-time jobs either during their term time, holidays or both. They earn for their further education, want to have additional income on personal necessities or luxuries, or simply need to get by, as their loans fail to cover the cost of living.

Being highly-paid is the main goal of the majority, though it may seem like all the top careers mean you have to get a college degree, but that's not the case at all and there are a number of positions that require no more than a high school diploma. Check some ideas of the best-paid jobs for no experience high school leavers.

1) _____

This is a serious occupation with a lot of responsibility, but it usually requires only secondary school qualifications to **get started**. According to a Forbes report, it promises the highest annual salary of any job that does not require formal education. There are various job titles in the field, so you can work in a warehouse, in logistics, organize **shipping** and delivery of goods to **end-users**. Here you can easily climb the career ladder and gain a lot of experience that can be beneficial later on in life.

2) _____

It does not require any academic skills. Usually, such a professional may begin by doing any manual labour on a farm or a land plot. The downside of being a rancher is the responsibility and hard physical work. Lots of effort will be required to keep all processes under control. While these professionals are mostly responsible for **supervising** other workers, a **hands-on approach** will be demanded quite often.

3) _____

If you're passionate about retail, you may want to consider trying this role. You will surely **benefit from** many employment opportunities. Generally, no formal requirements for education or training are needed when being hired, and part-time employment options are also available. However, depending on the situation, you may be asked for previous experience, that could make it difficult for some high school students and recent graduates to **compete against** other candidates.

4) _____

A final opportunity worth mentioning is in the media market. In movie industry, television channels, radio stations and other players such workers don't have to **specialize in** any particular skill, because they receive **training** after getting hired. Their main task will be to monitor, upgrade, repair and maintain such equipment like cameras, microphones, broadcast technologies, light systems, lenses, monitors and so on. Because of their technical knowledge, they are well-paid and **highly sought-after**. Many work freelance, allowing themselves a good degree of freedom.

The above mentioned list states that there are professions that exist which can earn you more without any specialization. Although you have to remember, that in most situations the benefit of good salary and job security comes with higher education qualifications. Anyway, a sincere and serious look at your interest and skills is a must before **jumping to** any profession, in case you feel that further education for a degree in this field is not your **cup of tea**.



5. Look at the words in colour in the text and match them to their definitions.

- 1) to have specific education or experience in one particular area
- 2) to watch a person or activity to make sure it is done correctly
- 3) knowledge and skills gained by practice
- 4) the type of thing that you like
- 5) sending goods from one place to another, especially by ship
- 6) in a great demand
- 7) begin to do something quickly
- 8) begin a process or task
- 9) process of learning/teaching the skills you need to do a particular job
- 10) a person or organization that buys and uses something
- 11) to try to be more successful than someone
- 12) to get something good or helpful from something

6. Complete the test according to the text.

- 1) Nowadays school graduates ...
 - a) invest more money in their education
 - b) look for a job before getting a degree
 - c) make a successful career
- 2) There are some professions which don't require a high school diploma because they ...
 - a) are menial and stressful
 - b) don't need special skills and knowledge
 - c) are underpaid and exhausting
- 3) Some of the most profitable jobs are ...
 - a) connected with management of goods
 - b) government positions
 - c) food and entertainment industry
- 4) Before choosing the future job, each graduate should ...
 - a) get to know himself better
 - b) get a college or university degree
 - c) get some basis experience needed for an occupation

SPEAKING

7. Look through the factors that influence your choice when looking for the right job. Put them in order of importance and compare your list with that of your partner's. Discuss your lists and explain your choices.

- job stability
- career prospects
- salary rate
- business trips
- hours of work
- commuting
- medical insurance
- perks
- working environment
- level of responsibility
- job-satisfaction
- holiday allowance

GRAMMAR

Grammar bank

PREPOSITIONS	<p>ON TIME means being punctual, not late. If something happens on time, it happens at the time that it was planned.</p>	<p><i>E.g.: The ceremony was well-organized. It began and finished on time.</i></p>
	<p>IN TIME means being soon enough. If we say we arrived in time, we're saying that we got there a little earlier and there was time to spare. We can also say: just in time.</p>	<p><i>E.g.: The agent applied for the interview at 11am. I hope he'll arrive in time. We got there just in time for our bus.</i></p>
	<p>AT THE END means being at the point when something stops, and is usually followed by of + noun/pronoun</p>	<p><i>E.g.: At the end of the meeting, everybody went to the canteen.</i></p>
	<p>IN THE END means finally. It is used when you want to say that a conclusion has arrived after a lot of confusion.</p>	<p><i>E.g.: I had quite a lot of problems with this project, but in the end I solved them.</i></p>
<p>NOTE! It's wrong to say in the end of... It should always be phrased as at the end of.</p>		

EXAMS AND JOBS

8. Complete the sentence using *in time* or *on time*.

- 1) Don't worry, I'll be back _____ to finish the translation of the article.
- 2) The meeting has been scheduled for 3 p.m. Please, arrive _____.
- 3) We arrived at the theatre _____ to have a coffee before the play started.
- 4) I almost forgot that it was Tim's birthday. Fortunately I remembered _____.
- 5) Why are you never _____? You always keep everybody waiting.
- 6) We arrived right _____, neither early nor late.

9. Read the situations and make up sentences using *just in time*.

- 1) You have a job interview at 8.30 a.m. But this morning you woke up later than usual. You thought you were going to be late for the appointment. But it started right after you entered the office. (*arrive/place/before/begin/interview*)
- 2) When being on the bus you saw a man trying to steal another passenger's wallet. At once you started calling the police, so the thief immediately ran away. (*stop/thief*)
- 3) You and your sister were setting off on a trip, but you were late to the airport and thought you could miss your flight. Fortunately the flight was delayed for an hour and just as you arrived at the airport, the gate was open for check-in. (*arrive/airport/flight/to Paris*)
- 4) The other day I left my mobile at home, but I was waiting for an important phone call from a potential employer. So, I decided to return home and take my mobile because I couldn't miss that call. Just after I opened the door, I heard the phone ringing. (*get home/phone call*)
- 5) My friend was busy with a new project and totally forgot about her boss's birthday. Luckily she remembered and could get the present before he came to work. (*buy/present/boss*)

10. Choose the correct options to complete the sentences.

- 1) *At/In* the end of this month, it will be my birthday.
I would like to have an English dictionary.
- 2) The day before yesterday, I sat an examination.
I knew nothing about the subject. *In/At* the end, I returned a blank paper and left.
- 3) It took me a long time to find a job. *In/At* the end, I got a job in a restaurant.
- 4) I will be moving to a new address *in/at* the end of May.
- 5) He didn't have a well-paid job. *In/At* the end, he found a better one.
- 6) Put your signature *at/in* the end of the contract.
- 7) I pay the phone bill *in/at* the end of each month.
- 8) We worked hard, and *in/at* the end, we achieved our goal.
- 9) I pay the phone bill *in/at* the end of each month.
- 10) We had a few problems at first, but *at/in* the end, everything was fine.



WRITING

11. Some people say that teenagers should work part-time and earn money. This way they will learn basic lessons about work and become more disciplined. Others argue that teenagers shouldn't sacrifice their rest and after-school activities to work. Consider both views and give your opinion. You should write at least 250 words. Give reasons for your answer and include any relevant examples from your own knowledge or experience.



IN SEARCH OF A JOB

Read the quote and express your opinion about it.

Find a job you love, and you will never have to work a day in your life.

- To what extent do you agree or disagree? Confucius
- Do you really think a hobby might work out as a decent job?



VOCABULARY

1. Put Monika Smith's steps up the career ladder in the correct order and say how successful you think she was in her career and life.

- she applied for a vacancy
she wasn't out of work for long
she was taken on as an office clerk
she was appointed for the post of Head of Legal Affairs
she was offered a part-time job
she was seeking for a permanent job
she gave in her resignation letter
she drew up an up-to-date CV
she attended job interviews
she got a pay rise and a bonus
she turned down the job offer
she retired from her position
she picked up new skills
she was promoted to a lawyer's assistant
she was laid off because of the crisis

2. Match the halves of the word partnerships in the tables. Give examples of professions that require or involve the following qualities, skills, or responsibilities.

A) Collocations for requirements

B) Collocations with phrasal verbs

- 1) formal a) humour
2) refined b) taste
3) specific c) experience
4) sense of d) qualifications
5) physical e) resistance
6) leadership/social f) memory
7) work g) fitness
8) good h) imagination
9) rich i) skills
10) stress j) knowledge
1) come up a) to business
2) cut back b) for a promotion
3) get on c) for criticism
4) keep up d) to expectations
5) back out e) with a lot of hassle
6) put in b) with a solution
7) get down c) of an agreement
8) live up d) to the account department
9) come in e) with the latest development
10) put up f) on spending

3. Work in pairs and mark the adjectives P (positive) or N (negative), look up their meaning if you need to. Make a list of jobs that can be described with these adjectives.

monotonous / labour-intensive / rewarding / challenging / demanding / risky / prestigious / seasonal / humanitarian / temporary / freelance / satisfying / menial / manual / stressful / collaborative / unskilled / voluntary / unfulfilling / promising / shift

READING

4. Have you ever volunteered? What kind of voluntary work would you like to do? Read the article about volunteering and choose the statement that best describes its main idea.

The article tells ...

- a) about various skills and useful experiences, you can get when doing volunteer work
b) in what ways how you can improve your career prospects through helping other people
c) that volunteering gives you valuable experience and is worth doing before you search for your first job

Looking for your first job, you will probably come across a job advertisement that reads "fresh graduates welcomed" followed by "minimum two years" work experience. New graduates often struggle with getting a job without any previous employment experience or gaining relevant experience without having a job in the first place. The good news is that you don't have to worry

EXAMS AND JOBS

if your first CV is only a page long and you feel you do not have enough qualifications to talk during job interviews. Aside from work experience, there is a whole list of other things to focus on when creating your resume; academic achievements, involvement in projects, community participation, awards in contests and competitions really add value and help demonstrate a potential employer you are a good *fit for the job*.

However, with so many people today having excellent qualifications, it has become a much more difficult to find a desirable job. But what makes the employers pick one person over the other? Well, among all the *credentials*, one of the sections that can boost your CV and help your application get noticed, is volunteer work. Volunteering is not only good for your community; it is also good for your career. Through volunteering you can get valuable training and *build up experiences* essential for your dream profession. Your volunteering roles *give* the employer clear *insight into* what your personal strengths are and can help impress him with your ambition.

There are plenty of volunteer opportunities, but to find an ideal mission to suit your needs, think of the *job-specific skills* you would like to develop for your *target career*. For example, if you need more experience with patient care, consider volunteering at your local hospital. If you want to work with animals, volunteer at a local shelter or offer to help an animal rescue group. Even volunteering for a few hours a week will look good on your resume and help you *stand out* as a candidate.

With all of this in mind, make sure to highlight any relevant volunteer experience that you have on your CV! Volunteer work is a great way to *give back*, but this is also an opportunity that could be so much more. There's even a chance a volunteer position can turn into a job. So, if you still haven't decided – give it a go! Start with something small, and after all, you'll be able to feel the greatest benefit of helping – a real *sense of accomplishment*, pride, and motivation, as volunteering is the most rewarding thing you can do.

5. Look through the text again and explain the meanings of the words in colour. Look up if necessary. Write sample sentences using them.

6. Read the statements below and tick those which are true for you. Explain your choice.

- | | |
|--|--|
| <input type="radio"/> Voluntary work is a form of slavery! | <input type="radio"/> The world would be a better place if more people did voluntary work. |
| <input type="radio"/> I believe that voluntary work is an excellent way for young people to get work experience. | <input type="radio"/> Voluntary work is a waste of time. |
| <input type="radio"/> Voluntary work is a good way to learn lots of new. | <input type="radio"/> You need money to survive. |
| <input type="radio"/> I like helping other people. | <input type="radio"/> I don't have enough free time to volunteer. |
| | <input type="radio"/> The government should pay for some of the jobs volunteers do. |

LISTENING

7. Listen to the recording and match the speakers to their dream jobs.

- | | |
|-----------|------------------------|
| Speaker 1 | a) a naval doctor |
| Speaker 2 | b) a photographer |
| Speaker 3 | c) a medical doctor |
| Speaker 4 | d) a veterinarian |
| Speaker 5 | e) a lawyer |
| Speaker 6 | f) a professional chef |

8. Listen to the recording again and complete the main reasons for choosing the profession by each speaker.

- Speaker 1: The reason why I want to be a ... is ...
 Speaker 2: The reason why I want to be a ... is ...
 Speaker 3: The reason why I want to be a ... is ...
 Speaker 4: The reason why I want to be a ... is ...
 Speaker 5: The reason why I want to be a ... is ...
 Speaker 6: The reason why I want to be a ... is ...



GRAMMAR

Grammar bank

INFINITIVES AND GERUNDS

An **INFINITIVE** is a verb form that acts as other parts of speech in a sentence. It is formed *with to + base form of the verb*.

Infinitives can be used as:

- 1) an object following the verb:
E.g.: Jim always forgets to eat.
- 2) a subject at the beginning of a sentence:
E.g.: To travel around the world requires a lot of time and money.
- 3) an adverb modifying a verb:
E.g.: You promised to buy me a diamond ring.
- 4) an adjective modifying a noun:
E.g.: Tara has the ability to succeed.
- 5) Some verbs are directly followed by an infinitive: *E.g.: Do you want to call your family now?*
- 6) Some verbs are directly followed by a noun or pronoun and then by an infinitive:
E.g.: He advised me to sell all my shares of stock.

A **GERUND** is a verb in its «ing» (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

- 1) Gerunds can appear at the beginning of a sentence when used as a subject:
E.g.: Jogging is a hobby of mine.
- 2) Gerunds can act as an object following the verb:
E.g.: Daniel started studying at university a year ago.
- 3) Gerunds can serve as an object after a preposition:
E.g.: I look forward to seeing my new roommate.
- 4) Some verbs and verb phrases are directly followed a gerund:
E.g.: Paul avoids going to noisy parties.

NOTE!

- 1) Some verbs can be followed by an infinitive or a gerund without causing a change in meaning:
E.g.: Will you continue working/to work after you give birth?
Some people prefer getting up/to get up early in the morning.
- 2) Some verbs can be followed by an infinitive or a gerund but with a change in meaning:
E.g.: He remembered sending the fax. (He remembered the act of sending the fax)
He remembered to send the fax. (He remembered about the fax and sent it.)

9. Choose the correct gerund or infinitive form in the brackets at the end of the sentence.

- 1) She _____ to get up early in the morning. (*likes/dislikes*)
- 2) Alan can't stand _____ on trains. (*riding/to ride*)
- 3) Mr. Harris enjoys _____ people out to dinner. (*inviting/to invite*)
- 4) In the old days, gentlemen challenged their rivals _____. (*fighting/to fight*)
- 5) As the famous saying goes, there's no use _____ over spilt milk. (*crying/to cry*)
- 6) Jim stopped _____ his shoelace. Wait for him. (*tying/to tie*)
- 7) My wife always volunteers _____ cakes for PTA meetings. (*baking/to bake*)
- 8) Don't waste my time _____ about your salary. (*complaining/to complain*)
- 9) Eva is having trouble _____ on the exam. (*concentrating/to concentrate*)
- 10) Please allow me _____ your Facebook page. (*joining/to join*)

10. Change the verbs in brackets into the correct form. Sometimes both infinitive and gerund are possible.

- 1) He is determined _____ (*win*) that race.
- 2) He lay in bed _____ (*plan*) the days to come.
- 3) We went _____ (*run*) in the morning.
- 4) Her fear of spiders made _____ (*travel*) difficult.
- 5) They don't mind _____ (*wait*) outside.
- 6) The problem is _____ (*get*) there on time.
- 7) I am accustomed to _____ (*take care*) of myself.
- 8) I want him _____ (*paint*) the wall.
- 9) _____ (*be*) or _____ (*not be*), that is the question.
- 10) This guy is known for _____ (*break*) the rules.
- 11) Sue enjoys _____ (*dance*).
- 12) The advantages of _____ (*go*) by train were clearly visible.

SPEAKING & WRITING

11. What is the most interesting or unusual job you have ever had or heard about? Think about jobs your parents, relatives or acquaintances do. Prepare to describe it to your partner. Answer the questions below to help you organize your dialogue.

- What kind of job is it?
- What are responsibilities to come with the job?
- What personal traits should/shouldn't one have to match the job?
- How would you describe the job? Is it demanding or rewarding, or what else? In what ways?
- What is the most interesting or unusual thing about it?

12. Work in pairs. Read functional phrases for the interview. Fill them into the table below in accordance with the categories. Explain or translate any unknown phrases to each other.

- a) *This job would offer professional development./This company has a very good reputation.*
- b) *I did quite well in my final exams. I passed.../I received...for my English.*
- c) *I've got lots of experience in this field./I have had two part-time jobs.*
- d) *I am a very organized person./I feel that I could fulfill your requirements.*
- e) *I get on really well with the public./I enjoy...ing (meeting people)*
- f) *I'm really keen on... (computers)/I am a fast learner/I am ready to take on more responsibilities.*
- g) *Sometimes I'm a bit too + adjective (e.g. serious, hard-working), and this might...(e.g. make my colleagues feel uncomfortable).*
- h) *I think I get too + adjective/adjectival phrase (e.g. involved/caught up) in my work. That sometimes means... (e.g. I am thinking about work even at lunch or at home).*
- i) *If I were offered the job, ...how soon could I start?/...would there be any on-the-job training provided?*
- j) *What expansion plans does the company have?/What are the promotion prospects in the company?*

1) Talk about the job	
2) Talk about your education	
3) Talk about your skills	
4) Talk about yourself	
5) Talk about your experience	
6) Ask some questions	

13. Make up a dialogue with your partner and role play it. One of you is an interviewer and the other one is an interviewee. Continue the conversation using the table above as a plan.

Step 1: Greet the candidate and ask her/him to introduce...

14. Write a job advert for a vacant job. Write about 100-150 words. Use the following plan.



- Job title:* (insert job title here)
Salary: (insert starting salary, commissions, or benefits here)
Hours: (insert average number of working hours per week)
Location: (insert location of the office and any public transport required)
Key responsibilities & duties: (insert a list of primary responsibilities for the position)
Academic or trade qualifications: (insert list of desired qualifications)
Work experience and skills: (insert necessary experience and skills needed to perform the job)
Personal qualities: (insert a list of personal qualities of the worker you are looking for)



- What do you think is better: to be self-employed or to work for somebody? Why?
- Look at the word cloud and give some ideas about who the entrepreneurs are. Name some if you know any? What made them a fortune?



VOCABULARY

1. Match the words with their definitions.

- | | |
|--------------------------------------|--|
| 1) <i>a niche in the market</i> | a) a person who starts and manages a business, accepting the risks and hoping to make money |
| 2) <i>an entrepreneur</i> | b) a person who goes into new areas (of land, thought, research, or development, etc.) before other people |
| 3) <i>set up</i> | c) a special area of demand for a product |
| 4) <i>manufacturer</i> | d) start or establish (a business) |
| 5) <i>a pioneer</i> | e) make a product, especially using machines |
| 6) <i>founder</i> | f) a large company that does business in several different countries |
| 7) <i>annual sales</i> | g) a person who establishes an organization |
| 8) <i>subsidiary</i> | h) a smaller company that is owned by another bigger company |
| 9) <i>division</i> | i) one of the sectors or groups in a business or organization |
| 10) <i>multinational corporation</i> | j) the amount of business that a company does in one year |

2. Fill in the blanks with the appropriate vocabulary from the list below.

debt / bankruptcy / capital / profit / donations / finances / charity / fortune / loan / fund-raising / earnings

- During the financial crisis, even some large corporations declared _____.
- If a CEO cannot manage company _____ well, the company is likely to fail.
- _____ is an essential part of the Red Cross since it depends on charitable _____.
- I often give money to a _____ like Salvation Army or Red Cross.
- To keep a business running, companies must have plenty of _____.
- Credit _____ somehow make it very easy to spend a lot of money.
- Bill Gates earned a _____ on Microsoft.
- America spends more money than it earns; it is in international _____.
- The _____ people receive for their work depend on their qualifications.
- If you borrow money in a bank you take out a _____.

3. Match the adjectives with their definitions. Complete the pairs of words appropriately.

1.	<i>economic</i>	a) related to trade, industry or money	_____ development, be _____, _____ use, _____ forecast, _____ price,
	<i>economical</i>	b) not using a lot of money	_____ hybrid cars, _____ policy, solar panels are _____, _____ person;
2.	<i>costly/ pricy</i>	a) costing a lot	_____ process, time is _____, a _____ item, _____ advice, _____ repairs,
	<i>priceless</i>	b) having a value beyond any price	a _____ purchase, _____ jewel, _____ artifact/antique, _____ collection;
3.	<i>worthy</i>	a) not having worth and use, without value	feel _____, a _____ idler, _____ rubbish, _____ plan, _____ to see/do,
	<i>worthless</i>	b) having worth or value	_____ of attention/praise, _____ as a (painter), _____ candidate/successor.

READING

4. Read the article and answer the question at the end.

If you're a young entrepreneur who's sick of the 9-to-5 rat race, you should start *thinking out of the box*. You need to find an idea that will allow you to start your own business so that you can choose your hours and even your salary. The challenges are real, but so are the opportunities. It is often amazing to think about how early some of the world's most famous entrepreneurs began their *start-ups* and *ventures*. Many of them simply had a fantastic idea and then just worked extremely hard to make it reality. You can begin the journey to becoming an achiever at any age, and the young entrepreneurs in the list below will prove this to you.

Of course, Mark Zuckerberg must be on the top of the list. Facebook speaks for all the success the man has achieved by launching it when he was only 19 years old. Within a few years of its *launch*, Facebook became one of the most used social media platforms across the world. An *inspiration* to a countless number of people, Zuckerberg is estimated to be worth 61.7 billion USD today and continues to progress as an entrepreneur.

Fraser Doherty started his incredible business career at the age of just fourteen. After being taught how to make jam in his Grandmother's kitchen in Scotland, he came up with a way of making jam 100% from fruit. At sixteen, he presented his brand, SuperJam, to Waitrose and went on to become the youngest ever *supplier* to a major supermarket. SuperJam has since grown into a company that has sold many millions of jars through thousands of supermarkets around the world and currently has a *net worth* of 2 million dollars.

Juliette Brindak came up with the idea of what is now "Miss O&Friends" when she was just 10 years old. During a routine family vacation, she created a series of drawings of five girls called "Cool Girls", the main one of whom was Miss O, inspired by her younger sister Olivia. Everyone liked the characters so much that soon her family joined in to help bring the characters to life, which is how "Miss O and Friends" *came into existence*. Her entrepreneurial horizons expanded in 2005, when Juliette launched MissOandFriends.com, a by-girls-for-girls site where tweens can go to safely interact, play flash games, receive advice in a supportive community, and get inspired.

At 14 years old Sean Belnick locked himself in his bedroom and 3 days later, Bizchair.com was born! At 20 years old, Sean's business chair website *brought in* \$38 Million Dollars! He started out with just a few office chairs and eventually one employee, he now sells over 25,000 products and sold chairs to Microsoft, Google, and Abercrombie and Fitch. Since the year Bizchar.com was set up it has turned into a *thriving* company and continues to *expand* with an excellent selection of products and customer service.

It's hard not to feel a bit *competitive* after reading about all these young entrepreneurs. However, you have to know that anyone can succeed; what you really need to do is to begin. It's never too late or early to *chase your dreams*. Anything can happen with a great idea, hard work, and creativity.

So, have you got any ideas for a start up?

5. Match the words in colour with the synonyms below.

become large / bright idea / to appear or arise / follow / creative thinking / distributor / business / ambitious / make a profit / enterprise / set up / develop well / total amount of money saved



6. Read the statements and say whether they are true (T) or false (F) according to the text.

- 1) The main purpose of the article is to encourage young people to be hard-working, determined and innovative.
- 2) Facebook instantly became a very profitable business.
- 3) Fraser Doherty became a millionaire using his skill of making jam.
- 4) "Miss O" is a series of drawing-based characters aimed to be positive role models for young girls and teens.
- 5) BizChair.com was created in 2001 by its then fourteen-year-old founder Sean Belnick.

GRAMMAR

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VERB PATTERNS

– **Verb + gerund:** admit, advise, avoid, consider, deny, discuss, dislike, enjoy, finish, forget, imagine, keep, mention, mind, miss, recommend, remember, quit, stop, suggest, understand:

E.g.: He finished reading his newspaper. I spent three years working in Tokyo.

– **Verb + gerund or infinitive without a change in meaning:** begin, bother, continue, hate, intend, like, love, prefer, start:

*E.g.: Will you continue working/to work after you give birth?
Some people prefer getting up/to get up early in the morning.*

– **Verb + gerund or infinitive with a change in meaning:** forget, remember, stop

*E.g.: He remembered sending the fax. (He remembered the act of sending the fax)
He remembered to send the fax. (He remembered about the fax and sent it.)*

– **Verb + infinitive:** afford, agree, appear, arrange, decide, demand, expect, fail, hope, manage, mean, offer, plan, prepare, pretend, promise, refuse, seem, wait, want, wish, would like, would prefer:

E.g.: They agreed to pay for Korean lessons. – I didn't expect to get this job.

– **Verb + object + infinitive:** advise, allow, ask, cause, challenge, command, convince, expect, forbid, force, hire, instruct, invite, order, pay, permit, program, remind, teach, tell, urge, want, warn

E.g.: Ann's mum ordered her to go upstairs and do her homework.

– **Verb + object + bare infinitive:** most modals (can, could, may, might, should, must, will, would), sense verbs (hear, see, watch, feel, notice), make, let, help (can go with both 'to' or without 'to'):

E.g.: Dad let me keep the cat. – She made me say sorry. – I helped him (to) do the research.

7. Complete the second sentence so that it has a similar meaning to the first. Use the word(s) in brackets and an *infinitive* or *-ing* form. Use between two and four words.

- 1) My mum said she would pick up my friends and me after the party. (AGREED)
My mum _____ my friends and me after the party.
- 2) I'm not in the mood to cook dinner this evening. (FEEL LIKE)
I don't _____ dinner this evening.
- 3) It usually takes me an hour to do my homework. (SPEND)
I usually _____ my homework.
- 4) I won't tell anyone your secret. You can trust me. (PROMISE)
I _____ anyone your secret. You can trust me.
- 5) Do you want to play squash with me tomorrow? (FANCY)
Do you _____ squash with me tomorrow?
- 6) Do you think your son broke the window on purpose? (MEANT)
Do you think your son _____ the window?
- 7) You should put on a coat if you're going outside. (SUGGEST)
I _____ a coat if you're going outside.
- 8) She lied and said she was eighteen so she could get into the nightclub. (PRETENDED)
She _____ eighteen, so that she could get into the nightclub.

EXAMS AND JOBS

8. Put the verbs into the *gerund* or the *infinitive*.

- 1) He tried _____ (*get*) a job in a newspaper firm but they wouldn't hire him.
- 2) He tried _____ (*get*) a job in a newspaper firm but he still wasn't satisfied.
- 3) We stopped _____ (*study*) because we were tired.
- 4) We stopped _____ (*have*) a rest because we were really sleepy.
- 5) I forgot _____ (*lock*) the door, I have to call my roommate and ask him to check.
- 6) Have we studied this before? I've forgotten _____ (*learn*) it.
- 7) Please remember _____ (*bring*) your homework.
- 8) I remembered _____ (*bring*) your book back! Don't you remember?
- 9) I regret _____ (*tell*) you the train has been delayed.
- 10) I regret _____ (*tell*) Julie my secret; now she has told everyone.

9. Complete the following paragraph using the words given below in the correct form of *gerund* or *infinitive* (*with or without to*).

make^{*3} / *solve* / *know* / *appreciate* / *be* / *write* / *get* / *publish*^{*2} / *read* / *work* / *follow* / *reach*

The job I liked best was 1) _____ cartoon strips for a children's comic paper called The Superheros, a job I did before I was 22. What I liked most was being creative all day, 2) _____ that young people liked 3) _____ our stories. Using my language skills 4) _____ something new was very satisfying work. It let me 5) _____ an audience of more than 1 million readers. Of course, I didn't have 6) _____ any big problems or fix anything, I didn't have 7) _____ dirty in our nice big office, and I didn't have 8) _____ important decisions or be anyone's boss. Inside our huge company, I liked 9) _____ as part of a small team of artists and technicians and 10) _____ the production systems 11) _____ The Superheros. After a while, I left that job 12) _____ more money, but I never forgot 13) _____ a small part of the 14) _____ industry in the UK. It made me 15) _____ having freedom and creativity at work.

SPEAKING

10. Work either individually or in pairs. Now it's your turn to be the entrepreneur! So, you have to produce an entrepreneurial business plan. It could be anything you like and could be realistic or totally imaginary. Your business plan should include.

- *Business start-up overview*: (what do you plan to offer? why and who do you want to sell it to?)
- *Strategy*: (why do you think people will buy what you want to sell? how do you plan to sell them?)
- *Team and personnel*: (what are your skills, experience and qualifications? what people will you employ?)
- *Operations*: (where will you run your business? what equipment and facilities will you need?)
- *Forecasts*: (how much will you need to get started? how much will you sell the product/service for? how much profit will you make and when? how will you pay investors back?)



11. When your plan is ready, you need to present it to the rest of the class. Every individual/pair will be given 10,000 USD to invest in the business of their choice. The individual/pair with the most investment wins!

WRITING

12. Think of an entrepreneur you know or research some famous one. Write about their life and achievements. Use the vocabulary you have learned in the lesson.

SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) Most of the schools give _____ to enable the best of their pupils to complete their studies abroad.
a) *grants* b) *scholarships* c) *assignments* d) *admissions*
- 2) The highest degree awarded by a university faculty is a _____.
a) *master's degree* b) *diploma* c) *academic degree* d) *doctorate*
- 3) The work that a person does, in other words a job or profession.
a) *occupation* b) *qualification* c) *business* d) *vocation*
- 4) Only _____ students get the best marks and quality skills.
a) *practical* b) *ambitious* c) *academic* d) *rewarding*
- 5) Exams are only a month away, if you don't _____ now, you'll surely fail.
a) *ace a test* b) *pull an all-nighter*
c) *hit the books* d) *pass with flying colours*
- 6) A _____ is an important official at a university or college.
a) *dean* b) *campus* c) *syllabus* d) *tutorial*
- 7) Many families on low _____ will be unable to afford to buy their own home.
a) *loans* b) *salary* c) *profit* d) *incomes*
- 8) _____ people believe that they are more important than others.
a) *arrogant* b) *disorganised* c) *team-oriented* d) *clumsy*
- 9) The highest-ranking person in a company who is responsible for making managerial decisions.
a) *principle* b) *director* c) *CEO* d) *chief*
- 10) I need to know more about the job before I decide whether to _____ it.
a) *go to* b) *apply for* c) *enter* d) *drop out of*
- 11) I heard on the news that they _____ a new shopping centre in the town centre next year.
a) *are going to build* b) *will build* c) *are building* d) *have built*
- 12) She _____ an appointment with Dr. Thomas tomorrow.
a) *will make* b) *makes* c) *is going to make* d) *is making*
- 13) In the year 2050 all students _____ their own computers in school.
a) *have* b) *are going to have* c) *will be having* d) *will have*
- 14) By the end of the month I _____ off my bank loan.
a) *will pay* b) *will be paying*
c) *will have paid* d) *will have been paying*
- 15) This time next month I _____ for ten years.
a) *will drive* b) *will be driving* c) *will have driven* d) *will have been driving*
- 16) Ann suddenly began to feel sick _____ she was doing the examination.
a) *while* b) *for* c) *during* d) -
- 17) My friend offered _____ some money to me.
a) *loan* b) *to loan* c) *loaning*
- 18) She tried to make me _____ that she was my mother.
a) *believe* b) *to believe* c) *believing*
- 19) He kept up his studying for months because he wouldn't _____ the exam until he was ready.
a) *risk* b) *to risk* c) *risking*
- 20) The traffic was very bad, but I managed to arrive at work _____ to prepare for the meeting.
a) *in the end* b) *in time* c) *on time* d) *at the end*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

1)_____ the 20th century there was nothing that could help you achieve labor market success more than a good education. Even today, education is one of the strongest predictors of whether someone 2)_____ and how much he or she is paid.

Yet, the rules have changed. High school 3)_____ in 1950 could get you a solid, middle-class job. But a diploma today is a minimum 4)_____ to get nearly any job – and, for most, it's not enough to get you into the middle class.

5)_____ of education policy and of career and technical education in particular, 6)_____ incredible changes in technology and the workforce. And, while degree requirements have changed, education continues to be the cornerstone of 7)_____ preparation and success.

- | | | | |
|--------------------------|------------------------|--------------------------|-----------------------|
| 1) a) <i>while</i> | b) <i>during</i> | c) <i>for</i> | d) <i>since</i> |
| 2) a) <i>is employed</i> | b) <i>has employed</i> | c) <i>being employed</i> | d) <i>employed</i> |
| 3) a) <i>degree</i> | b) <i>certificate</i> | c) <i>qualifications</i> | d) <i>level</i> |
| 4) a) <i>need</i> | b) <i>stage</i> | c) <i>obligation</i> | d) <i>requirement</i> |
| 5) a) <i>scholars</i> | b) <i>scientists</i> | c) <i>tutors</i> | d) <i>professors</i> |
| 6) a) <i>saw</i> | b) <i>have seen</i> | c) <i>are seeing</i> | d) <i>seen</i> |
| 7) a) <i>occupation</i> | b) <i>trade</i> | c) <i>work</i> | d) <i>job</i> |

Career consultants always have a few tricks 8)_____ their sleeve for those looking for a job. Go on and get it right! Read recruitment sections in newspapers and on the Internet. A good 9)_____ job with the promise of long-term employment can be difficult to find, so 10)_____ take a temporary job, even if it is only for a few months. Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so don't miss them!

When you've decided to apply 11)_____ a job, send your application with a CV as soon as possible. Don't forget to list all your qualifications (degrees and diplomas) and any previous 12)_____ you have with this kind of work.

At the interview don't be afraid to ask about working 13)_____ (*e.g. hours or holidays*) but wait for the interviewer to mention the question of starting salary. Money is a delicate issue and being greedy will not get you a job. Dress for success! Put on smart clothes and wear something bright to 14)_____ your confidence at the interview.

- | | | | |
|-------------------------|------------------------|---------------------|-----------------------|
| 8) a) <i>in</i> | b) <i>up</i> | c) <i>under</i> | d) <i>inside</i> |
| 9) a) <i>stable</i> | b) <i>constant</i> | c) <i>permanent</i> | d) <i>frequent</i> |
| 10) a) <i>why don't</i> | b) <i>what if</i> | c) <i>if not</i> | d) <i>why not</i> |
| 11) a) <i>to</i> | b) <i>for</i> | c) <i>in</i> | d) <i>on</i> |
| 12) a) <i>skills</i> | b) <i>involvements</i> | c) <i>practice</i> | d) <i>experience</i> |
| 13) a) <i>benefits</i> | b) <i>conditions</i> | c) <i>trainings</i> | d) <i>backgrounds</i> |
| 14) a) <i>boost</i> | b) <i>enhance</i> | c) <i>raise</i> | d) <i>expand</i> |

In Britain, education is 15)_____ between the ages of 5 and 16. Most children go to state schools, and only about 7% 16)_____ fee-paying private schools or public schools. They are famous for their excellence and challenging for unusually clever students, but also appreciative of less academically-gifted personalities. Young people there are expected to show respect for their teachers and obey school rules. Students who 17)_____ risk being excluded from school. They teach self-discipline, but creativity also. They are exciting, and at the same time, successful in conventional terms of percentage of examination passes and university entrances. Indeed, these schools 18)_____ students live, work, and play together do seem to have more success in realizing their objectives than any other educational institution of our times.

19)_____ all schools work a five-day week; the day starts at nine and finishes between three and four. The school year is divided into three terms. A typical 20)_____ includes Maths, History, Sciences, Languages, Art, Music, and Physical Education. A lot of schools offer a 21)_____ after-school activities such as choir, drama, and trips to interesting places. The main exams are GCSEs (school-leaving exams at 16), and A-levels (university entrance exams at 18). University students graduate after completing their first degree, usually in three years. Many students then continue their studies for a Master's degree, or a PhD.

- | | | | |
|-----------------------------|----------------------|-----------------------|--------------------------|
| 15) a) <i>comprehensive</i> | b) <i>general</i> | c) <i>obligatory</i> | d) <i>compulsory</i> |
| 16) a) <i>visit</i> | b) <i>attend</i> | c) <i>go</i> | d) <i>prefer</i> |
| 17) a) <i>disbehave</i> | b) <i>behave</i> | c) <i>misbehave</i> | d) <i>badly-behaved</i> |
| 18) a) <i>where</i> | b) <i>which</i> | c) <i>that</i> | d) <i>what</i> |
| 19) a) <i>closely</i> | b) <i>around</i> | c) <i>about</i> | d) <i>nearly</i> |
| 20) a) <i>course</i> | b) <i>curriculum</i> | c) <i>agenda</i> | d) <i>programme</i> |
| 21) a) <i>a range of</i> | b) <i>a set of</i> | c) <i>a series of</i> | d) <i>a diversity of</i> |

LITERARY HUB

Austen's works

Austen's six major novels (*Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Persuasion* and *Northanger Abbey*) were all written between the years 1811 and 1817. They deal primarily with rural middle-class family life and relationships, and exhibit a strong sense of satire.

The plot

Emma Woodhouse has decided to find a good husband for Harriet Smith, a new friend of hers with no social connections. Harriet has been staying with school friends and is attracted to their brother, Robert Martin, a farmer. She is describing him to Emma.

Jane Austen (1775-1817)



1. Read the excerpt from Jane Austen's novel and say what the attitude is of the heroines to the young man they are talking about.

EMMA PASSES JUDGMENT

The next question was:

"What sort of looking man is Mr. Martin?"

"Oh! not handsome – not at all handsome. I thought him very plain at first, but I do not think him so plain now. One does not, you know, after a time. "But did you never see him? He is in Highbury every now and then, and he is sure to ride through every week on his way to Kingston. He has passed you very often."

"That may be, and may have seen him fifty times, but without having an idea of his name. A young farmer, whether on horseback or on foot, is the very last sort of person to raise my curiosity. The yeomanry¹ are precisely the order of people with whom I feel I can have nothing to do. A degree or two lower, and a creditable² appearance might interest me; I might hope to be useful to their families in some way or other. But a farmer can need none of my help, and is, therefore, in one sense, as much above my notice as in every other he is below it. ... I have no doubt of his being a very respectable young man, I know, indeed, that he is so, and, as such, wish him well. What do you imagine his age to be?"

"He was four-and-twenty the 8th of last June, and my birthday is the 23rd, just a fortnight and a day's difference – which is very odd."

"Only four-and-twenty. That is too young to settle³. His mother is perfectly right not to be in a hurry. They seem very comfortable as they are, and if she were to take any pains to marry him, she would probably repent it. Six years hence⁴, if he could meet with a good sort of young woman in the same rank⁵ as his own, with a little money, it might be very desirable!"

"Six years hence! Dear Miss Woodhouse, he would be thirty years old!" ...

"I wish you would not get into a scrape⁶, Harriet, whenever he does marry; – I mean, as to being acquainted with his wife – for though his sisters, from a superior education are not to be altogether objected to⁷, it does not follow that he might marry any body at all fit⁸ for you to notice. The misfortune of your birth⁹ ought to make you particularly careful as to your associates. There can be no doubt of your being a gentleman's daughter, and you must support your claim to that station¹⁰. ... I say that if you should still be in this country¹¹ when Mr. Martin marries, I wish you may not be drawn in¹² by your intimacy with the sisters, to be acquainted with the wife, who will probably be some mere¹³ farmer's daughter, without education."

"To be sure. Yes. Not that I think Mr. Martin would ever marry any body but what had had some education--and been very well brought up. ... But if he marries a very ignorant, vulgar woman, certainly I had better not visit her, if I can help it."

Emma watched her through the fluctuations of this speech, and saw no alarming symptoms of love. The young man had been the first admirer, but she trusted there was no other hold¹⁴, and that there would be no serious difficulty, on Harriet's side, to oppose any friendly arrangement of her own.

They met Mr. Martin the very next day, as they were walking on the Donwell road. He was on foot, and after looking very respectfully at her, looked with most unfeigned satisfaction at her companion. Emma was not sorry to have such an opportunity of survey; and walking a few yards forward, while they talked together, soon made her quick eye sufficiently acquainted with Mr. Robert Martin. His appearance was very neat, and he looked like a sensible young man, but his person had no other advantage; and when he came to be contrasted with gentlemen, she thought he must lose all the ground he had gained in Harriet's inclination. Harriet was not insensible of manner; she had voluntarily noticed her father's gentleness with admiration as well as wonder. Mr. Martin looked as if he did not know what manner was.

They remained but a few minutes together, as Miss Woodhouse must not be kept waiting; and Harriet then came running to her with a smiling face, and in a flutter of spirits, which Miss Woodhouse hoped very soon to compose.

"Only think of our happening to meet him!--How very odd! It was quite a chance, he said, that he had not gone round by Randalls... Well, Miss Woodhouse, is he like what you expected? What do you think of him? Do you think him so very plain?"

From *Emma*, Chapter 4

GLOSSARY

- 1) *financially independent working class people*
- 2) *respectable*
- 3) *make a home and get married*
- 4) *from now*
- 5) *social position*
- 6) *make an embarrassing mistake*
- 7) *are not completely unsuitable*
- 8) *suitable*
- 9) *Harriet is illegitimate and no-one knows who her parents are.*
- 10) *make people believe that you really are a gentleman's daughter*
- 11) *county, region*
- 12) *led*
- 13) *humble*
- 14) *she believed that there wasn't any greater attachment*



2. Answer the questions according to the text.

- 1) Why is Emma interested in poor people, but not in farmers like Robert Martin?
- 2) Who does Emma think Robert Martin should marry, and when?
- 3) How does she think that Harriet should behave toward Robert's wife when he marries? Why?
- 4) Why is Emma satisfied at the end of the conversation?
- 5) What social class do you think Emma belongs to? What is her attitude to people from other social classes?
- 6) Why do you think Emma is so interested in Harriet? Do people still worry about social class when deciding who to marry?
- 7) Are the differences in people's social class as wide today as they were in Jane Austin's day? Support your answer with some facts.

3. How do you think the novel ends? Browse the Internet and check out the storyline. Write a short overview of the novel ending. Share your impressions about the novel.

UNIT 2

YOUTH AND RELATIONSHIPS

WORD BANK

alienation	non-profit
arrogant	nun
bride/bridegroom	nurture
bug	obedient
christen	obstinate
consequence	overprotective
date	pre-teen
divorcee	quarrelsome
fiance/fiancee	quick-tempered
foresee	rebellious
hesitation	reunite
implementation	row
imprinted	stern
milestone	steady
mourn	taboo
nag	terrific
narrow-minded	vice-versa

GRAMMAR

- Comparison of adjectives
- Degree modifiers: fairly, rather, quite
- Intensifiers: such/so/too/enough
- Narrative tenses/Past tense contrast
- Ways of expressing habitual behaviours
- Verbs with prepositions

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

ask out
at death's door
bound for
bridge a gap
bump into
chat up
cheat on
come across
come of age
come over/round
dog-headed
fair-weather friend
fellow student
end up
get behind
get down
give up on
hunger strike
let down
look back on
meet up (with)
order out
pick on
put up with
rebel against
settle down
start off
stay up
stop by
take away
talk over
top up
turn down



YOUTH AND RELATIONSHIPS

MEETING PEOPLE YOU KNOW

- When was the last time you met someone who you hadn't seen for ages?
- What did you talk about? Had he/she changed a lot?



VOCABULARY

1. What type of friend is each person talking about in the sentences below? Match each sentence with a person given below.

acquaintance / fair-weather friend / fellow student / flat mate / girlfriend / mutual friend / old friend / travel companion / true friend / workmate

- 1) We're not close friends – we're just studying French in the same evening class. _____
- 2) I live with Sarah, but each of us has our own circle of friends that we hang out with. _____
- 3) Olivia and I went on a trip to Peru together ten years ago and we've kept up with each other ever since. _____
- 4) I wouldn't say we were friends really. We've met a couple of times at parties. _____
- 5) Oh, do you know Tom? He's a good friend of mine too. We should all meet up some time. _____
- 6) Jacob always hangs around when he's bored, but he never comes round when he's got something better to do. _____
- 7) Kate has always stood by me in times of difficulty. If ever I'm in trouble, I know I can rely on her for help. _____
- 8) Colin and I have been teaching at the same school for years. We get on very well, even though we never really see each other socially. I think I've been round to his house once. _____
- 9) Barney and I have known each other since we were at school. It doesn't matter if we haven't seen each other for a while; we just seem to pick up where we left off. _____
- 10) Jessica and I are going to a medieval-style wedding. Themed weddings are becoming very fashionable. _____

2. Read the expressions, which you usually use meeting people on the street. Discuss them with the class and divide them into the following categories.

- | | |
|--|---|
| 1) expressing surprise at meeting: | 4) describing business: |
| 2) asking for news: | 5) telling about a mutual friend: |
| 3) telling about appearance: | 6) saying there is no possibility to carry on the conversation: |
| a) <i>Fancy meeting/seeing you here! / What a (nice) surprise!</i> | h) <i>She was asking after you the other day.</i> |
| b) <i>How are things? / How are you doing?</i> | i) <i>Give her my regards. / Say hello to her from me.</i> |
| c) <i>What have you been up to? / How's it all going?</i> | j) <i>Well, I should probably go and ... / I don't mean to be rude, but I need to ...</i> |
| d) <i>Busy as ever. / I've been completely snowed under...</i> | k) <i>Sorry, I've got to rush. / I'm in a bit of a hurry.</i> |
| e) <i>It has its ups and downs. / It goes up/down.</i> | l) <i>It was really nice to see you. / Good luck with ...</i> |
| f) <i>You look well! / It sounds good!</i> | |
| g) <i>Do you see much of Amanda? / How's Amanda getting on?</i> | |

3. Look through the phrasal verbs given below. Try to explain their meaning. Complete the sentences using the appropriate phrasal verbs.

- | | |
|---------------------------|---|
| 1) <i>come over/round</i> | a) Tim _____ for dinner the other night. |
| 2) <i>come across</i> | b) I _____ a word I'd never seen before. |
| 3) <i>bump into</i> | c) I _____ your mother at the supermarket. |
| 4) <i>stop by</i> | d) I was passing your house, so I thought I'd _____ for a chat. |
| 5) <i>meet up (with)</i> | e) We usually _____ for a quick coffee in the morning. |
| 6) <i>hang out (with)</i> | f) Who is he _____ with these days? |

SPEAKING

4. Imagine you are in a large shopping centre during your lunch break. Stand up and move around the classroom “bumping into” other students. Pretend you have met before, but haven’t seen each other for some time. Ask the person how his/her things were going and make some future arrangements together. Then move on until you bump into someone else. Use the expressions from the previous exercises to help you organize your dialogue.

READING

5. What do you think are the main rules of etiquette? Are they similar or different around the world? Do you know how to behave when meeting people abroad? Read the text and check it out. Which rules might be considered common for Ukraine?

What is socially acceptable? You probably know your own country’s social norms and how to interact with people. But what is normal in your country may not be in others, and *vice-versa*. It’s a big world out there and the beauty of all those different countries is that each one has its own customs and traditions. Often they can be quite different to what we are used to, but that’s the beauty of travelling! So we invite you to check out our guide to social etiquette and customs in different countries.

FRANCE: How many times to kiss? In France, greeting your French friends can be a complicated *matter* for foreigners. Rather than shaking hands, waving hello or hugging, you lean forward, touch cheeks and kiss the air while making a kissing sound with your lips. They greet friends and family with kisses everywhere, on the streets, in supermarkets, at the gym, at work, etc. There’s no stopping them – It’s called “La Bise”.



INDIA: Don’t touch someone of the opposite gender in public. In many parts of India, touching someone of the opposite sex in public is considered off-limits. This includes even shaking hands and especially displays of love between married couples. This takes the expression “get a room”, which means they’d better find some other place for themselves.

JAPAN: Don’t tip! If you’re used to *ordering out* and deciding if you should leave a 15 percent or 20 percent tip, you don’t have to worry about that in Japan because it is considered extremely impolite to tip. This includes restaurants, cabs, and more. Save your money in Japan.

ITALY: When in Rome, do as the Romans do! It’s important to insist that you don’t want any more food once you are full, otherwise your food will keep being *topped up*. The same goes for your glass of wine – it’s considered impolite to refuse! It’s also worth noting that the Italians are fond of an afternoon nap after lunch, with many businesses shutting for an hour or two between 1 p.m. and 4 p.m.

SAUDI ARABIA: Don’t blow your nose! While it is not healthy to hold your sneezes in, you might want to think twice about blowing your nose to relieve yourself from sneezing when travelling abroad. In Saudi Arabia, it is *taboo* to blow your nose in public. It is especially bad if you use a handkerchief.



CHINA: Don't greet anyone by their first name. When addressing someone in China, it is rude to say their first name first. Calling someone with their last name first is the *proper* way to address someone in China because of the importance of family heritage.

GERMANY: No chewing gum while conversing. While it is fine to chew gum in Germany, be careful not to do so while in conversation. It is extremely rude to speak to someone in Germany while chewing gum or putting your hands in your pockets. Germans want your full and undivided attention.



6. Look through the text again and say whether the sentences are true (T) or false (F) according to the text.

- 1) In France it is quite ok to kiss people when you meet them for the first time.
- 2) People in India are not allowed to hug if they are not married.
- 3) In Japan the less tips you give the better; they don't take anything for service.
- 4) Italians love to sleep during lunch time.
- 5) It is extremely impolite to blow your nose in the UAE.
- 6) In China you can't interact on a first-name basis with unfamiliar people.
- 7) German people never chew gum or put their hands in pockets.

7. Look at the words in colour in the text and match them to their synonyms below.

acceptable / full / take away / demonstration / on the contrary / cause

8. Make up some sentences about social norms of public behaviour in Ukraine.

GRAMMAR

Grammar bank

NARRATIVE TENSES/PAST TENSE CONTRAST		
TENSE	USE	SIGNAL WORDS
PAST SIMPLE [verb+ed] or irregular verbs	<ul style="list-style-type: none"> • Actions in the past taking place once at a definite time, never or several times. • Past habits or states which are now finished. • Action taking place one after another. • Action taking place in the middle of another action. 	<i>yesterday, 2 minutes ago, in 1990, the other day, last Friday, "if-sentences" type II.</i>
PAST CONTINUOUS [was/were + V-ing]	<ul style="list-style-type: none"> • Action going on at a certain time in the past. • Actions taking place at the same time. • Action in the past that was interrupted by another action. • To describe the atmosphere, setting and give background information to a story. 	<i>when, while, as long as, from ___ to ___ yesterday, the whole evening, all morning/evening/day</i>
PAST PERFECT [had + past participle]	<ul style="list-style-type: none"> • Action taking place before another action or a stated time in the past. • Action which finished in the past and whose result was visible in the past • Putting emphasis only on the act (not the duration). 	<i>Before, after, already, just, never, not yet, once, until that day, for, since, "if-sentences" type III, by the time</i>
PAST PERFECT CONTINUOUS [had + been +V-ing]	<ul style="list-style-type: none"> • Action taking place before a certain time in the past putting emphasis on the duration or course of an action. • Action which lasted for some time in the past and whose result was visible in the past. • Sometimes interchangeable with the past perfect. 	<i>for, since, how long, before, until, the whole day, all day, for 20 minutes, for 3 hours</i>

9. Complete the sentences using past tenses, suitable in each case.

- 1) While we _____ (*clean*) the house, the boys _____ (*prepare*) dinner, so everything _____ (*be*) ready at the same time.
- 2) Italian immigrants _____ (*live*) in America for a long time. They _____ (*arrive*) in the 19th century and many of them _____ (*establish*) in New York.
- 3) It _____ (*be*) the worst storm we _____ ever _____ (*have*).
- 4) Everybody was very hungry and by the time we _____ (*get*) there the food _____ already _____ (*disappear*).
- 5) I _____ (*dream*) about true love for years when I finally _____ (*meet*) my husband!
- 6) What _____ (*do*) during your vacation? – We _____ (*travel*).
- 7) We _____ (*not be*) at home when you _____ (*call*) us last night.
- 8) When she _____ (*open*) her eyes she _____ (*say*) that she _____ (*dream*) of somewhere she _____ (*be*) before.
- 9) When the firemen _____ (*arrive*), the fire _____ (*destroy*) most of the house.

10. Choose the correct tense to fill in the blanks.

- 1) This happened about ten years ago. I _____ with a college friend, Ann, in the country.
a) *was staying* b) *stayed* c) *had stayed* d) *have been staying*
- 2) They _____ a very large old country house a few miles from Cambridge.
a) *recently bought* b) *have recently bought* c) *had recently bought* d) *had been buying*
- 3) It was a dark, winter afternoon and we _____ in the sitting room.
a) *have been chatting* b) *were chatting* c) *chatted* d) *had chatted*
- 4) Sarah's mum _____ a little while earlier, so we were alone in the house.
a) *went shopping* b) *had been shopping* c) *had gone shopping* d) *had been going shopping*
- 5) Then, to our surprise we _____ someone walking around in the room above.
a) *have heard* b) *had heard* c) *heard* d) *had been hearing*
- 6) But Ann said, "Oh I expect mum _____ something – she always does."
a) *has forgotten* b) *had forgotten* c) *forgot* d) *was forgetting*
- 7) So we took no notice and _____ talking.
a) *had carried on* b) *were carrying on* c) *have been carrying on* d) *carried on*
- 8) Imagine our surprise when five minutes later, we _____ Ann's mum's car driving up to the house!
a) *had seen* b) *saw* c) *had been seeing* d) *seen*

11. Complete the text using the correct tense. Note, not only past tenses are possible here.

I 1) _____ (*bore*) in London, in the capital of England and I 2) _____ (*live*) there until I 3) _____ (*leave*) home at the age of 18. My parents 4) _____ (*move*) to England from China in the 1970s.

As a child I 5) _____ (*go*) to the local school and, of course, 6) _____ (*speak*) English with a local accent, just like all the other children. But at home it was very different. We 7) _____ (*live*) in a Chinese environment, with a great extended family of uncles and aunts. I 8) _____ (*remember*) feeling part of this big thing called "family", and an even bigger thing called "China". I think my family really 9) _____ (*influence*) me a lot while I 10) _____ (*grow*) up. They often talked about China as "our home" – even though I had never 11) _____ (*be*) there before.

To me, it 12) _____ (*not, seem*) at all strange to grow up as part of two cultures. I always 13) _____ (*think*) that growing up in two cultures is a kind of gift, not a disadvantage. Now that I 14) _____ (*have*) a child of my own, I want her to get in touch with her Chinese roots too, so we _____ (*plan*) a visit to China later this year. All her Chinese cousins and relatives 15) _____ (*look*) forward to meeting her.

WRITING

12. Imagine you have been away from home for some time. Write an email to a friend or family member asking them for news from home and give them your news. Tell about something that happened to you during this period of time you were absent using the correct past tenses.



YOUTH AND RELATIONSHIPS

THE BEST TIME OF MY LIFE

– Look at the phrases and tell when you can hear them.

- a) *Is it a he or a she?* c) *Just married!*
b) *Be a good boy/girl!* d) *You are as old as you feel!*



VOCABULARY

1. Look at these life stages. Number the different stages of a life cycle in the correct order. Which of them do you think might be the best in your life? Why?

___ *newborn* ___ *child* ___ *adult/grown up*
 ___ *baby* ___ *pre-teen* ___ *middle-aged*
 ___ *teenager* ___ *adolescent* ___ *elderly*

2. Fill in the blanks in the sentences using the words from the previous exercise.

- 1) My _____ is so naughty at the moment, since she turned fifteen I can't control her!
- 2) My friend brought her _____ to my wedding. She was gorgeous, less than a week old!
- 3) I hate being _____ and paying taxes and not getting any school holidays.
- 4) My _____ has just discovered girls. He is 16 and he never talks to us anymore!
- 5) Being a _____ can be incredibly difficult. School is a whole new world and nowadays you are expected to learn so much so quickly. Mine started taking exams when he was just six years old.
- 6) Justin Bieber is definitely _____ for the market; 11 and 12 year old girls love him.
- 7) My _____ girl is six months old and she has already started crawling.
- 8) I'm really worried about my _____ aunt. She is living alone and isn't getting the help she needs.

3. Complete the expressions using the given words.

*of / look / your / same / get /
at / all / child*

*my / way / whole / new /
all / full*

- | | |
|-----------------------------|-------------------------|
| 1) The _____ age as (me) | 1) _____ my life |
| 2) When I was _____ age | 2) Start a _____ life |
| 3) People of _____ ages | 3) It's a _____ of life |
| 4) When you _____ to my age | 4) In all _____ life |
| 5) At the age _____ 43 | 5) A very _____ life |
| 6) You don't _____ your age | |
| 7) A _____ of his age | |
| 8) _____ your age | |



4. Match the beginnings with their endings to complete the sentences.

- | | |
|--|-----------------------------------|
| 1) They're <i>expecting</i> their <i>child</i> | a) <i>into</i> a beautiful girl. |
| 2) She will <i>grow up</i> | b) <i>for</i> her husband. |
| 3) However, you will <i>come of age</i> | c) their baby. |
| 4) I am not going <i>to bring up</i> | d) <i>with</i> a mystery illness. |
| 5) One day I'll want <i>to settle down</i> | e) my <i>child</i> in this hole. |
| 6) Girls are said <i>to mature</i> | f) and <i>have a family</i> . |
| 7) I want <i>to grow old</i> | g) with you. |
| 8) He was <i>at death's door</i> | h) <i>on</i> September 5. |
| 9) They would want him <i>to christen</i> | i) <i>in</i> two months. |
| 10) She was still <i>in mourning</i> | j) faster than boys. |



READING

5. Read a short extract about attitude to life. Tell which stages of life Nicolas mentions in his life story.

If someone asked you to describe the 10 best days of your life, how would you answer? Most people *start off* listing the days of their childhood, their secret love, the promotions, the days of success, the day when their children were born, the day they got married, and other big *milestone* events. But once you get past the top four or five things, the days that people point out as their “best” days are usually quite ordinary days spent with family and friends, doing enjoyable, yet average things like days out, camping, or jogging.

It was July 23, and in two days I would be turning twenty. I was insecure about entering a new decade of my life and feared that my best years were now behind me. My daily routine included going to the gym for a workout before going to uni. Every morning I would see my friend Mark at the gym. He was seventy-nine years old and in *terrific* shape. As I greeted Mark on this particular day, he noticed I wasn't full of my usual vitality and asked if there was anything wrong. I told him I was feeling *anxious* about turning twenty. I wondered how I would *look back on* my life once I reached Mark's age, so I asked him,

“What was the best time of your life?”

Without *hesitation*, Mark replied,

“Well, Alex, this is my philosophical answer to your philosophical question”.

When I was a child in Austria and everything was taken care of for me and I was *nurtured* by my parents, that was the best time of my life.

When I was going to school and learning the things I know today, that was the best time of my life.

When I got my first job and had responsibilities and got paid for my efforts, that was the best time of my life.

When I met my wife and fell in love, that was the best time of my life.

The Second World War came, and my wife and I had to run away from Austria to save our lives. When we were together and safe on a ship *bound for* North America, that was the best time of my life.

When we came to Canada and started a family, that was the best time of my life.

When I was a young father, watching my children grow up, that was the best time of my life.

And now, Alex, I am seventy-nine years old. I have my health, I feel good, and I am in love with my wife just as I was when we first met. This is the best time of my life.”



What are the best memories *imprinted* in your brain? Most of the time, we don't even realize that we're experiencing one of our best days while we're having it. It's only when we look back that we realize how happy we were. There is no specific season of life that will contain the best days of your life and that is completely fine. Whether we may be three, thirteen, or thirty-three, the best day of our lives could be just around the corner. Now is the best time of my life. This day. And, tomorrow could be even better, so I am willing to *foresee* that happening. I believe that a positive attitude makes all the difference, no matter what age or circumstance surrounds us. I'm 79-years-old, and I'm not done.

6. Look at the words in colour in the text and match them to their synonyms.

magnificent / *expect* / *firmly fixed (in mind)* / *uncertainty* /
holding a course for / *brought up* / *remember* / *nervous* / *refer* / *begin*

YOUTH AND RELATIONSHIPS

7. Look through the text again and say whether the sentences are true (T), false (F) or not given according to the text.

- 1) The majority of people usually recall only the most memorable, but not usual happy days.
- 2) The author has more than 10 events in the list of his best days.
- 3) The author felt worried about his coming of age.
- 4) Mark had no doubts about the time of his life.
- 5) Mark moved twice in his life.
- 6) Mark fell in love with his wife at first sight.
- 7) People always feel happier in youth days.
- 8) You can't say for sure which day will become your best memory.
- 9) The author is positive about his life.
- 10) The author has had enough of his life.

GRAMMAR

Grammar bank

INTENSIFIERS

SUCH is a determiner; **SO** is an adverb.

They often have the same meaning of "very" or "to this degree":

E.g.: Those are such good chocolates.

E.g.: Those chocolates are so good.

We use **SUCH** + (a/an/-) **noun phrase** and **SO** + **adjective or adverb phrase**:

*E.g.: She is such a great cook.
I didn't realize it was such an old house.*

*E.g.: That was so unpleasant. (so + adjective)
Why do you drive so fast? (so + adverb)*

We can also say **SO...that** or **SUCH ... that**:

E.g.: That book was so good, that I couldn't put it down.

E.g.: It was such a good book that I couldn't put it down.

SO but not **SUCH** can also be used in front of **much, many, little, few** to add emphasis:

E.g.: So much food was wasted every day.

E.g.: In those days there were so few doctors in our area.

E.g.: So long, so far, so much/so many

E.g.: Such a long time, such a long way, such a lot (of)

TOO is used with **adjective + for somebody/something**

ENOUGH is used with **noun + for somebody/something** OR

adjective/adverb + ENOUGH + for somebody/something

*E.g.: The music was too loud for me.
The car went too slowly for him.*

*E.g.: There isn't enough water for me.
The book isn't interesting enough for us.
The tea isn't sweet enough for me.
He wasn't knowledgeable enough for the job.*

TOO / ENOUGH ... to do something

E.g.: You are too young to work.

E.g.: We haven't got enough money to go on holiday.

NOTE!

*E.g.: The bag was too heavy to carry IT.
BUT The water is too cold to swim IN.*

*E.g.: I've read enough of these books.
I've had enough of your jokes.*

8. Choose the correct answers for the questions.

- 1) Which word goes in the space? – *The film is _____ funny! I watched it three times!*
 - a) too
 - b) enough
 - c) so
- 2) What goes in the space? – *She's got _____ nice house!*
 - a) such
 - b) such a
 - c) so
- 3) Which phrase completes the sentence? – _____ that I couldn't see a thing.
 - a) It was dark enough
 - b) It was too dark
 - c) It was so dark

- 4) What is the best way to complete this sentence? – *Mark is so rich that _____.*
 a) *he can buy whatever he wants* b) *he works very hard*
 c) *I bought him a bottle of wine for his birthday*
- 5) Which word goes in the space? – *You must be very proud of Tim. He works _____!*
 a) *too hard* b) *so hard* c) *hard enough*

9. Rewrite the following sentences using *so, such, too* and *enough*.

- 1) The shelf was so high that I couldn't reach it. – *It was _____.*
- 2) Unfortunately, I wasn't early enough to get a good seat. – *Unfortunately, I was _____.*
- 3) I didn't know what to buy; there were such a lot of bargains. – *There were _____.*
- 4) Verona is such a wonderful city that we'd like to visit! – *Verona was _____.*
- 5) It wasn't safe enough to ski on the soft melting snow. – *It was _____.*
- 6) He was too old to apply for the job. – *He wasn't _____.*
- 7) We couldn't talk because the music was so loud. – *It was _____.*
- 8) The queue for petrol was so long that we had to wait two hours. – *It was _____.*
- 9) The bridge was so low that the bus couldn't go under it. – *It was _____.*
- 10) The food was so delicious that I could have eaten the same again! – *It was _____.*

10. Choose between *so, such, too, and enough* so that the text makes sense.

A) I'll never forget my first day at work. It was 1) _____ a disaster that I lost my job! The boss explained what I had to do, but she did it 2) _____ quickly that I didn't understand. I wasn't brave 3) _____ to ask her to repeat it, so I pretended I knew what to do. It wasn't difficult at first – just putting numbers into a computer. Soon, though, I was 4) _____ busy that I started to make more and more mistakes. I made 5) _____ a lot of mistakes that the other workers noticed. They tried to help me, but it was 6) _____ late. In the end, I just had 7) _____ much to do that I gave up. I sat there and stared at my computer for two hours! The boss came back and she was 8) _____ shocked that she fired me immediately! My first day was also my last!

B) The gym I go to – “Frank's Fitness Centre” – is 1) _____ a nice place and Frank and his wife are 2) _____ kind-hearted people. In fact, the whole staff at the centre are 3) _____ friendly. And that's the problem. The gym is 4) _____ good that everyone wants to go there, but there just isn't 5) _____ room for everyone. I don't think Frank thought carefully 6) _____ about how successful the gym was going to be. Last year was fine, but this year there are 7) _____ many members to fit in 8) _____ a small gym. You have to wait 9) _____ a long time to be able to use the equipment. A twenty-minute wait to use the press bench is just 10) _____ long for me! I don't have 11) _____ time to stand around and wait. So, I'm going to leave Frank's and go to another gym. It's 12) _____ a shame, but if I find a gym that nobody else likes, I'll be able to use the equipment whenever I want!

SPEAKING&WRITING

11. Look at the following phrases and make up sentences using *so/such, too/enough*. Describe some important events, legal rights, or other special characteristics related to these phrases. Use the clues below and think of your own examples.

to get a driving license / to have a baby / to join the army / to retire / to start school / to enter the university / to change profession / to buy alcohol / try something new

For example: 3 days: You are old enough to get a birth certificate.

12. Continue the sentences using different vocabulary from the lesson and the clues below.

- 1) *I (don't) want to _____ when I'm _____.*
- 2) *In my childhood I _____.*
- 3) *The best day of my life was _____.*
- 4) *Now that I'm _____ I can _____.*
- 5) *_____ can be the worst years (days) of your life.*
- 6) *I'll never forget _____.*
- 7) *I think I was the happiest when _____.*



YOUTH AND RELATIONSHIPS

BEING IN RELATIONSHIPS

- Name three people in your life who matter for you. How do they make you feel?
- Do you agree that in relationships there is a law "The more you give the more you get back?"
- Do you agree that you always get back much more than you give?

VOCABULARY

1. Look at the pairs of words below and explain the difference between them.

acquaintance – *best friend*
single – *couple*

wife/husband – *partner*
steady – *ex*

boyfriend/girlfriend – *significant other*
fiance/fiancee – *bride/bridegroom*

**BEST RELATIONSHIP:
TALK LIKE BEST
FRIENDS,
PLAY LIKE
CHILDREN,
ARGUE LIKE
HUSBAND AND WIFE,
PROTECT EACH
OTHER LIKE
BROTHER AND
SISTER.**

2. Look at the list of events and put them in the order they normally happen in life.

___ to *get to know* somebody
___ to *fall in love with* somebody
___ to *become friends with* somebody
___ to *propose to* somebody
___ to *get engaged to* somebody

___ to have an affair with somebody
___ to *have a row with* somebody
___ to *get divorced to* somebody
___ to *get married to* somebody
___ to *get back together with* somebody

3. a) Match the beginning with the endings of the expressions below in all possible ways.

1) She *fancies* a) *with* him.
2) She's not really *interested* b) *about* him.
3) She's absolutely *crazy* c) *in* him.
4) I don't know what she *sees* d) you.
5) She's always *flirting*

- b) Use the expressions to complete the following sentences.

1) Ann seems to really like Tom, but personally, _____. I don't know what she sees in him.
2) Mark isn't very happy at the moment, he really likes that girl at college but _____ at all.
3) Alice goes bright red every time she talks to you. I'm sure _____.
4) Tina spends almost every evening with this new guy she's seeing. _____.
5) I'm sure Ann fancies that guy in the accounts department. _____.



4. Complete the extract with the words and phrases below.

in love / boyfriend / girlfriend / relationship / going out / kissed / romantic / date

Peter had never had a 1) _____ and Anna never had a 2) _____. When they started 3) _____ together, they were both nervous. For their first 4) _____ Peter wanted to take her somewhere 5) _____, so he booked a table at an Italian restaurant. He walked her home. When he left, they 6) _____ goodnight. The next day Anna told her best friend she was 7) _____ with Peter and that this was the first really serious 8) _____ in her life.

READING

5. Read the text about the great love stories of the crowned heads and say which of them you find most inspiring.

ROYALTIES MARRIED FOR LOVE

Their names may largely be unfamiliar to most people in the West but their love produced a monument that is famous all over the world – the Taj Mahal. The royal couple *shared a loving marriage* until Mumtaz died while giving birth to their 14th child. Shah Jahan was devastated by his wife's death and his deep grief affected him both emotionally and physically. But his grief inspired him to build one of the world's greatest architectural masterpieces to serve as the final resting place of his beloved wife.

Few couples understand sacrifice quite like this Greek pair. After being torn apart, they wait twenty long years *to be reunited*. War takes Odysseus, a legendary Greek king of Ithaca, away shortly after his marriage to Penelope. Although she has little hope of his return, she resists the 108 suitors who were anxious to replace her husband. Odysseus was equally devoted, refusing a beautiful sorceress's offer of *everlasting love* and eternal youth, so that he might return home to his wife and son.

This love story is about an English royal who *mourned* her husband's death for 40 years. Victoria ascended the throne of England in 1837. In 1840, she married her first cousin, Prince Albert of Saxe-Coburg-Gotha. German Prince Albert came *to be admired for* his honesty, diligence, and his devotion to his family. The couple had nine children. Victoria loved her husband deeply. She relied on his advice in matters of state, especially in diplomacy. When Albert died in 1861, Victoria was heartbroken. She did not appear in public for three years, and continued wearing black until her death in 1901.

Carolyn Bessette and John F. Kennedy Jr. married on a small island in Georgia, the ceremony was a secret and indicative of the couple's desire to keep their relationship private. The couple tried as much as they could to live a normal life out of their Tribeca apartment and as with any normal marriage they had *ups and downs* "They would love hard, and they would *fight hard*," said a friend of the couple. It was evident the love was there and as public attention mounted, Carolyn and JFK Jr. became an iconic duo. Sadly, their love was cut short when the couple tragically died in a plane crash over the Atlantic ocean.

When Edward VIII fell in love with an American *divorcee* it was an affair that shocked a nation and threw Britain's monarch into the midst of a constitutional crisis. The marriage was strongly opposed by the church and government, and Edward chose to abdicate the throne. He famously proclaimed his love for Wallis Simpson as he addressed the nation: "I have found it impossible to carry the *heavy burden* of responsibility and to fulfil my duties as king as I would wish to do without the help and support of the woman I love," he said, this was choosing love over kingship.



YOUTH AND RELATIONSHIPS

6. Choose the correct answer according to the text.

- 1) The building, the Taj Mahal, is a _____.
 - a) *mausoleum for Mumtaz*
 - b) *tomb for Shah Jahan*
 - c) *monument to the love of Mumtaz and Shah Jahan*
- 2) Which is true about Penelope and Odysseus?
 - a) *They were separated but devoted to each other, although never met again.*
 - b) *After war, they finally got back together and gave birth to their son.*
 - c) *Penelope was never hopeless and always faithful to her beloved Odysseus, whereas he didn't fall to temptation of being forever young and loved.*
- 3) Victoria trusted her husband with/for _____.
 - a) *all her secrets*
 - b) *royal affairs*
 - c) *state affairs*
- 4) The couple of Carolyn Bessette and John F. Kennedy Jr. was _____.
 - a) *a picture of true love*
 - b) *an ordinary marriage*
 - c) *a tragic subject*
- 5) Edward the VIII abdicated the throne because _____.
 - a) *he loved Wallis Simpson*
 - b) *he couldn't get married to his beloved*
 - c) *he didn't want to be a king*

7. Look at the words in colour and match them to their synonyms below.

a duty that is hard to bear / a mixture of good and bad things to happen / have big arguments / to be respected for / sorrowed / a woman after divorce / never-ending love / be happy in marriage / to be brought back together

GRAMMAR

Grammar bank

COMPARISON OF ADJECTIVES

Before comparatives you can use:

much - a lot - far (= a lot) - a bit - a little - slightly (= a little)

E.g.: It's much better. They are a lot more expensive.

He's slightly taller than her. This one is far more interesting.

You can use *any* and *no* + *comparative*:

E.g.: I'm not going to wait any longer.

Their house is no bigger than ours. OR isn't any bigger than ours.

We repeat comparatives (*better and better, more and more*) to say that something changes continuously:

E.g.: Your English is getting better and better.

These days more and more people are learning English.

You can say *the ... the ... (better)* to express that one thing depends on another thing:

E.g.: The younger you are the easier to learn. The sooner we leave the earlier we will arrive.

8. Use the words in parentheses to complete the sentences. Use *much/a bit* etc. + a comparative form. Use *than* where necessary.

- 1) You looked depressed this morning, but you look _____ now. (*a bit/happy*)
- 2) I enjoyed the evening yesterday. The party was _____ I expected. (*far/interesting*)
- 3) You're walking too fast. Could you walk _____? (*a bit/slowly*)
- 4) The problem was _____ we thought at first. (*much/serious*)
- 5) This box is too small. I need something _____. (*much/big*)
- 6) I'm afraid her illness is _____ it seems. (*much/complicated*)
- 7) It's _____ to study Geography travelling, not just reading books. (*a lot/easy*)
- 8) I thought she was older than me, but in fact she's _____. (*slightly/young*)

9. Complete the sentences using *any/no + a comparative*. Use *than* where necessary.

- 1) This shop isn't expensive. The prices are _____ anywhere else. (*high*)
- 2) I must stop for a rest. I can't walk _____. (*far*)
- 3) I'm fed up with waiting. I'm not waiting _____. (*long*)
- 4) I'm sorry I'm a bit late but I couldn't get here _____. (*soon*)
- 5) The traffic isn't particularly bad today. It's _____ usual. (*bad*)

10. Complete the sentences with the suitable comparative structure of the adjectives in parentheses.

- 1) As the day went on, the weather got _____. (*bad*)
- 2) Medicine is becoming _____. (*expensive*)
- 3) It's becoming _____ to find a job. (*difficult*)
- 4) That hole in your pullover is getting _____. (*big*)
- 5) Since I moved to another country, I got _____. (*homesick*)
- 6) As the conversation went on, he became _____. (*talkative*)
- 7) My luggage seemed to get _____ as I carried them. (*heavy*)
- 8) As I waited for my exams, I was becoming _____. (*nervous*)

11. Paraphrase these sentences using the words in parentheses in the correct form.

- 1) It's hard to concentrate when you're tired. The more tired you are, _____. (*hard*)
- 2) Kate had to wait a very long time. The longer she waited _____. (*impatient / become*)
- 3) If you're studying, you want to make progress. The more you practice, _____. (*progress*)
- 4) I like warm weather. The warmer the weather, _____. (*feel*)
- 5) I didn't really like him when we first met. But the more I got to know him, _____. (*like*)

SPEAKING & WRITING

12. Work in pairs. Look at these photographs and describe what you can see in each of them, using the words given in the box at least once. Make or speculate about these people and their relationships to each other.

*couple
sitting on a sofa
cheer
game on TV
remote control
listen to music
earphones
happy
bored
annoyed*



*park
have a picnic
blanket
grass / trees
food basket
excited
nervous
pleased
smile
surprise
engagement ring*

13. Compare and contrast the pictures pointing out the pros and cons of marrying young. Use the words in the box below to write a short opinion essay on the issue.

VERBS: *be/fall in love, fall out over, get on well, make up, have arguments, spend time apart/together, put up with, talk things over, pay compliments*

ADJECTIVES: *rocky, challenging, lasting, understanding, enthusiastic, fulfilling*

NOUNS: *excitement, joy, priorities, communication skills, compromise, share*



YOUTH AND RELATIONSHIPS

LOVE IS IN THE AIR

– Have you ever wondered what love is? Read the quotes and guess who could say them. Prove your ideas.

a) a nun b) a mother c) a child

- “Love is like nothing else in the world. It knows no law, no pity, it dares all things and crushes down all things in its path.”
- “It is not about how much we give but how much love we put into giving.”
- “I love you to the moon and back.”



VOCABULARY

1. Look at the phrases and match them to the correct definitions.

- | | |
|------------------------------------|--|
| 1) <i>Head over heels in love</i> | a) a person that you imagine you will spend the rest of your life with |
| 2) <i>A match made in heaven</i> | b) to be madly in love |
| 3) <i>The one (for someone)</i> | c) a combination of two people that is perfect in every way |
| 4) <i>One and only</i> | d) to look good together |
| 5) <i>To make a perfect couple</i> | e) a person regarded as one's destined life partner. |
| 6) <i>Mr./Mrs. Right</i> | f) to have a feeling of romantic love for someone |
| 7) <i>To crush on somebody</i> | g) unique; single |

2. Complete the sentences using phrases from the previous exercise.

- 1) He's awesome, so it wasn't too surprising that other girls were _____ him.
- 2) I have a list of things that I am looking for in a partner. Once I find someone who has all of those qualities I will know that I have found _____.
- 3) Everyone had thought that Bill and Marge were _____; but when they announced their separation last month, everyone was shocked.
- 4) “To my _____ Valentine: I love you”.
- 5) Tom and Mary would _____ together. They suit one another so well.
- 6) Andrew fell _____ with his former high school sweet heart.
- 7) Bustin' up on a cloud, shout out loud
You're _____ for me
With your love by my side
The world will be mine.

3. Match the verbs to prepositions to make up phrasal verbs.

- | | | | |
|-----------------------|--|--|--|
| 1) <i>cheat</i> | | | a) to ask somebody to go out |
| 2) <i>put</i> | | | b) to be unfaithful or to lie |
| 3) <i>make</i> | | | c) to have an argument with somebody |
| 4) <i>ask</i> | | | d) to forgive someone and after a disagreement |
| 5) <i>fall</i> | | | e) to end relationship or marriage |
| 6) <i>go</i> | | | f) to have a romantic relationship |
| 7) <i>split/break</i> | | | g) to accept someone that is unpleasant |
| 8) <i>let</i> | | | h) to cause someone to be disappointed |
| 9) <i>chat</i> | | | i) to refuse the offer, say no to somebody |
| 10) <i>turn</i> | | | j) to talk to someone showing that you are attracted to them |

4. Which of the expressions are related to love or lack of love? Make up some sentences of your own using the phrasal verbs appropriately.

LOVE

LACK OF LOVE

LISTENING

5. Read the short paragraphs and fill in the blanks using the given vocabulary above each of them. Listen to the recording and check your answers.

1) _____.

crush / ask / sight / courage / blind

If you have a 1) _____ on someone, then you have to work up the 2) _____ to 3) _____ them out. You might also ask a friend to arrange a 4) _____ date. If you are lucky, it will be love at first 5) _____.

2) _____.

romantic / falls / on / along / know / seeing

When couples go 1) _____ a date, they usually go to a 2) _____ restaurant or cafe where they can get to 3) _____ each other better. When you start dating somebody regularly, we say that you are "4) _____" somebody. If you get 5) _____ really well then you might become a couple. Sometimes, one person 6) _____ in love, which means they start to have strong feelings for the other person.

3) _____.

wedding / proposes / engaged / vows / ring / asks

When couples go out for a long time, they may decide to get 1) _____. One partner, usually the man, 2) _____. When he proposes, he usually gives the woman a 3) _____ and 4) _____ her to marry him. They invite their friends and family to the 5) _____ where they say their wedding 6) _____.

4) _____.

apart / divorced / break / argue / heartbroken / over

Sometimes couples start to 1) _____ about everything. Other couples just grow 2) _____. And so, sometimes, couples 3) _____ up. If they are married, they get 4) _____. However, when couples split apart, often one person is 5) _____. In that case, the person will need some time to get 6) _____ the relationship.

6. Look through the text again and match the titles to the correct paragraphs.

- a) *Dating*
- b) *Beginning Relationships*
- c) *Love and Marriage*
- d) *Ending Relationships*

READING

7. Read the text and put the missing sentences into the most suitable places in the paragraphs. Which type of love have you experienced?

- a) *In life, there is nothing more satisfying and emotionally pleasing than the ability to love and be loved in return.*
- b) *They enjoy giving more than receiving.*
- c) *It involves a close connection in which two people care about each other and offer emotional support.*
- d) *This type of love can also combine with commitment to create a stable, long-term relationship.*
- e) *It is difficult to maintain happy relationships with such type of love.*
- f) *Partners measure their satisfaction in the relationship as per convenience.*
- g) *The bottom line is – you've got to be happy.*

YOUTH AND RELATIONSHIPS

WHAT ARE THE TYPES OF LOVE?

Love is in the truest sense, the essence of this Universe. 1) _____.
You can love your family and friends, and of course, we are all aware of romantic love. Ancient Greeks identified the types of love, and they are all easily recognizable by people.

Altruistic Love is divine and the purest form, which promotes brotherly affection and love for each other. In fact, it is exactly what all religions have been trying to teach us. It is basically love for all around us. When you give to others, you are displaying selfless or altruistic love. It can be shown in multiple types of relationships, but it is most common between parents and children, when parents make sacrifices in order to put their children first. However, you can also show this type of love to a friend or romantic partner. Some people have a tendency to love through patience and giving 2) _____.



Companion Love has a form that talks about the familial love we experience in our society and feel for our parents and siblings; happy are those who have this bonding. When extended to love between couples, this love focuses on building a compassionate, caring attitude and commitment. Many close friendships display this kind of love too. 3) _____.

Romantic Love is, perhaps, the most evident form of love; all of us have experienced it at some time or another. It is the type of love that many people seem to seek out the most. If you have fallen in love, then you surely know what romantic love feels like. Successful romantic partnership depends on both partners feeling mutual love for each other. 4) _____.

Obsessive Love is, as the name suggests, the worst form of love. It is full of extreme reactions like insecurity, jealousy, obsession, unrealistic demands and often involves controlling behaviour. Those experiencing such type of love may feel they truly love the other person, but the object of their love often begins to see the unhealthy quality of this love and rejects them. 5) _____.

Practical Love is about people who're completely rational in their relationships. Such relationships focus more on needs and wants – educational qualifications, professions, income, social status, common hobbies, parental possessions, material belongings, etc. 6) _____.

Relationships improve our life and by recognizing the different flavours of love, you can fill your life with multiple fulfilling sensations. 7) _____.

Although we are all humans and we are all different, we all seek happiness and to avoid suffering. And while all relationships have their ups and downs, certain forms of love are only about the downs, so if your relationship isn't healthy, somewhere you're at fault too.



8. Look through the text again and find the words that mean the following.

- 1) *the most important characteristic (para 1)*
- 2) *a feeling of love and fondness (para 2)*
- 3) *a close relationship between family members or friends (para 3)*
- 4) *be suddenly powerfully attracted to someone (para 4)*
- 5) *a feeling of anger and mistrust (para 5)*
- 6) *a position in life (para 6)*
- 7) *gone wrong, the one to blame (para 7)*

GRAMMAR

Grammar bank

DEGREE MODIFIERS

RATHER and QUITE are both degree modifiers. You can use *quite/rather/pretty/fairly* + adjectives or adverbs, which means less than “*very*” but more than “*a little*”:

E.g.: It's quite/pretty/rather/fairly interesting.

RATHER _____ QUITE _____ VERY

You can use QUITE in the following ways:

Quite a/an + noun (without an adjective): E.g.: I didn't expect to see him. It was quite a surprise.

Quite a lot (of...): E.g.: There were quite a lot of mistakes in the test.

Quite + verb, especially like or enjoy: E.g.: I quite like jazz, but it's not my favourite music.

RATHER is similar to QUITE, but we often use *rather* for negative ideas:

E.g.: The film is not so good. It's rather boring. Alice is rather lazy. She doesn't take much action.

When we use *rather* for positive ideas (*good/nice*, etc.), it means “*unusually*” or “*surprisingly*”:

E.g.: This cake is rather good. Did you make it?

We can use *rather* before or after *a/an*:

E.g.: It was rather an interesting film./It was a rather interesting film.

9. Complete the sentences choosing the correct option. Explain your choice.

- 1) Peter was *quite/rather* exhausted after the work in the garden.
- 2) I've *quite/rather* forgotten to call my friend.
- 3) *Quite/Rather* a number of people gathered near the Town Hall.
- 4) Mila's little boy seems to be *quite/rather* intelligent for his age.
- 5) I didn't expect much of the film, but it turned out to be *quite/rather* interesting.
- 6) John's plan was quite / rather interesting, but *quite/rather* complicated.
- 7) I don't *quite/rather* understand what you mean.
- 8) There are *quite/rather* a few English books in my home library.
- 9) The child has got a *quite/rather* bad cold.
- 10) I am *quite/rather* proud of that sweater; I've never knitted anything so big before.
- 11) The food was excellent, but the wine was *quite/rather* poor.
- 12) This room is *quite/rather* big. Is there a smaller one free?
- 13) Erik seemed *quite/rather* surprised when I mentioned it.
- 14) Little Tim is *quite/rather* an artist and everybody admires his pictures.

SPEAKING

10. Work in pairs. Read the statements below and share your opinions about them. Say to what extent you agree or disagree. Use suitable modifiers to express your point of view.

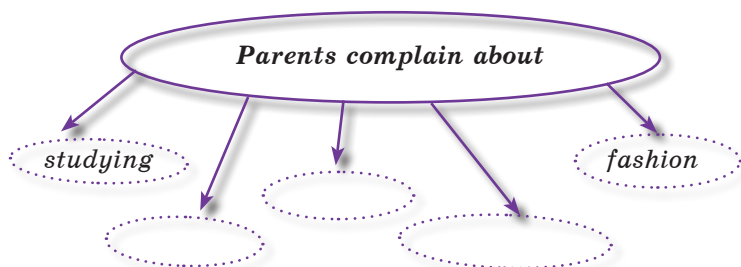
- 1) What is love at first sight? Do you believe in it?
- 2) Is romance dead in the modern and fast-paced world of today? Why/not?
- 3) How do you know that you are in love? Symptoms?
- 4) What is a wedding ceremony like in your country? Describe it.
- 5) When do teenagers start going out in your country? Discuss it.
- 6) Can a single person be as happy as a married one? Discuss it.
- 7) Do you believe in “2 halves of the same apple”? Could you love only one person forever? Why/not?

For example: I quite believe in love at first sight, but in my opinion it's rather difficult to recognize true love. How about you? –

I quite agree with you, it's possible to meet a person and fall in love with him/her at the very same moment, but it is a rather rare chance.



- Grown-ups and children are said not to understand each other. This problem is called a generation gap. Complete the mind map with the things your parents complain about.



VOCABULARY



1. a) Circle the adjectives that best describe your parents.

generous / narrow-minded / stern / supportive / overprotective / quarrelsome / loving / caring / demanding / authoritarian / conservative / old-fashioned / knowing

- b) Choose the words which you think characterize you best as a child.

obedient / fussy / obstinate / easy-going / aggressive / naughty / brainy / short-tempered / hard-working / sensible / mature / arrogant / rebellious / ambitious / adventurous / respectful

2. Put the following complaints under the correct headings.

break the rules / set hard rules / don't listen to advice / nag about chores and school / mistrust / have bad manners / don't respect privacy / don't allow enough freedom / overdo makeup / don't share tastes and views / disapprove of the circle of friends / wear ugly clothes / misbehave / neglect studying / fail in responsibilities / give not enough pocket money / always dissatisfied

Teens about parents

Parents about teens

3. Fill in the appropriate prepositions: *about/of/to/with/out/for/on/at*. Choose the statements that are true for you.

1) My parents disapprove 1) _____ going to parties and never let me stay 2) _____ late with my friends. They say I must concentrate 3) _____ school and think more 4) _____ my future. My parents are rather conservative and old-fashioned.

2) I always quarrel 5) _____ my parents because they don't give me enough pocket money. Also, when I have a row with my parents, I ignore their bans and sneak 6) _____.

3) I get 7) _____ really well with my mom and dad. I never make decisions myself, parents are always there to help me 8) _____. I lean 9) _____ my parents' support, and act so that they are proud 10) _____ me.

4) I normally agree 11) _____ my parents and often ask 12) _____ their advice. I know my parents worry 13) _____ me. Although they may seem overprotective, but I try to listen 14) _____ what they say to me and obey their rules.

5) My family are dissatisfied 15) _____ my results. They blame me 16) _____ making mistakes, not thinking ahead, not acting more grown up, not working hard enough, not paying attention, not keeping agreements, not behaving responsibly. And the list goes on...

LISTENING

4. You are going to hear a story of a teenage girl about her problems with parents. Look at the photos and try to predict what kind of problems Ann had faced.

- 1) Ann's problem is that her parents _____.
 - a) *are too authoritarian and demanding.*
 - b) *don't want her to make friends.*
 - c) *don't give her enough freedom.*
- 2) Ann and her parents argued about _____.
 - a) *pocket money.*
 - b) *going to parties and staying out late.*
 - c) *her bad performance at school.*
- 3) Ann was embarrassed because _____.
 - a) *she couldn't stay late at the party.*
 - b) *her father was going to pick her up.*
 - c) *her parents didn't let her get a Saturday job.*
- 4) How did Ann behave with her parents?
 - a) *She was obedient and respectful.*
 - b) *She was obstinate and broke the rules.*
 - c) *She was demanding and always wanted more.*
- 5) What do you think the parents' problem was?
 - a) *They didn't let their daughter make decisions herself.*
 - b) *They loved the daughter too much and didn't want to share her with friends.*
 - c) *They were too conservative and overprotective.*

5. Explain the meaning of the phrases and words below. Fill them into the sentences. Listen to the recording once more and check your answers.

Saturday job / dye hair / to cover face in makeup / folks / to get dog-headed / to become cross / to bug asking

- 1) I wanted a _____, but my parents ordered me to stay at home and study for exams.
- 2) I _____ dark blue and _____ before I went to school to provoke my parents.
- 3) Every time I went out, my parents started _____.
- 4) They _____ me _____ who I was going with and where we were going.
- 5) I kept silent and the _____ became strict and firm.
- 6) The more they tried to keep me in house, the more _____ I _____.

READING

6. Read the article about the generation gap and number the paragraphs in the order they are supposed to be in.

_____ Generation gaps have often been attributed to rapid cultural change since the 1960's, particularly with respect to such matters as food, musical tastes, fashion, and politics. These changes lead new generations to *rebel against* societal norms, as reflected in songs, behaviour, fashion trends and spoken language. How many times have you felt that your parents don't understand you, that they have no respect for you as an individual? How often do you complain about them and blame it on the "generation gap"? You feel like strangers forced to live under the same roof, right? Wrong! There is a way of making things better.



_____ Generation gap refers to the differences that exist between individuals from different generations – between people of a younger age and their elders. It occurs when people do not understand each other because of their different experiences, opinions, habits and manners. Young people want to express themselves and to enjoy independence and freedom. In their turn, parents want to be sure that their children are safe and sound; they want the best for them. That is why adults think that their children are too young to make decisions alone. As a consequence, this leads to conflicts and causes them to argue.

_____ Parents and children spend less and less time with one another. Children's time is taken up with after-school activities, homework, dating, and all the rest. Parents are forced to throw themselves into their work in order to provide a family living, give time to commute to and from work, *keep up the house*, entertain, and so on.

YOUTH AND RELATIONSHIPS

As parents and children have fewer common interests, it makes it difficult for the family to reduce the *alienation* between each other and give individuals a place where they can *let their hair down* and be themselves.

At the same time, parents are satisfied when they see their children succeed. They are pleased when their children walk at an early age, talk before their peers, are better looking than other children on the block, perform well in athletics, get good grades, graduate *at the top of* their class, go to college, earn good salaries, and so on.

To conclude, people of all ages must become more tolerant, open-minded and interact constantly. There cannot be more truth to this than the fact that communication plays the most important role in *bridging gaps* not only between parents and children, but also in every relationship that we can think of. When we communicate respectfully with our family members, we let them know we are willing to do all it takes to reduce the age gap and accept their points of view.

So, if you really want to improve your relationship with your parents, try listening to them, as you listen to a dear friend. Do we ever try to understand them? Parents are under a lot of stress, too. Today, when you come back from school, ask your mom or dad "How did your day go today?", or "Tell me a little more about your job.", or "Is there anything I can do to help you around the house?" you'll see the visible difference it makes to the atmosphere at home. And each day, try to keep your promises, do your homework, clean your room, text or telephone if you are away from home.



7. Match the phrases in colour from the text to the correct definitions below.

- | | |
|------------------------------------|--|
| a) to complain about or protest | d) to relax and take it easy |
| b) to fill up the blank spaces | e) an emotional distance |
| c) to be the best student in class | f) to do the cleaning and cooking for your household |

GRAMMAR

Grammar bank

WAYS OF EXPRESSING HABITUAL BEHAVIOURS

We use the **PRESENT or PAST CONTINUOUS** + *always, constantly, forever* to talk about a habit which is repeated more than usual, and which the speaker finds irritating or annoying.

E.g.: Parents are constantly telling Ben that he spends too much time on the computer.

My sister was always going into my room and taking things without asking.

We use **WILL/WOULD** + *infinitive without "to"* when talking about behaviour which is typical or characteristic of the person now. They can describe both pleasant and annoying habits.

E.g.: She'll turn up at eleven and act as if nothing's wrong.

We'd watch TV and eat takeaway pizza together.

We use **USED TO** + *infinitive* to talk about a past state or repeated past actions and habits, which changed with the flow of time and are not true anymore.

E.g.: I used to feel more like a father than an older brother.

She used to go on peace marches and campaign to ban the bomb.

USED TO can introduce new topics with no need to specify time.

E.g.: I used to eat a lot of chips and burgers, but now I eat healthy food.

We use **WOULD** when talking about habitual repetitive actions that have changed since the past, usually with specification of time.

E.g.: My dad would (used to) work nights. He'd come home at six in the morning and we'd have breakfast together, then he would (used to) take me to school.

NOTE! *Used to* is used in all types of sentences, and is possible both with states and actions, but *would* goes only in statements telling about past habitual actions.

Would is not used to talk about past states and does not have a question.

The **PRESENT or PAST SIMPLE** can be used for talking about habits and states, that didn't change.

E.g.: She doesn't speak much English. Parents always tell her to be home by ten.

She was fit and healthy because she played outside every day.

She never understood the concept of privacy.

8. Choose the best alternative to complete the sentences.

- 1) Boris and Mark *wouldn't/didn't use to* get on, but now they're the best of friends.
- 2) Sam really gets on my nerves. He *is always moaning/will moan always* about his life.
- 3) We *spent/would spend* a few weeks travelling around Asia last year.
- 4) My father *would always read/ was always reading* me a bedtime story when I was little.
- 5) If there are free tickets on offer, Susan *will be/is* the first in the queue.
- 6) I *don't live/will not live* alone. I *will share/share* a room with my cousin.
- 7) My family *would/will* always stay in a caravan for the summer holidays.
- 8) My cousins *would always visit /was always visiting* us at Christmas.
- 9) When I went to primary school I *would often stray/often strayed* into the corner sweet shop on my way home.
- 10) I'm not very fit now, but I *used to/will* play professional football when I was in my twenties.
- 11) She *will keep/keeps* interrupting me when I'm trying to say something. It's so irritating.
- 12) Why *are you constantly criticizing/do you constantly criticize* everything he does?
- 13) My brother loves school and he *will always ask/is always asking* for more homework on Fridays.

9. Cross out the verb forms which are not possible in these sentences. In some cases both are possible.

When my sister was a teenager there'd *be/used to be* a lock on our house phone to stop her making calls on it. Now she has her own phone and her bills must be enormous: she's *talking/ "ll talk* on it for hours. She'd *work/used to work* as a hotel receptionist, and she'd *tell/used to tell* us funny stories about the hotel guests. Then one afternoon she *used to come/came* home early because she had lost her job. Apparently, she *was always chatting/she'd chat* on the phone instead of doing her work.

SPEAKING

10. Work in groups. Talk about the things that have changed in your life. Tell how different you have become since your childhood. Tell about habits, manners, behaviour, interests, family traditions, special rituals with friends, your tastes and views.



11. Work in pairs. Look at the pictures and pick one for each of you. Discuss it with your partner. Follow the plan and explain your answer. Ask some more questions to your partner.

- Describe the cross-generational relationship in the picture.
- Describe the relationship between you and your parents.
- In the future, will you raise your children in the same way your parents do with you?



WRITING

12. Prepare a report about the life of teens in the 1920s (or choose another period). Describe their way of life, spheres of interest, types of entertainment, problems and anxieties, difficulties they faced, opportunities they had. Express your opinion about that period; tell how you think it was better or worse than today. Was the generation gap an issue for the society then?



YOUTH AND RELATIONSHIPS

YOUNG AND ACTIVE

- Are you a member of any youth organization or movement, state or international?
- Can you give any examples of such an institution? What do they work for?
- Would you like to join any youth club or community?



READING

1. Read the text about Ukrainian youth state policy, youth movements and organizations. Fill in the table of the main social programmes and youth movements in Ukraine accordingly.

#	Name	Purpose	Activity

Youth *policy* in Ukraine is among the priorities of the state policy and is implemented for the benefit of young people, society, and the state at a rather high level; taking into account the *capacity* of Ukraine, its economic, social, historical and cultural development.

Context and principles of the national youth policy in Ukraine for 2016-2020 are defined by the **Concept State Target Social Programme “Youth of Ukraine”**. The Programme *targets* youth between 14 and 35 and is aimed at creating conditions for development and self-realization of Ukrainian youth, who are a value for the society, building their citizenship position and national patriotism.

Ukraine has two main national youth associations. The Public Association “**National Youth Council UKRAINE**” is a national youth platform, which was established in 2015. The goal of the organization is to represent and protect the civil, political, social, and economic rights of young people in Ukraine, to expand opportunities for personal development and active youth participation in political life. “**Ukrainian Youth Forum**” was established in 2005, and its goal is the consolidation of youth, improving the state youth sector and *implementation* of European values, such as active healthy lifestyles, technology, innovation, business development, ecology and democratic development of the state.



In 2015 United Nations Development Programme in Ukraine, in partnership with the Ministry of Youth and Sports of Ukraine, Ministry of Education and Science of Ukraine, and the State Employment Service launched a career guidance and career building website for the **Youth Portal – “My Career”**. The portal provides information about the labour market and actual professions, opportunities for development and correct career construction. In addition, it can offer young people to take an internationally *licensed* test to determine the interests, skills, and the choice of the future direction of study.

Nowadays as democratic oriented changes are taking place in Ukraine, our young generation has begun to take more interest in the home and foreign policy of Ukraine. The most well-known youth movements are “**The Young Motherland**”, “**The Students’ Brotherhood**”, “**The Independent Ukrainian Youth League**”, and “**European Youth Parliament of Ukraine**”.

The independent Ukrainian Youth League is a very active youth movement in Ukraine, whose members organize demonstrations and strikes. Another popular organization is The Plast National Scout Organization of Ukraine, which is the largest Scouting organization in Ukraine; it unites boys and girls from the age of fourteen for purposes of education, sports, and culture. The Plast educates its members to be faithful to God and Ukraine.

However, the strongest and the most popular youth organization is the Students' Brotherhood. This is a voluntary, *non-profit*, non-religious public organization that operates in accordance with the Constitution of Ukraine and current legislation. In October 1990 a group of members of this organization from different institutes and universities organized a *hunger strike* in Kyiv and had a great influence over some decisions of the Ukrainian Parliament. Nowadays the goal of its operation is the realization and protection of rights and freedoms of its members, fostering their creativity and active position on social and political matters.



2. Look at the words in colour and use them to complete the phrases below. Explain their meanings. Use them and the table to talk about the organizations from the text.

- | | |
|--|---------------------------------------|
| 1) A _____ organization | 4) The _____ of the agreement |
| 2) To organize a / take part in a mass _____ | 5) A state _____ |
| 3) To be internationally _____ | 6) An equality and diversity _____ |
| | 7) To _____ a particular social group |



VOCABULARY & SPEAKING

3. What do you think are the main problems teenagers face in a modern society? Look at the list of issues; tick those that are relevant for youth societies today.

- | | |
|--|---|
| <input type="checkbox"/> juvenile delinquency | <input type="checkbox"/> low social awareness |
| <input type="checkbox"/> peer pressure | <input type="checkbox"/> lawless street gangs |
| <input type="checkbox"/> different perspectives | <input type="checkbox"/> low motivation |
| <input type="checkbox"/> lack of money | <input type="checkbox"/> addictions |
| <input type="checkbox"/> generation gap | <input type="checkbox"/> discrimination |
| <input type="checkbox"/> poor live communication | <input type="checkbox"/> stereotyping |

4. Read about some problems teenagers describe. Tell which issues from Ex. 1 they mention. Fill in the blanks using the appropriate phrasal verbs from the table below.

get angry with / get into / pick on / get down / take care of / make up / get behind / distract from / spend on / end up / treat like / stay up / give up on

Daniel (14)

The reason I 1) _____ lots of arguments with my parents is that they always think they know what's best for me, and never listen to my point of view. We argue about things like what time I can stay out until in the evenings, how much homework I should do, what clothes I wear, even my hairstyle. I wish they would give me more space to do what I want to do. I think they don't want me to grow up, so that's why they still 2) _____ me _____ a child.

Jason (16)

Young people have many health problems. Many of us want to look older and more independent. They do silly things. The girls 3) _____ as Red Indians on the war-path. They try to be fashionable-looking and lose their style and charm. The boys try to be tough, they are self-assured and insensible. Both boys and girls begin to smoke and drink beer and sometimes other alcoholic drinks. Sometimes they begin using drugs and become drug addicts. I think that is terrible.

YOUTH AND RELATIONSHIPS

Monika (16)

I think the biggest problem most teenagers face is peer pressure. There are people at school who will 4) _____ you if you dress or behave differently from them. Some of them will even laugh at you if you don't like the music they like. You can often read in the papers about the bad behaviour of gangs of teenagers, but I think half the time these kids don't really want to be in a gang, and they only join because they're too scared of being different.



Tina (17)

My mum is 5) _____ me _____ about my homework. She always checks the fulfilment of my homework. She makes me do my homework in advance. That's why I have no free time at all. I'm under much strain. Moreover I have three little sisters in my family and my parents make me 6) _____ them all the time. It's very difficult to feed them and to make them sleep. I'm awfully tired every day. I can't think about my homework because I'm too tired.

Heidi (15)

The problem of money is important as well. I think, young people need to have pocket money for buying books, pens, ice-cream, and so on. But I do not think it is a good idea to beg parents to give me some money. If I find a part-time job during the academic year, they will say it 7) _____ me _____ studies. If I ask for money they say they 8) _____ too much _____ my school, clothes and other things.



Dan (16)

I hate going to school so I don't go most days. Luckily, I am a clever person so I don't have a reputation as a rebel. Only the people who really know me know about my strange feelings. My parents don't care – they don't even say anything if I don't go to school. What I 9) _____ doing is sleeping all day and then 10) _____ all night talking to my girlfriend. I 11) _____ in my work and when I try to go back to school all my teachers and friends 12) _____ me for rarely coming to school. I just get so depressed when I think about it. I have 13) _____ trying to go back and now am thinking about leaving school forever, but I really don't want to do that because I know it would destroy my life.



5. Which problems are you mostly concerned about? Make up dialogues using the plan table below. Work in pairs and discuss some difficulties you've experienced.

<i>Problem</i>	<i>Reasons</i>	
	<i>Consequences</i>	
<i>Feelings</i>		
<i>Advice</i>		

Use the clues:

- I usually have problems with ... about ...*
- ... often complain about ...*
- The thing is ...*
- Personally I think, ...*
- In my opinion, ...*
- I often/never/always/constantly ...*
- What else, ... / Then, ...*
- How to cope with the problem, if ...*
- To solve the problem we should ...*

- You can't but agree ...*
- You should ...*
- Besides, try to ...*
- It's necessary for you ...*
- So, you'd better ...*
- On the one hand, ...*
- But on the other hand, ...*
- To improve the situation you should ...*
- Why not ...?*

GRAMMAR

Grammar bank

VERBS WITH PREPOSITIONS

In the English language there are many verbs which must generally be followed by a certain preposition, otherwise the meaning can change completely. Memorize them:

WITH <i>agree, argue, begin, deal</i>	TO <i>belong, listen, refer, refuse</i>
ABOUT <i>care, complain, decide, think, warn, worry,</i>	AGAINST <i>fight, warn, protests, advise</i>
FOR <i>ask, apologize, apply, fight, look, pay, pray, search, wait</i>	FROM <i>come, suffer, hear, benefit</i>
IN <i>invest, specialize, believe, succeed</i>	ON <i>depend, insist, rely, concentrate</i>
OF <i>dream, think, remind, insist</i>	AT <i>look, laugh, aim</i>

6. Use additional sources and add some more verbs to each list. Memorize them.

7. Complete the following sentences with the correct prepositions.

- 1) What were you arguing _____?
- 2) I'm not apologizing _____ breaking the lamp, because I didn't do it!
- 3) My aunt suffers _____ diabetes.
- 4) The course in African Studies at SOAS appeals _____ me the most.
- 5) She's always boasting _____ the one time she was on TV!
- 6) His success depends _____ his creativity.
- 7) She's waiting _____ the day her son will come home.
- 8) People have complained _____ high prices.
- 9) The writer referred _____ his family in this book.
- 10) Think _____ the consequences before you act.
- 11) Elena has devoted all her life _____ poor children.
- 12) We have borrowed \$10 _____ her.
- 13) Stop shouting _____ me, will you?
- 14) Why are you staring _____ me?
- 15) The man was sentenced _____ life imprisonment.

8. Complete the following sentences with the correct verbs and prepositions.

- 1) I'm _____ the white Christmas.
- 2) I'm a teacher and I _____ teaching young people.
- 3) He got _____ waiting and left.
- 4) I can always _____ my parents.
- 5) After 6 years she _____ her job and moved to Atlanta.
- 6) How do you usually _____ stress?
- 7) Do you know Teddy got married _____ Katlin.
- 8) My parents _____ my new style.
- 9) How long does it take to recover _____ the flu?
- 10) This song I'd like to _____ my boyfriend.

WRITING

9. You are an advice columnist. Choose one of the teenagers sharing their concerns in Ex. 4 and think of some useful advice you could give them. Help them sort the problems out and share your personal experiences of handling similar difficulties in personal life, studies, family, etc. Write up to 150 words.



SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) Have you ever _____ such a horrible person in all your life?
a) *stop by* b) *bump into* c) *come across* d) *meet up*
- 2) Someone you know a little, who is not a close friend is _____.
a) *a flat mate* b) *an acquaintance* c) *a companion* d) *a fellow student*
- 3) Many parents find it hard to understand their _____ children.
a) *adolescent* b) *teenager* c) *middle-aged* d) *newborn*
- 4) Watching the children _____ has been the biggest joy of both parents.
a) *mature* b) *bring up* c) *settle down* d) *come of age*
- 5) I really _____ you for your courage that is honest respectful action.
a) *reunite* b) *mourne* c) *admire* d) *burden*
- 6) When people _____, they want it to last forever, but sometimes it's not the case.
a) *make up* b) *fall out over* c) *get on well* d) *fall in love*
- 7) Mark finds it difficult to _____ guys because he often feels shy, and he doesn't know what to say.
a) *chat up* b) *put up* c) *cheat on* d) *fall out*
- 8) I hadn't had enough sleep and was feeling kind of _____.
a) *rebellious* b) *grumpy* c) *nosy* d) *obedient*
- 9) The agency was created for the _____ of the policy.
a) *license* b) *implementation* c) *fostering* d) *awareness*
- 10) The difference between the views of young people and their parents is _____.
a) *an addiction* c) *a generation gap*
b) *a juvenile delinquency* d) *a discrimination*
- 11) He wanted to repair our vacuum cleaner that _____ a few days before.
a) *broke* b) *was breaking* c) *has broken* d) *had broken*
- 12) Before he rang at my door, he _____ for a parking space for about ten minutes.
a) *was looking* b) *has looked* c) *had been looking* d) *looked*
- 13) Don't worry about her. She is smart _____ to realise what she has to do.
a) *enough* b) *too* c) *so* d) *such*
- 14) He's _____ an excellent worker! He deserves to get promoted.
a) *too* b) *such* c) *enough* d) *so*
- 15) Tom's illness is _____ serious than he thought.
a) *much more* b) *a lot more* c) *far more* d) *a bit more*
- 16) I know him _____ well, but I wouldn't say we were really close friends.
a) *rather* b) *fairly* c) *quite* d) *very*
- 17) He said that Holland was _____ cold and Denmark was _____ cold, but Sweden was _____.
a) *a little, quite, much coldest* c) *a little, rather, the coldest*
b) *slightly, very, the coldest* d) *a bit, fairly, the coldest*
- 18) Mrs Zoom is wonderful. She _____ people vegetables and flowers from her garden.
a) *will always give* c) *is always giving*
b) *used always to give* d) *always gives*
- 19) See that building there? I _____ to school there, but now it's a factory.
a) *went* b) *was going* c) *would go* d) *used to go*
- 20) Father insists _____ Mark's studying every day for two hours.
a) *for* b) *on* c) *of* d) *at*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

Family history is also referred to as genealogy. It is one of the world's most popular pastimes, and millions of people around the planet 1) _____ their origins as I write this. From complete beginners to experienced genealogist, the attraction of finding out more about the past through your own family is hard to resist. Once you 2) _____ out on the research road, the work can become 3) _____ fascinating. There are many reasons why. As you explore this route to the past, you'll develop new skills, 4) _____ you can use in many ways. You'll also enjoy the excitement of the detective process. The voyage of discovery into your family's past often 5) _____ to a great understanding of history. It's also a social network pastime, and 6) _____ you into contact with many new and 7) _____ people.

- | | | | |
|--------------------------------|-----------------------------|----------------------------|---------------------------|
| 1) a) <i>have investigated</i> | b) <i>are investigating</i> | c) <i>will investigate</i> | d) <i>investigated</i> |
| 2) a) <i>have set</i> | b) <i>had set</i> | c) <i>are set</i> | d) <i>setted</i> |
| 3) a) <i>very</i> | b) <i>so</i> | c) <i>quite</i> | d) <i>absolutely</i> |
| 4) a) <i>what</i> | b) <i>which</i> | c) <i>that</i> | d) <i>-</i> |
| 5) a) <i>led</i> | b) <i>lead</i> | c) <i>leads</i> | d) <i>is leading</i> |
| 6) a) <i>will bring</i> | b) <i>bring</i> | c) <i>bringing</i> | d) <i>brought</i> |
| 7) a) <i>like-minded</i> | b) <i>like-minding</i> | c) <i>alike-minded</i> | d) <i>similar-minding</i> |

8) _____ people continue to live life, they form relationships with other people, 9) _____ family members, and co-workers; and also close friends who become closer as if they are considered family. Relationships give meaning to life; they are a result of people needing 10) _____ for various reasons: for emotional 11) _____, psychological well-being, love, and affection, etc. But not 12) _____ relationships are good relationships. In good relationships, people are happy, healthy, and 13) _____. People in successful relationships are peaceful and get 14) _____, encourage each other and are there for one another. But good relationships don't just happen. They are constructed – even if over time – by four basic pillars, which are communication, commonalities, respect, and trust.

- | | | | |
|---------------------------|---------------------|-------------------------|-------------------------|
| 8) a) <i>when</i> | b) <i>as</i> | c) <i>as soon as</i> | d) <i>during</i> |
| 9) a) <i>included</i> | b) <i>include</i> | c) <i>including</i> | d) <i>are including</i> |
| 10) a) <i>each other</i> | b) <i>one other</i> | c) <i>one the other</i> | d) <i>each another</i> |
| 11) a) <i>maintenance</i> | b) <i>support</i> | c) <i>service</i> | d) <i>help</i> |
| 12) a) <i>whole</i> | b) <i>every</i> | c) <i>all</i> | d) <i>each</i> |
| 13) a) <i>careful</i> | b) <i>careless</i> | c) <i>caring</i> | d) <i>carefree</i> |
| 14) a) <i>by</i> | b) <i>across</i> | c) <i>along</i> | d) <i>beside</i> |

I would have to write a lot of pages to tell my love story in detail, but I will try to keep it brief. The first day of college and I saw a girl entering the class – twinkling eyes, mesmerizing look, and a nose ring that caught my attention. I 15) _____ a huge crush on her at first sight. She was a topper, very smart, cute, and pretty, I was attracted to her style of walking, her attitude, and the list goes 16) _____. Within a week I was almost friendly with everyone in the class, but never had courage to approach her. She was the only one 17) _____ my heart aflutter, but I somehow started a conversation and was successful with my efforts to be friendly with her. Her voice! How can someone not fall for her? Days into weeks into months and we started long night talks mentioning about family, school, friends, memories. We 18) _____ for only 2-3 hours, still being fresh for college. There used to be a beautiful bond, understanding, and love between us.

After a year I decided to 19) _____ her. And here comes the twist. She is Muslim and I'm Hindu. We always had this barrier in mind, but could not control our feelings; we were madly in love, so happily stayed together, spending a beautiful 4 years of college. When we decided to take it up to parents, they didn't give their blessing. It was 20) _____ emotional drama. She agreed to marry a boy that her parents chose. I fought for a year; I could have fought the whole world to stay with her, but I didn't manage to win her. I had spent the best 7 years of my life with her! 21) _____ can ever replace her in my heart. We are still in the same office. We see each other, we smile and I whisper – love you infinitely! I ask God how he can be so unfair! The most beautiful gift that he has ever given to me, and he took it away!

- | | | | |
|-----------------------------|---------------------|----------------------------|-----------------------|
| 15) a) <i>felt</i> | b) <i>was</i> | c) <i>had</i> | d) <i>made</i> |
| 16) a) <i>on</i> | b) <i>by</i> | c) <i>in</i> | d) <i>to</i> |
| 17) a) <i>who make</i> | b) <i>to make</i> | c) <i>having made</i> | d) <i>made</i> |
| 18) a) <i>were sleeping</i> | b) <i>had slept</i> | c) <i>would have slept</i> | d) <i>would sleep</i> |
| 19) a) <i>engage</i> | b) <i>offer</i> | c) <i>propose</i> | d) <i>ask</i> |
| 20) a) <i>a number of</i> | b) <i>a lot of</i> | c) <i>much</i> | d) <i>a lot</i> |
| 21) a) <i>None</i> | b) <i>No one</i> | c) <i>Anyone</i> | d) <i>Everyone</i> |

LITERARY HUB

Suzanne Collins, August 10, 1962

Collins' works

Collins is best known as the author of the best selling series *The Underland Chronicles* and *The Hunger Games* trilogy (*The Hunger Games*, *Catching Fire*, and *Mockingjay*), dystopian novels written in the voice of 16-year-old Katniss Everdeen, who lives in the future, post-apocalyptic nation of Panem in North America.

The plot

The Hunger Games is an annual event in which one boy and one girl aged 12–18 from each of the twelve districts surrounding the Capitol are selected by lottery to compete in a televised battle to the death. The story is narrated by a girl from District 12 who is telling about the process of drawing for the 74th Hunger Games, when her 12-year-old sister, Primrose is chosen by bad chance.



1. Read the excerpt from the novel and suggest what the heroine's next words will be.

HUNGER GAMES

The rules of the Hunger Games are simple. In punishment for the uprising, each of the twelve districts must provide one girl and one boy, called tributes, to participate. The twenty-four tributes will be imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland¹. Over a period of several weeks, the competitors must fight to the death. The last tribute standing wins.

Taking the kids from our districts, forcing them to kill one another while we watch — this is the Capitol's way of reminding us how totally we are at their mercy. How little chance we would stand of surviving another rebellion.

Whatever words they use, the real message is clear. "Look how we take your children and sacrifice them and there's nothing you can do. If you lift a finger, we will destroy every last one of you. Just as we did in District Thirteen."

To make it humiliating² as well as torturous³, the Capitol requires us to treat the Hunger Games as a festivity, a sporting event pitting every district against the others. The last tribute alive receives a life of ease⁴ back home, and their district will be showered with prizes, largely consisting of food. All year, the Capitol will show the winning district gifts of grain and oil and even delicacies like sugar while the rest of us battle starvation.

"It is both a time for repentance and a time for thanks," intones the mayor. ...

Through the crowd, I spot⁵ Gale looking back at me with a ghost of a smile. As reappings⁶ go, this one at least has a slight entertainment factor. But suddenly I am thinking of Gale and his forty-two names in that big glass ball and how the odds are not in his favor. Not compared to a lot of the boys. And maybe he's thinking the same thing about me because his face darkens and he turns away. "But there are still thousands of slips⁷," I wish I could whisper to him.

It's time for the drawing⁸. Effie Trinket says as she always does, "Ladies first!" and crosses to the glass ball with the girls' names. She reaches in, digs her hand deep into the ball, and pulls out a slip of paper. The crowd draws in a collective breath⁹ and then you can hear a pin drop, and I'm feeling nauseous and so desperately hoping that it's not me, that it's not me, that it's not me.

Effie Trinket crosses back to the podium, smooths the slip of paper, and reads out the name in a clear voice. And it's not me.

It's Primrose Everdeen. ...

Somewhere far away, I can hear the crowd murmuring¹⁰ unhappily, as they always do when a twelve-year-old gets chosen, because no one thinks this is fair. And then I see her, the blood drained from her face¹¹, hands clenched in fists¹² at her sides, walking with stiff, small steps up towards the stage, passing me, and I see the back of her blouse has become untucked¹³ and hangs out over her skirt. It's this detail; the untucked blouse forming a duck's tail, that brings me back to myself.

"Prim!" The strangled¹⁴ cry comes out of my throat, and my muscles begin to move again. "Prim!" I don't need to shove through¹⁵ the crowd. The other kids make way immediately, allowing me a straight path to the stage. I reach her just as she is about to mount the steps. With one sweep¹⁶ of my arm, I push her behind me.

GLOSSARY

- | | |
|--|--|
| 1) <i>an ugly often devastated or barely inhabitable place or area</i> | 11) <i>immediately become pale because you are shocked or frightened</i> |
| 2) <i>extremely destructive to one's self-respect or dignity</i> | 12) <i>press or be pressed tightly together, especially with anger or so as to suppress a strong emotion</i> |
| 3) <i>painfully difficult or slow</i> | 13) <i>with the edges or ends hanging loose; not tucked in</i> |
| 4) <i>a comfortable life, without problems</i> | 14) <i>a weak, high, interrupted sound made by an extremely frightened or worried and nervous person</i> |
| 5) <i>notice, or recognize (someone or something) that is difficult to detect</i> | 15) <i>to push along</i> |
| 6) <i>cutting/harvesting grain from (a field)</i> | 16) <i>movement</i> |
| 7) <i>small sheets of paper</i> | |
| 8) <i>lottery</i> | |
| 9) <i>to breathe more slowly</i> | |
| 10) <i>to complain about something that you disagree with, but not in a public way</i> | |

2. Answer the questions according to the text.

- 1) Outline Panem's history. Focus on its development as well as the function and rules of the Hunger Games as officially presented by the Capitol. Why did the President decide on the Hunger Games?
- 2) Describe the Reaping system. How is it unfair? How many kids come from each district? Do children from the Capitol have to participate in the Hunger Games?
- 3) Analyze the narrator's situation and her attitude to Panem and the way the Hunger Games are presented. Focus on point of view, choice of words and stylistic devices.
- 4) What kind of girl is Katniss?

3. Choose one of the following tasks.

- 1) Discuss the role and the options of an individual like Katniss in a future state like Panem. Refer to the extract as well as work done in class.
- 2) That night Katniss cannot sleep. She thinks about the day and her decision to volunteer as a tribute instead of her younger sister. In a personal letter to Primrose she expresses her fears and explains the reasons for her decision. Write her letter.



UNIT 3

ENGLISH-SPEAKING COUNTRIES

WORD BANK

absolute	long-haul
archbishop	majesty
arbitrary	masquerade
baron	multiculturalism
bush	must-see
carving	one-of-a-kind
chairlift	parkland
clergy	passionate
centralized	pasture
citizenship	prejudice
coexist	preserve
dissolve	radiant
divine	ratio
diversity	revival
dominion	reform
duke	restore
dynasty	rival
fjord	scenic
flightless	segregation
gala	sleepover
genuine	stunning
heraldic	troop
heritage	tyrannical
housewarming	unjust
indigenous	white-water

GRAMMAR

- Adjectives & Adverbs
- Comparison of adjectives and adverbs
- Participles
- Relative clauses
- Sequence of tenses

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

array of
ask around
beyond the grasp
chill out
city break
cling to dream
culture shock
dress up
get away
get together
grab at a chance
indulge in
laze around
lingua franca
make big
melting pot
pack into
peak season
rags-to-riches
right of way
round off
see off
soak up
stay on
stick of
strike it rich
time off
toast glasses
touch down
wander round
wind down
wrap up



ENGLISH-SPEAKING COUNTRIES

BRITISH HERITAGE

– How much do you know about Great Britain? Try to fill in the table below, use the appropriate words and names in the categories.

People	Place names	Events	Facts

VOCABULARY&READING

1. Match the words to their meanings.

- | | |
|-----------------------|---|
| 1) <i>Clergy</i> | a) the religious leaders whose job is serving the needs of their religion and its members |
| 2) <i>Archbishop</i> | b) the history, traditions, languages, buildings, etc. of a particular country, society, or company that exist from the past and continue to be important |
| 3) <i>Baron</i> | c) an important priest of the highest rank, in charge of the churches and other bishops in a large area |
| 4) <i>Subjects</i> | d) a low-ranking male member of the nobility |
| 5) <i>Dynasty</i> | e) people who live in a particular country, especially a country with a king or queen |
| 6) <i>Royal House</i> | f) the title used to speak to or about a king or queen |
| 7) <i>Majesty</i> | g) family, whose members reign while bearing the title of king or queen |
| 8) <i>Heritage</i> | h) a series of rulers or leaders who are all from the same family, or a period when a country is ruled by them |

2. Read the text and continue filling in the table in the warm-up section.



1154-1189 – Reign of Henry II. Henry II, first of the Royal House of Angevin kings, was one of the most effective England’s monarchs, who reformed the country’s financial, judicial and administrative systems. Henry also reduced the privileges of the clergy, but entered into a conflict with his close friend Thomas Becket, Archbishop of Canterbury. He refused to allow the clergy to be judged under royal law and was murdered in his cathedral in 1162.

1199-1216 – Reign of King John. Under King John taxes were enormous; his administration of justice was unfair. So the barons demanded a charter of liberties to secure people from king’s *arbitrary* behaviour. In May 1215 they rose up in arms against John and conquered London. In June the parties held negotiations and reached the agreements, known as the Magna Carta (Great Charter), which is believed to be the foundation of liberty and main defence against *unjust* rule in England. It first established a significant principle, which meant the king’s power was no longer *absolute*, and he was no longer above the law.



1455-1485 – The Wars of the Roses. The name refers to the *heraldic* symbols associated with two opposing branches of the same royal house, the White Rose of York and the Red Rose of Lancaster. They fought a series of *dynastic* wars for the throne of England, which eventually came to an end after the succession of Henry Tudor VII, who united the two warring roses into one Tudor Rose – the national emblem of England.

ENGLISH-SPEAKING COUNTRIES

1509-1547 – Reign of Henry VIII. Henry VIII was a *tyrannical* ruler, who alone ordered tens of thousands political executions, including a couple of his six wives. However, the king enjoyed great popularity with his subjects and during his long reign established an efficient *centralized* state. Henry is best known for his break with Rome, when in 1534 with the Act of Supremacy he gained total control over the Anglican Church and appointed himself its supreme head. He dissolved all the Catholic convents and monasteries in England and declared the Church of England as the official religion of the nation.



1558-1603 – Reign of Elizabeth I. Elizabeth I was Henry VIII's daughter and the most *significant* ruler of the Tudor dynasty. Historians depict her reign as the "golden age" in English history. It was the time of exploration, international expansion, naval triumph over the hated enemy, the Spanish Armada. This was a great era of the English Renaissance, most famous for the theatre of William Shakespeare. Elizabeth I was committed to preserving peace and stability above all else; her *genuine* love for her subjects was legendary.

1642-1689 – The English Civil War. King Charles I believed in the *Divine* right of kings, but when Parliament tried to limit his power, the king dissolved the assembly and managed to rule his kingdom without calling it for eleven years. The Personal Rule of Charles I, also named the period of government without parliaments, caused instability, panic and rebellions among people in England. The disagreements between King and Parliament called conflict between their supporters, namely royalists and parliamentarians, who eventually broke out Civil War.



"New Model Army", led by Oliver Cromwell, defeated the royalists; King Charles I was sent to trial and executed. As the result, monarchy was abolished and the Commonwealth of England was the name chosen for a new republic formed in 1649. But it only lasted until 1660, when Charles II restored the monarchy again. The conflict in the government was settled with the "Glorious Revolution" and the concept of the "Divine right of kings" was brought to an end by the Bill of Rights Act. It limited the monarch's right to raise money through taxation and guaranteed *fair* elections of members of Parliament. The two basic principles of Britain's democracy, the supremacy of Parliament and the rule of law, had been established.

3. Match the adjectives in colour from the text to their antonyms below.

human / powerless / fake / corrupted / lawful / separated / democratic / limited / rootless / unrelated / constitutional

4. Look through the text again and tell what terms are described below.

- 1) A document constituting a fundamental guarantee of rights and privileges.
- 2) A document that left the Pope with no power in England.
- 3) The rule of a monarch characterized by a lack of consultation with the parliamentary body.
- 4) A political community founded for the common good.
- 5) A statement of the basic laws to protect the rights of a country's citizens to have justice and fairness.
- 6) Doctrine, which asserted that kings derived their authority from God and could not be held accountable for their actions by any earthly authority such as a Parliament.

5. Complete the phrases used in the text.

- | | |
|---|--|
| 1) <i>To reform ...</i> | 8) <i>To dissolve ...</i> |
| 2) <i>To preserve ...</i> | 9) <i>To gain ... over ...</i> |
| 3) <i>To lead ...</i> | 10) <i>To hold ...</i> |
| 4) <i>To rise up in ... against ...</i> | 11) <i>To reach ...</i> |
| 5) <i>To break out ...</i> | 12) <i>To be above/under ...</i> |
| 6) <i>To defeat ...</i> | 13) <i>To restore/abolish ...</i> |
| 7) <i>To limit ...</i> | 14) <i>To enter into/call/settle ...</i> |

LISTENING

6. What do you think these everyday foods have to do with British history? Listen to the recording and check your ideas.

___ *spices* ___ *tea* ___ *sugar* ___ *potatoes*

7. Complete the sentences using the appropriate countries. There is one you don't need to use. Listen to the recording again and check your answers.

Africa / Jamaica / Hong Kong / India / Ireland / Singapore / America / China

- ___ and ___ became British colonies as a result of the tea trade in the 18th century.
- ___ became a British colony as a result of the sugar trade in the 18th century.
- ___ became a British colony as a result of the spice trade in the 18th century.
- ___ was a British colony from medieval times until 1922.
- ___ was a British colony from the 16th century until 1776.
- ___ was never a British colony.

GRAMMAR

Grammar bank

SEQUENCE OF TENSES

Tenses are verbs that describe when an event, action, or condition has occurred. There are three types of tenses based on time: **PAST TENSE**, **PRESENT TENSE**, **FUTURE TENSE**. Each of these has 4 aspects which indicate the continuation of the tenses. So, there are in total 12 tenses that are regularly used in English Grammar. In the **SEQUENCE OF TENSES**, there are some basic rules:

1) A past tense in the principal clause is always followed by a past tense in the subordinate clause.

E.g.: She said that she would come.

I realized that I had made a mistake. I worked hard that I might succeed.

NOTE! When the principal clause is in the past tense, the subordinate clause can be in the present tense if it is citing a universal truth.

E.g.: The children were taught that honesty is the best policy.

Galileo maintained that the earth moves around the sun.

2) If the tense used with the principal clause is in the present or future tense, the tense of the subordinate clause can be in any tense based on the needs to be conveyed.

E.g.: He says that she was at the club. He says that she is at the club.

He says that she will be at the club.

He will say that she was at the club. He will say that she is at the club.

He will say that she will be at the club.

3) When we use the principal clause in the future tense, we do not use subordinating clauses in the future tense and use the subordinating clause beginning with when, until, before, after etc.

E.g.: I will call you when dinner is ready. I shall wait until you return.

4) When some phrases such as *If only*, *Wish that*, *What if*, *It is time* are used, the clauses that follow are always in the past tense.

E.g.: I wish I could eat another ice cream.

ENGLISH-SPEAKING COUNTRIES

8. Complete the sentences using the appropriate forms of the verbs.

- 1) Alice said that she _____ hard for the past few weeks and was very tired.
a) *was working* b) *worked* c) *had been working*
- 2) Monika begged me not to tell her mother what _____ earlier that day.
a) *had happened* b) *happen* c) *would happen*
- 3) Ann answered she _____ stories and poems all her life, as long as she could remember.
a) *wrote* b) *had been writing* c) *was writing*
- 4) The woman standing near the box-office inquired if I knew how much the tickets _____.
a) *were* b) *had been* c) *are*
- 5) Mark was worried if _____ enough time to finish his report for the conference.
a) *will have* b) *he would have* c) *would he have*
- 6) Stella said that she _____ the office earlier that day to get to the station in time.
a) *had had to leave* b) *had to leave* c) *would have to leave*
- 7) Peter said that by the end of the year he _____ in his new house for five years.
a) *would be living* b) *would live* c) *would have been living*
- 8) Mrs. Fox told me that it had not been raining when lightning _____ the tree in her garden.
a) *had struck* b) *should be striking* c) *struck*
- 9) Ann said that she usually bought her clothes on a fashion website, and as a result she _____ any modest things to wear.
a) *doesn't have* b) *didn't have* c) *hasn't*
- 10) Sally told me she _____ in Kyiv all that year, and she had no wish to leave the city.
a) *had lived* b) *was living* c) *lived*
- 11) Tom believed that Ann _____ the book since Sunday, but she had read only 20 pages so far.
a) *had been reading* b) *had read* c) *was reading*
- 12) Ann told me that while she had been eating her cake at the station cafe two strangers _____.
a) *had come in* b) *came in* c) *would come in*
- 13) During the interview I asked Kelly Mann why _____ another romantic novel.
a) *had she written* b) *she wrote* c) *she had written*
- 14) I knew Ann _____ around Europe for six months already.
a) *had been travelling* b) *had travelled* c) *was travelling*

9. Put the verbs into the correct tense.

Tom 1) _____ (*to be*) born in a village and 2) _____ (*to spend*) his childhood there. He 3) _____ (*to move*) to Leeds when he 4) _____ (*to be*) fifteen years old and he 5) _____ (*to live*) there since his sister 6) _____ (*to get*) married. At present, he 7) _____ (*to work*) in an office but he 8) _____ (*to use*) to work at a bank before. Next year, he 9) _____ (*to go*) to London to study at the University, but only after he 10) _____ (*to finish*) writing the novel he 11) _____ (*to work*) at now. I 12) _____ (*to write*) a long letter to him several days ago and 13) _____ (*to ask*) him how many chapters he already 14) _____ (*to write*).

SPEAKING

10. Work in pairs. Write four sentences about the political history of your country. Share your ideas with the class, discuss and compile a composite Ukrainian historical fact sheet.

WRITING

11. Choose one of the significant Britons, read his/her biography, then write a short review of his/her life story. Pay attention to the sequence of events.



THE AMERICAN DREAM

- Look at the image to the right and choose 3 words from the box which, in your opinion, best describe it. Explain your idea.



- nationalism
- tolerance
- cooperation
- equality
- multiculturalism
- happiness
- friendship
- racism
- diversity

VOCABULARY

1. Match the words and phrases to their definitions. Make up sentences about the USA using the given vocabulary.

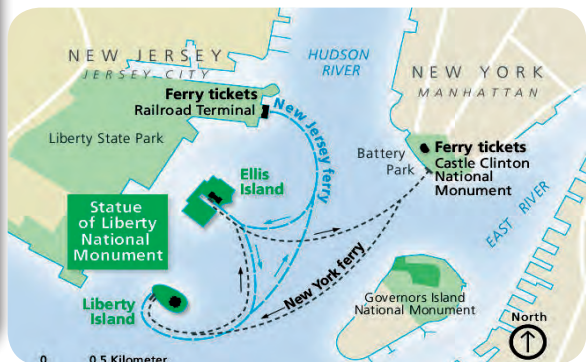
- 1) *prejudice*
 - 2) *American dream*
 - 3) *coexist*
 - 4) *culture shock*
 - 5) *citizenship test*
 - 6) *diversity*
 - 7) *lingua franca*
 - 8) *indigenous*
 - 9) *segregation*
 - 10) *melting pot*
 - 11) *country of origin*
- a) the state or quality of being varied or different
 - b) originating in and characteristic of a particular region or country
 - c) any language that is widely used as a means of communication among speakers of other languages
 - d) the country a person originally comes from
 - e) a test that people who are applying for citizenship of a country have to pass to become full citizens
 - f) is an opinion formed beforehand, especially an unfavourable one based on inadequate facts, may refer to a particular social group
 - g) an environment in which many ideas and races are socially assimilated
 - h) a social system that provides separate facilities for minority groups
 - i) to live in peace with each other, especially as a matter of policy
 - j) the belief that everyone in the US has the chance to be successful and happy if they work hard
 - k) it is a disorientation of a person when visiting a new country either as a tourist or immigrant

READING

2. Look at the pictures, where do you think all these people are coming to and why? Read the fact sheet and check your answer.

Fact sheet. "Welcome to the Land of Freedom," is an illustration of immigrants on board the steamer Germanic from Frank Leslie's illustrated newspaper, July 2, 1887.

Ellis Island was the place where immigrants landed in New York City before entering American soil. Ellis Island is part of New York City. It is the place where 12 to 20 million immigrants to the United States were processed from 1892 to 1954. The selection process followed a certain number of strict rules. Only the wealthy immigrants who had travelled first class were automatically accepted. Now Ellis Island is a museum devoted to the history of immigration



ENGLISH-SPEAKING COUNTRIES

3. What do you think the American Dream is? Do you think it can become a reality today? Read the text about the American Dream and describe how many concepts of it are mentioned there?

Every American understands the meaning of “the American Dream”, as no other people have its national dream. It has become an important part of their identity. Today the Dream seems to mean that anything is possible if you really want it, but we decided to find out the initial concept of the American Dream.

The Puritans, who came to New England in 1620, had their own dream. In England they had been well-educated and rich, but they did not agree with how the Anglican Church practised religion, so they left behind their comfortable lives and set out on a mission. These first Puritans were dreaming to start a new life and give their children a better future, and this was the heart of the American Dream.

By 1776 the new Americans had lived in the thirteen colonies for more than 150 years, but they still did not have their own government. The British took taxes and had authority over them. So, the colonists started American Revolution and fought for their American Dream: freedom to live the life they wanted. These democratic ideal was granted to the Americans by The Declaration of Independence. In fact, the new United States became an equal society only for the white men.

Since the times the meaning of the American Dream has changed significantly: from freedom and equality to a more material happiness. Although the Dream has always been about achieving a better life if you work hard enough and think positively. Americans love “*rags-to-riches*” stories about real people who have “*made it big*”. The biography of well-known Abraham Lincoln begins in a Kentucky log cabin and ends in the White House. Horatio Alger Jr.’s nineteenth-century novels depict characters’ *success stories*, as achieved through honest work and courage. In the 1930s, novelist John Steinbeck published “Of Mice and Men” in which the migrant laborers George and Lennie *cling to their dream* of owning a farm, even as they face brutal poverty. The 2006 film The Pursuit of Happiness tells the true story of Chris Gardner, who had been homeless and even in jail, before he finally *grabbed at a chance* and became one of the richest and most successful African-Americans on Wall Street.

Like the people who went to California to find gold in the 19th century, many Americans today hope to “*strike it rich*” in Las Vegas. Teenagers and adults also try to become rich and famous in the reality TV shows like American Idol or Big Brother. Some say that the American Dream has become the pursuit of material prosperity, when people work more hours to get bigger cars or fancier homes, but have lesser time to enjoy them. Others say that it’s impossible for the working poor who must do two jobs to insure their family’s survival. Yet others look toward a new American Dream with less focus on financial gain and more emphasis on living a simple and fulfilling life. How about your American Dream?

4. Read the sentences and correct the wrong ones according to the text.

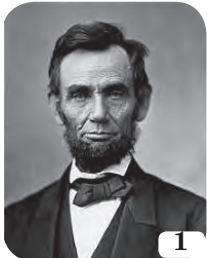
- 1) The Dream is an expression of the Americans’ national identity.
- 2) Over the years of history the idea of the American Dream has always remained original.
- 3) All American citizens obtained the same rights and freedoms after the American Revolution.
- 4) To make your Dream come true, it is not only the efforts, but the attitude what also matters.
- 5) Nowadays most Americans are sceptical about the news of instant riches or success and claim it to be dreamlike.
- 6) People still cant leave the idea of money as the main for happiness.

5. Look through the words in colour in the text. Tell how you understand the meaning of the following phrases. Fill them into the appropriate sentences using the correct tense.

- | | |
|-------------------------------|---|
| 1) <i>Rags-to-riches</i> | a) His father _____ in the diamond business. |
| 2) <i>To strike it rich</i> | b) You’re never going to _____ if you don’t put in the hard work. |
| 3) <i>To cling to a dream</i> | c) The book is one of the publishing _____ of recent years |
| 4) <i>Success story</i> | d) His life sounds to me like the classic _____ story. |
| 5) <i>Grab at a chance</i> | e) We must _____ when it comes because it doesn’t come again. |
| 6) <i>Make it big</i> | f) She is proud to _____ for all her life. |

LISTENING

6. Can you think of any well-known Americans and say what they were famous for? Who are these people from the photos? Have you heard of or read about them before? Listen to the recording and match the names of the outstanding Americans to their contributions. Whose do you think was the most significant and why?



- 1) *Abraham Lincoln*
- 2) *Marilyn Monroe*
- 3) *Harriet Tubman*
- 4) *Pocahontas*
- 5) *Martin Luther King, Jr.*
- 6) *Muhammad Ali*
- 7) *Elvis Presley*
- 8) *Neil Armstrong*
- 9) *Henry Ford*
- 10) *Ernest Hemingway*

- a) abolished slavery and kept the State strong and united in war
- b) promoted peace between colonists and Native Americans
- c) risked her life to help slaves escape from the South
- d) established equality between black and white
- e) encouraged freedom of belief and racial equality
- f) was the founder and King of Rock-and-Roll
- g) made a giant leap for mankind through a small step for a man
- h) went through a difficult childhood to become one of the most famous movie stars and pop icons
- i) invented the first affordable and mass-produced automobile
- j) was one of the most influential authors

GRAMMAR

Grammar bank

RELATIVE PRONOUNS

- **WHO** is used for people when the pronoun is the subject of the clause.
If it is the object it can be omitted: *E.g.: The teacher who came to school this year is from Ireland.*
- **WHOM** is used for people when the pronoun is the object of the clause (it can be omitted):
E.g.: The teacher (whom) you saw yesterday at school is from Ireland.
- **WHOSE** is used for the possessive case. Sometimes you can use "with" instead.
E.g.: The boy whose arm is broken is very clever. The boy with the broken arm is very clever.
- **WHICH** is used for things, subject or object of the clause. If it is the object it can be omitted.
E.g.: The book which is on the table is the one (which) you lent me.
- **WHERE** and **WHEN** are relative adverbs: *E.g.: That is the house where I lived when I was a child. Do you know the time when his plane takes off.*
- **THAT** is more common for people and things, it can replace who or which in a defining clause; it is used for people and things, subject or object, also after superlatives and after indefinite pronouns (something, all, everything...etc.): *E.g.: He is the best football player that I've ever seen.*

DEFINING RELATIVE CLAUSE

is used to identify the person or thing.
E.g.: The man who is sitting next to Alex is a friend of mine. The programme, which is about wild life, is on tonight.
The relative pronoun can be omitted when it is the object of the clause.
E.g.: I bought the house (which) you saw the other day.
That is the man (whom) I told you about the other day.

NON-DEFINING RELATIVE CLAUSE

doesn't identify the people or things we are talking about, but gives additional information.
E.g.: Alex, who used to be a football player, is now a teacher at my school.
Madrid, which is the city where I was born, is the capital of Spain.
They are placed between commas, or appear at the end.
In all cases a relative pronoun is required, it cannot be omitted.

ENGLISH-SPEAKING COUNTRIES

7. Combine two sentences with *who* or *which* to make one sentence.

- 1) Football first started in Britain. It is now popular in many countries.
- 2) Margaret Thatcher was the Prime Minister of Britain for 11 years.
She studied science at university.
- 3) The Nile runs through several countries. It is the longest river in Africa.
- 4) Gandhi was born in 1869. He became India's nationalist leader.
- 5) Elephants are found in Africa and India. They live to a great age.
- 6) The sun is really a star. It is 93 million miles from the earth
- 7) John F Kennedy died in 1963. He was a very famous American President.
- 8) Charlie Chaplin was from a poor family. He became a very rich man.
- 9) Darwin travelled to many countries when he was young.
His ideas changed our view of the world.
- 10) Sebastian Coe was a successful English runner. He is now a politician.

8. Complete the sentences using the relative pronouns *who(m)*, *that*, *which*, *where*, *when*, *whose*.

- 1) The people _____ house I am staying at are very kind to me.
- 2) Is this the store _____ you said you bought the fishing equipment?
- 3) What I'm now going to tell you is something _____ you'll never forget in your life.
- 4) The severe drought _____ occurred last summer ruined the crop.
- 5) The voters were overwhelmingly against the candidate _____ proposals called for higher taxes.
- 6) Here is the place _____ grandpa always used to talk about.
- 7) I live in China _____ is a densely populated country.
- 8) Tom teaches a class of students _____ native language is not French.
- 9) Yesterday, I ran into an old friend _____ I hadn't seen for years.
- 10) Dan says he will always remember the day _____ his parents first bought him a bike for his birthday.
- 11) That's the drawer _____ I keep my jewellery.
- 12) The town _____ I used to live in was not very big.
- 13) We don't have a big enough room in _____ we can apply sample tests.
- 14) Why don't you consult someone _____ has experienced the same troubles?
- 15) Here is a big thank you to all _____ contributed to this wonderful website.

SPEAKING

9. Work in groups. Make a list of people, places, and events significant in the world's history and prepare some sentences about them. Present the information to other groups, not saying the names, and let them guess what/whom you are talking about.

For example: The man, who was the first president of the USA. (George Washington)

WRITING

10. Write an opinion essay: "American Idol" is a TV show for the people who want to become pop stars. The best singer becomes famous. In "Big Brother" people live in a house together for many weeks. The public vote and the most popular person wins – and hopes to become rich and famous. Would you go on "American Idol" or "Big Brother"? Why/not? Give reasons, write not less than 250 words.





– What do you know about Canada? Read the sentences below and say whether they are true or false about the country.

- The oak leaf is on the national flag of Canada.
- The beaver is the national animal of Canada.
- The Queen of Great Britain is the head of Canada state.
- French and English are official languages in Canada.
- Canada encompasses 6 time zones.
- Canada is divided into states.
- Canada borders three countries and touches one ocean.
- Superman and the Blackberry were created by a Canadian.
- Canada holds the record for the most gold medals ever won at the Winter Olympics.



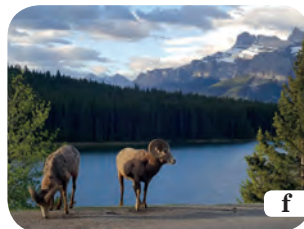
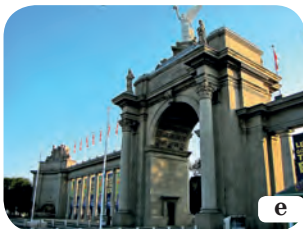
VOCABULARY & SPEAKING

1. Do you often go travelling? How do you usually organise your vacation? What was the last trip you took? Explain the differences between the following pairs of words. Give a sample sentence for each.

journey – voyage
tour – city break

excursion – outing
package tour – cruise

2. Would you like to go to Canada? Where exactly would you choose to go to? Read the extracts about Canadian top travel destinations and match them to the pictures. Look at the words in colour and explain their meaning.



WHISTLER:

1) This is the largest ski resort in North America and is a picturesque town full of charm. You can hire a vehicle or arrange a bus tour to explore the region depending on the season. This refreshing and spectacular mountain-top area is a **one-of-a-kind** alpine wonder and escape for couples and families with spas, golf courses, and **fine dining**.

TORONTO ISLAND:

2) Escape the crowds of downtown Toronto and head off across Lake Ontario **by ferry** to this family-friendly destination, to enjoy the Centreville Amusement Park, the Gibraltar Point Lighthouse, and breathtaking views of the Toronto skyline.

ENGLISH-SPEAKING COUNTRIES

EXHIBITION PLACE:

3) This is a perfect place, which is home to almost half of Toronto's historical buildings and is set in *expansive parklands*. Visit an exhibition, watch a live performance, or visit a historical monument, such as the Shrine Peace Memorial or the Princes' Gates.

CN TOWER:

4) Undoubtedly this is one of the *top tourist attractions* and one of the world's tallest free standing structures, 553 metres high. If you're not scared of heights, get to the top in only 58 seconds and experience one of the best views in North America through a glass floor giving you an 1,122 feet view down below!

CASA LOMA:

5) Visit North America's only "true castle" with ancient *gothic architecture*, five-acre gardens, underground tunnels, and a museum, which will transport you to a medieval world. Take a guided tour or watch a documentary about the millionaire who built this charming structure.

BANFF NATIONAL PARK:

6) Home to an *array of wildlife* including bear and moose, this reserve is in its own right and operates many tours, including Grizzly bear tours and evening wildlife safaris. View these wonderful creatures, and a highlight is the orphaned Grizzly named "Boo" who lives in the Grizzly bear refuge.

GROUSE MOUNTAIN:

7) This park is a *four-season must-see* British Columbia family *destination* and an adventure escape full of gondola rides, wildlife, helicopter tours, hiking trails, and paragliding. Kids and adults alike can easily spend a full day exploring the park and take the *chairlift* for breathtaking views of Vancouver city and beyond.

WALKING FOOD TOURS:

8) Explore an *evolving food scene* while discovering Ottawa's pretty streets. One such food tour is "C'est Bon Cooking", which takes you through the Byward Market and other food hotspots.

3. Complete the sentences using the appropriate phrasal verbs. Explain their meanings.

set off / get away / see off / look around / get on / get in / touch down / pack into / stay on / laze around / soak up / take in / wander round / indulge in / treat to / round off

- 1) What time does the train _____?
- 2) Once I _____ a train, who knows how long I'll be on it?
- 3) "Our plane _____ at half past seven in the morning."
- 4) "We _____ really early this morning, that's why I'm so tired."
- 5) "I'm really stressed at work and what I really need is to _____."
- 6) We'll _____ you _____ at the airport.
- 7) "After we checked in to our hotel we wanted to _____ the local area to see what it was like."
- 8) Holidays are a time when we are kind to ourselves – for example we probably eat out more than we do at home, and we might _____ rich foods that we normally avoid. We might _____ ourselves _____ a particularly enjoyable experience in order to _____ the holiday, though if we enjoy ourselves too much, we may be tempted to _____ and get stuck for three or four days!
- 9) Some people enjoy staying active and like to _____ a lot _____ their holidays, while others prefer to _____, just _____ the atmosphere or _____ the view. You might choose to spend your days _____ a lovely old town, or enjoying the sun on the beach.

READING

4. Read the guideline for travelling around Canada and discuss it with your partner. Would you like to visit Canada? Support your answer and plan your own trip.

Fantastically beautiful Canada is filled with incredibly welcoming people, gleaming *superior* cities, and a diverse landscape: from the icy tundra of the Yukon to the rocky beaches of the east coast, from the mountains of Calgary to the rainforests of Vancouver. With over 10 provinces, this North American country is a comfortable and exciting destination for travellers of all ages.

Canada is big and *makes for* a wonderful road trip country, but it's hard to *get around* without a car. Within city limits, you'll find great public transportation networks, especially the metro system. There is a train service called VIA Rail that runs from coast to coast and is very *scenic*. But when it comes to travelling between cities in Ontario and Quebec Megabus is the cheapest option as fares can be as low as 1 CAD if booked in advance! For *long-haul* routes throughout the country there are Red Arrow, Greyhound, or Coach Canada. If you're going between provinces or staying a while in the country, consider renting a car. As your last alternative, you can fly, but the country has only two major airlines, WestJet and Air Canada, so both are with high prices.

Accommodation rates can vary a lot depending on what city you're staying in. On average, for a dorm room at a hostel or a budget hotel room you can end up paying some 30-60CAD. But expect prices to rise *remarkably* in larger cities, like Vancouver or Toronto, while smaller towns won't have many options, though are generally quite cheap. Also don't hesitate to ask the locals for advice. Remember, Canadians are friendly!

If camping is your thing, you'll have plenty of options all across the country. Prices will vary depending on the grounds and many of the major campgrounds will *sell out* early, so be sure to book in advance during the *peak season*.

Food can be inexpensive as long as you cook for yourself. A meal out at a restaurant will cost you around 15-35 CAD, so cheap sandwich shops and fast food are your most *favourable* option.

Canada has a lot of outdoor activities – kayaking and canoeing, hiking, skiing, snowboarding, and *white-water* rafting are just some of those available. No matter what part of the country you are in, and no matter the season, you will always find something to do. There is definitely a reason everyone around the world loves Canada and its people.

A FEW TIPS FOR YOU:

- Canadians drive on the right hand side and using mobile phones while driving is illegal.
- In Quebec province, road signs are in French and in many areas, it is legal to turn right on a red light.
- Pedestrians have the *right of way* at crosswalks.

PACKING ESSENTIALS:

- Camera – You'll want to look back on the amazing views.
- Warm clothes – Temperatures can drop far below 0°C!
- Waterproof clothes – You are guaranteed to come across rain or snow.
- Hiking boots – There are numerous national parks to explore.



5. Look at the words in colour in the text and match them to their synonyms.

make possible / *rapid streams* / *best for you* / *priority in traffic* / *distant* / *panoramic* / *sell all of smth* / *most popular time* / *greatly* / *excellent of its kind* / *to go from place to place*

ENGLISH-SPEAKING COUNTRIES

6. Complete the test according to the text. Sometimes more than one option is possible.

- 1) There is no wide choice of accommodation ...
 - a) *in different cities.*
 - b) *in small towns.*
 - c) *for rent in Canada.*
- 2) It is difficult to get a camping pitch ...
 - a) *in the summer period.*
 - b) *without previous reservation.*
 - c) *for a good price.*
- 3) ... will certainly save you money.
 - a) *Cooking for yourself*
 - b) *Eating out*
 - c) *Buying takeaway*
- 4) When it comes to transport ...
 - a) *there is a great variety of means, but tickets for all are quite expensive.*
 - b) *the price and comfort depends on the route.*
 - c) *camping van is most advisable in all respects.*
- 5) Canada ...
 - a) *offers numerous possibilities for an active holiday.*
 - b) *gives tourists a chance to experience varied landscapes and progressive cities.*
 - c) *is renowned for its fun and pleasant nation.*
- 6) Driving in Canada ...
 - a) *switch off your mobile phone.*
 - b) *give way to those who travel on foot.*
 - c) *hold the opposite to the U.K. side of the road.*



GRAMMAR

Grammar bank

PARTICIPLES

Present Participle Usage

The present participle is the ing-form of a verb. We use this form as:

- a continuous form in tenses, as an adjective and as a gerund:

E.g.: They were just standing there. I seemed to be interesting for them.

They were only interested in grazing.

- after verbs of sensation (*feel, find, hear, listen to, notice, see, smell, watch*) + object, in order to emphasise the progress of an action or a value judgement such as admiration or disapproval:

E.g.: I watched them grazing. I saw them throwing rubbish on the grass!

NOTE! Some verbs can be used with either the *infinitive* or the *present participle*:

E.g.: I saw the girl pick the flowers. (to emphasise that I saw the entire action take place).

I saw the girl picking the flowers. (to express that I caught the act of picking up the flowers).

- in order to shorten an active clause that is attached to another clause that shares the same subject: *E.g.: The sheep were just standing there.*

They were wagging their tails. The sheep were just standing there wagging their tails. BUT E.g.: The sheep have come to see if I have food for them. (expresses the goal/purpose of an action)

Past Participle Usage

The Past Participle is the third verb form in the tables of irregular verbs. We use this form:

- in the perfect tenses, passive forms and as an adjective:

E.g.: They had eaten so much grass. They were left out in the meadow.

They were only interested in grazing.

- when changing passive clauses into participle clauses:

E.g.: The sheep were called by me.

They slowly came over to me. Called by me, the sheep slowly came.

Perfect Participle Usage

We use the perfect participle to form participle clauses, when ...

- ... the action has already been completed before the other action begins:

E.g.: They were full up because they had eaten so much grass.

Having eaten so much grass, they were full up.

- ... the action takes place over a longer period of time until another action:

E.g.: They had been running around on the meadow all day long so they were tired.

Having run around on the meadow all day long, they were tired.

7. Fill in the verbs in the correct form.

- 1) (*run*) _____ five miles, he noticed that he had lost his keys on the way.
- 2) (*prepare*) _____ by the best cook in town, the meal was sheer poetry.
- 3) (*study*) _____ all day, her head was aching in the evening.
- 4) (*lie*) _____ on the sofa, they were watching TV.
- 5) Before (*leave*) _____ the house, I always check if all lights are switched-off.

8. Combine the following pairs of sentences by using participles.

- 1) The police saw the body. It was floating down the river.
- 2) He cried at the top of his voice. He rushed at the thief.
- 3) We had worked for several hours. We came out of the office.
- 4) He didn't realize the implication of his words. He went on speaking.
- 5) It was a fine day. Everybody was out on the roads.
- 6) We met a boy. He was carrying a heavy bag.
- 7) The house was decorated with lights. It looked beautiful.
- 8) The robbers saw the policeman. They ran away.
- 9) I found the door open. I went inside.
- 10) I walked along the road. I saw a snake.
- 11) The burglars broke the door open. They entered the house.
- 12) His handwriting was illegible. I couldn't figure out what he had written.
- 13) We make some friendships in childhood. They last forever.
- 14) The luggage was packed. We set out on our journey.

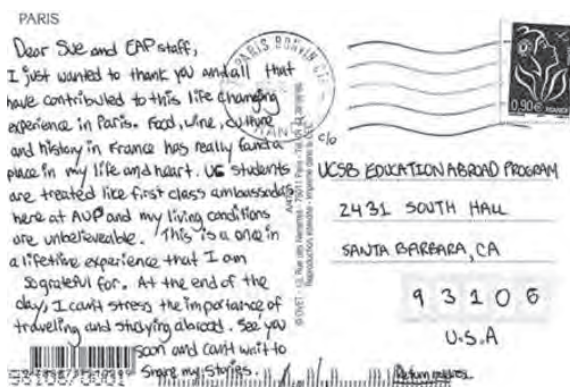
9. Replace the relative clause by a participle clause while keeping the rest of the sentence unchanged.

- 1) Irish people *who live in Great Britain* have the right to vote in British elections.
- 2) A friend *who helps you in need* is a good friend indeed.
- 3) The boy *who was waiting* in the hall expected a phone call.
- 4) Passengers *who wanted to go to Liverpool* had to change in Manchester.
- 5) The girl *who was picked up by her brother* was very nice.
- 6) A picture *that shows the image of a person* is a portrait.
- 7) The problems *that were discussed* will be essential for your exam.
- 8) Animals *that eat only plants* are called herbivores.
- 9) The house *that stands at the end of the road* will soon be sold.
- 10) The conference *which was planned by non-governmental organisations* was about globalisation.

WRITING

10. Write a postcard to your friend at home about the way you are spending time in Canada. Tell your friend:

- where you are and the way you are travelling around there;
- about an awesome place/activity you saw/did yesterday and how you felt;
- about other fantastic plans you are going to fulfil in Canada next week.



2. a) Fill the phrasal verbs into the sentences. Give their Ukrainian equivalents.

- | | |
|---------------------------|---|
| 1) <i>look forward to</i> | a) Do you _____ decorations during the Christmas season? |
| 2) <i>take time off</i> | b) Do you enjoy _____ presents? |
| 3) <i>put up</i> | c) Do you like to _____ at the cafe with a book or in front of TV on the sofa? |
| 4) <i>wrap up</i> | d) Do all the members of your family _____ once a year for Christmas or New Year? |
| 5) <i>ask around</i> | e) Are you _____ Christmas? |
| 6) <i>count down</i> | f) Do you find it difficult to _____ after a day at work/school? |
| 7) <i>dress up</i> | g) Do you/your parents _____ work to celebrate holidays? |
| 8) <i>get together</i> | h) Do you usually _____ your family and friends _____ for a holiday dinner? |
| 9) <i>wind down</i> | i) On New Year's Eve, do you _____ the time until midnight? |
| 10) <i>chill out</i> | j) Do you ever _____ when going to parties? |

b) Talk about the holidays. Ask and answer the questions above in pairs.

READING

3. Read the text about the end-of-the-year holidays in Australia and tell how they are different from your national ones. What is the most unusual fact about them?

Australians live on the world's largest island, which is also the world's smallest continent. Most of Australia's immigrants came from England and Ireland, 1) _____. Australia is the Land Down Under, where the seasons are opposite to ours, so Christmas, celebrated on December 25, is during summer vacation, and the festivities begin yet in late November. The most popular events of the Christmas season are singing Christmas carols and *presenting Nativity plays*. Families *decorate* their *homes* with ferns, palm leaves, and evergreens, along with the colourful flowers that bloom in summer 2) _____. Some families *put up a Christmas tree*.

On Christmas Eve, all children expect Father Christmas to leave gifts, some families *attend church*. Christmas Day comes, kids open their presents, families and close friends gather together. *The highlight of the day* is the midday dinner, when Australians *enjoy a traditional British Christmas dinner* of roast turkey or ham and a rich plum pudding, 3) _____. Other families choose to head for the backyard barbecue and grill their holiday meal in the sunshine, many even go to the countryside or to the beach to enjoy a picnic, where Father Christmas may show up in shorts to greet children on Christmas!

The day after Christmas is called Boxing Day; this is when Australians with British and Irish backgrounds leave tips for the grocer, postman, newspaper carrier, and others 4) _____. But the *highest point of* summer holidays in Australia is the colourful and sparkling celebration of New Year's Eve. In the Gregorian *calendar*, 5) _____, New Year's Eve, the last day of the year, is on 31 December.



ENGLISH-SPEAKING COUNTRIES

Even though, it is not a public holiday, all educational institutions are closed, in most government offices public servants get time off work, while businesses have normal opening hours. Australians annually celebrate New Year's Eve with parties, parades, music, but the prominent part of the day is New Year's Eve ball, which is a popular tradition and can have various themes, like masquerades, black-tie or formal wear, tropical or gangster and glamour. At such events you can be awarded with prizes for most intriguing or best-dressed outfits.

There are countless free public events held on the night, where visitors can *experience* Australia's unique cheer. In cities and towns across the country, Australians get outdoors to count down the final moments of the year and enjoy memorable time with family and friends. As the clock strikes midnight, *fireworks* are set off to farewell the old year and to welcome the new year, New Year's Day comes. People mark this occasion, they *toast* their *glasses*, drink champagne, hug or shake hands, kiss each other on the cheek 6) _____. Everyone prepares their *New Year's resolutions* for the next year.



4. Complete the text with the following extracts.

- to thank them for their help in the past year*
- called Christmas bush and Christmas bellflower*
- which was introduced to Australia by European settlers*
- bringing their Christmas customs with them*
- which is traditionally set aflame before it is brought to the table*
- to show their joy and appreciation for the old and new years*

5. Look at the words in colour in the text and use them to tell about the traditions of Christmas or New Year celebrations in Ukraine.

LISTENING

6. What do you think is special about Australia? Listen to the people talking about the advantages of living in this country and mark the reasons each speaker describes.

- | | | |
|---|--|--|
| <input type="checkbox"/> <i>Clean environment</i> | <input type="checkbox"/> <i>Great destinations</i> | <input type="checkbox"/> <i>Opportunities to study</i> |
| <input type="checkbox"/> <i>Multicultural society</i> | <input type="checkbox"/> <i>Low population density</i> | <input type="checkbox"/> <i>Friendly people</i> |
| <input type="checkbox"/> <i>Unusual traditions</i> | <input type="checkbox"/> <i>Local specialties</i> | <input type="checkbox"/> <i>Virgin nature</i> |
| <input type="checkbox"/> <i>Safety rate</i> | <input type="checkbox"/> <i>Exotic animals</i> | <input type="checkbox"/> <i>Great climate</i> |

7. Fill in the blanks in the sentences, then listen to the recording again to check your answers.

- Australia _____ four distinct seasons throughout the year.
- Each deep breath of clean air helps _____ your body, _____ your immune system, _____-happiness as well as making you feel _____ and _____.
- People from over 100 countries have _____ to this country, making Australia one of the world's most culturally _____ countries.
- Some iconic tourist attractions in this country include 19 World _____ including the Great Barrier _____, Bondi _____, the Daintree _____ and Sydney Opera _____, which are a huge _____ for many students from all over the world.
- No matter where they live, Australians are good at _____ whenever required.
- With only 6.4 people per _____, this country is one of less _____ countries in the world.
- There is an impressive number of study _____ for overseas students with over 1,200 _____ and 22,000 _____ in Australia to choose from.

GRAMMAR

Grammar bank

ADJECTIVES describe nouns (*how someone or something is*):

*E.g.: Theresa is **happy** that she can travel a lot.*

We also use adjectives after the verbs: *be, become, get, grow, keep, remain, seem, sound, stay, turn, feel*: *E.g.: People **feel good** when they travel.*

ADVERBS describe adjectives, verbs, or other adverbs.

*E.g.: A car travels not as **fast** as a train. We are running along **happily**.*

NOTE! *His English is **good**. (adjective) He speaks English **well**. (adverb)*

Some words have the same form for the adverb as for the adjective. The most important of these are: *daily, enough, early, far, fast, hourly, little, long, low, monthly, much, straight, weekly, yearly.*

*E.g.: He spoke in a **loud** voice. Don't speak so **loudly**.*

*He spoke **louder/more loudly** than necessary.*

*They have **direct** access to the data. They can access the data file **direct/directly**.*

*His assumption is **wrong**. You've spelled my name **wrong/wrongly**.*

BUT: *Something has gone **wrong** with that machine. (not: wrongly)*

The following adjectives and adverbs have different forms with different meanings:

ADJECTIVE	ADVERB (same form as adjective)	ADVERB (-ly form)
<i>Hard – Life is hard.</i>	<i>Hard – She works hard.</i>	<i>Hardly – She hardly ever works.</i>
<i>Late – Don't be late.</i>	<i>Late – He is working late today.</i>	<i>Lately – Have you seen her lately?</i>
<i>Near – He is a near relative.</i>	<i>Near – Do you live somewhere near?</i>	<i>Nearly – He nearly fell off his chair.</i>
<i>Pretty – She has a pretty face.</i>	<i>Pretty – She is pretty nervous.</i>	<i>Prettily – She sings prettily.</i>
<i>Short – He has got short hair.</i>	<i>Short – We had to cut our holiday short.</i>	<i>Shortly – I will be with you shortly.</i>

8. Choose the correct adverb to complete the sentences.

near / nearly

- I _____ missed the train.
- They have spent _____ € 1,000,000 on a new plane.
- The time was drawing _____ for my flight to Paris.

hard / hardly

- He has worked _____ all his life.
- I didn't mean to hit him so _____.
- We could _____ afford to pay the rent.

high / highly

- He was _____ praised for his charity work.
- The birds are flying _____.
- He raised his hands up _____.

short / shortly

- He will come _____.
- The cashier came up _____ ten dollars on his morning shift.
- We're going to have a break proper _____.

deep / deeply

- The river runs _____.
- I'm _____ sorry for your loss.
- His comment offended her _____.

late / lately

- He came _____ to school.
- I haven't heard from him _____.
- Have I told you _____ that I love you.

dead / deadly

- Politics is a _____ serious business.
- You're _____ right.
- The lesson was _____ boring.

right / rightly

- Turn _____ at the next crossroads.
- He was _____ blamed for the accident.
- The car keys were _____ here a moment ago.

sharp / sharply

- Be here at 6 p.m. _____.
- Turn _____ over there at the crossroads.
- The teacher spoke _____ to the boy.

ENGLISH-SPEAKING COUNTRIES

9. Read the following sentences carefully and decide which forms are appropriate in the given context: *near/ly, hard/ly, late/ly, high/ly, wide/ly*.

- 1) She was standing _____ enough to hear what they were talking about.
- 2) I listened _____ but couldn't understand a word.
- 3) There is _____ any difference between these two methods.
- 4) Professor Tomas is a _____ regarded mathematician.
- 5) I've been teaching at this University for _____ ten years.
- 6) His views on tuition fees are _____ known.
- 7) People over 70 travel _____ on public transport.
- 8) Information is _____ available on the Internet.
- 9) The house was built on a hill _____ above the sea.
- 10) To change the programme at the last minute is _____ impossible.
- 11) I could _____ understand a word.
- 12) The company _____ went bankrupt last year, but _____ things have been looking up.
- 13) Better _____ than never.
- 14) She lives _____ here.
- 15) I can't get the figures right, no matter how _____ I try.
- 16) At 4 a.m. she was still _____ awake.

SPEAKING

10. a) Here are some common New Year's resolutions (personal plans for the coming year). Tick the resolutions you would like to make.

I'm going to.....

- ___ *Exercise: do more / join a gym / take up a sport*
- ___ *Health: lose some weight / go on a diet / eat less chocolate / stop smoking / give up junk food*
- ___ *Hobbies: start a new hobby / join a club / learn a new skill (how to cook, paint, play an instrument)*
- ___ *Friends: make new friends / write to friends more / be kinder to friends / spend more or less time with friends*
- ___ *Studies: study more / do more homework / listen more in class / get books from the library / read more*
- ___ *Money: get a Saturday or holiday job / save more money / spend less / be careful with pocket money*
- ___ *Stress: worry less / work less / relax more on the weekends / go to bed earlier*

b) Think of something you've always wanted to change in your life and tell about it to your classmates.



WRITING

11. Choose a good year for you. Tell your partner why this year was so special: What happened? What did you do? Who did you meet? Where did you go? What was most surprising and pleasant about it?



Pick up some positive adjectives to describe New Zealand.

For example: *breathtaking scenery*

- _____ nature
- _____ cities
- _____ people
- _____ quality of life
- _____ environment
- _____ attraction
- _____ temperatures
- _____ society



VOCABULARY

1. Use an atlas, find the map of New Zealand and check whether the following statements about the country are accurate. Correct the wrong ones.

- 1) New Zealand is a flat territory.
- 2) The Tasman Sea is on the east side of the islands.
- 3) There are more lakes in South Island than in North Island.
- 4) There is a mountain named after Captain Cook, a British explorer.
- 5) New Zealand has only three container ports.
- 6) There is an international airport in Dunedin.
- 7) There are more skiing facilities on the South Island than on the North Island.
- 8) New Zealand's principal agricultural activity is growing cereals.
- 9) New Zealand is well provided with forests.
- 10) New Zealand has no fishing industry.
- 11) New Zealand has no off-shore natural gas fields.



2. Look at the words below. What do you think they mean and how are they connected to New Zealand?

Wellington / Auckland / Kiwi / Māoris / rugby / the All Blacks / sheep / kiwis / Aotearoa / haka / bungee jumping / hongi / The Lord of the Rings / bush

- 1) Special national dance in which they stick their tongue out to scare enemies;
- 2) A national symbol, the most popular bird which cannot fly;
- 3) A nickname used for people who come from New Zealand;
- 4) Indigenous people of New Zealand, the first to settle on the islands, they tattoo their faces, caught birds and fish and lived in tribes;
- 5) A lot of New Zealanders are farmers and there are 12 times more sheep than people in New Zealand;
- 6) A native forest, which once covered most of the islands' land;
- 7) An extreme sport, first popularized by a Kiwi, AJ Hackett, who made his first jump from Auckland's Greenhithe Bridge;
- 8) The film trilogy was filmed on location in New Zealand and highlighted the country's natural scenery and is widely associated with the country worldwide;
- 9) A favourite national sport in New Zealand;
- 10) The name of the national rugby union team;
- 11) The capital city of New Zealand;
- 12) The Maori name for the country of New Zealand;
- 13) The biggest city in New Zealand, with more than one third of New Zealand's population (35 per cent) living there;
- 14) The traditional Māori greeting, performed by two people pressing their noses together; some include, at the same time, the touching of foreheads.

READING

3. Read the text about New Zealand's profile and tell which facts were new for you.

**GEOGRAPHY & NATURE**

New Zealand, also known as Aotearoa, is a remote, mountainous group of islands sitting on the Pacific Rim and separated by the Cook Strait. New Zealand has more than 50 volcanoes, some of which are still active today. Sharp snowy peaks, rocky shores, glaciers, *fjords* and *pastures* create a majestic landscape. The highest mountain peak in New Zealand is Mount Cook which rises to 3,754m; Maori people call it "Cloud Piercer". New Zealand is rich in unusual wildlife, its native plants and birds, such as the kiwi, are unique in the world. The bats are the only mammals, nearly all the land animals are birds, with most species *flightless*. In the last 1,000 years, half of all animals on the islands have become extinct. Deforestation and draining of *swamp land* is still threatening the remaining species. However, several of them, including the kakapo, kokako, kiwi, and tuatara are recovering.

HISTORY

The Maori people were first arrived by canoe from islands in Polynesia near Tahiti around 1,000 A.D. In the 1600s, the Dutch explorer Abel Tasman first visited the island, but his party was attacked and left the island; they named New Zealand after a region in the Netherlands. Only in 1769, English explorer Captain James Cook *mapped* the country's coast. But the first British settlements were established there in 1840, when 500 Maori chiefs and representatives of Queen Victoria signed the Treaty of Waitangi and New Zealand became a British colony. But soon the tribes' lands were *captured*, and they got into war with British *colonial troops*; only in the 1870s, after 12 years, peace was restored. New Zealand became the first country to give women the right to vote in 1893; it was a *dominion* of Britain for 40 years and finally gained its independence from the colonists in 1947.

ECONOMY & GOVERNMENT

For many years on New Zealand's economy has earned mainly from farm products, such as wool and dairy products. Recent developments of tourism, film production, and winemaking are also significant, but the country depends heavily on international trade, with the main exports of milk, meat, butter, cheese, etc.

New Zealand is nominally constitutional monarchy with a parliamentary democracy. Elizabeth II is the Queen of New Zealand and thus the head of state. The Queen is represented by the Governor-General, whom she appoints on the advice of the Prime Minister, who is the head of the government. New Zealand's government has 122 seats in the House of Representatives and each is elected for a three-year term. Seven seats are reserved for the Maori and chosen by their voters.

SOCIETY & CULTURE

The indigenous culture is widely respected by people of New Zealand and many lands under dispute were returned to the tribes in 1998. Maori cultural traditions include music and dance, *carving*, weaving, and oral story-telling. There has been a major *revival* of Maori language and culture since the 1970s. New Zealanders, often called “Kiwis”, are generally well-educated, healthy, and have a good standard of living. Most Kiwis are no longer farmers now, with 86 percent of the population living in cities. Rugby is their favourite sport and nearly everyone cheers on the national team, the All Blacks, but many Kiwis also enjoy cricket. New Zealand has produced many internationally significant musicians, writers, visual and performing artists. Today, New Zealand is a multicultural Pacific nation.



4. Look through the text once again and say which facts in the history of New Zealand are connected with these figures.

- | | | | |
|----------|-------|---------------|-------|
| 1) 1600s | _____ | 6) 23,500,000 | _____ |
| 2) 1769 | _____ | 7) 122 | _____ |
| 3) 86 % | _____ | 8) 500 | _____ |
| 4) 1840 | _____ | 9) 1947 | _____ |
| 5) 1893 | _____ | 10) 1998 | _____ |



5. Look at the words in colour in the text. Match them to their definitions below.

- 1) *land consisting of swamps/an area of swamp*
- 2) *a long strip of sea between steep hills, found especially in Norway*
- 3) *a drawing that gives you a particular type of information about a particular area*
- 4) *grass or similar plants suitable for animals such as cows and sheep to eat*
- 5) *not able to fly*
- 6) *the process of becoming more active or popular again*
- 7) *a shape or pattern cut into wood or stone or the skill of doing this*
- 8) *to take something by force*
- 9) *refers to various military units recruited from, or used in colonial territories*
- 10) *an extended area of land*



LISTENING

6. Listen to an interview with the people, who tell about the most exciting things to do while you are staying in New Zealand. Answer the questions about the recording.

- 1) Monica recommends the _____ Island.

a) <i>North</i>	b) <i>West</i>	c) <i>South</i>
-----------------	----------------	-----------------
- 2) She recommends seeing the glaciers by _____.

a) <i>plane</i>	b) <i>helicopter</i>	c) <i>horseback</i>
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- 3) She says you should drive _____.

a) <i>around the South Island</i>	b) <i>along the Northern coast</i>	c) <i>the length of the country</i>
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- 4) She recommends a farm stay for _____.

a) <i>a few days</i>	b) <i>two or three weeks</i>	c) <i>at least a month</i>
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- 5) Where can you find the Maori culture?

a) <i>Rotarua</i>	b) <i>Wellington</i>	c) <i>The hot springs</i>
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ENGLISH-SPEAKING COUNTRIES

7. Complete the sentences with the words below. Explain their meanings. Listen to the recording again and check your answers.

must do / stunning / aerial view / farm stay / work way

- 1) For me, a _____ is the West Coast of the South Island. It's very pretty.
- 2) Franz Joseph and Fox Glaciers, which are _____ to look at.
- 3) You can pay for a helicopter ride that takes you up and shows you an _____ of the area.
- 4) There's a lot of _____ opportunities available for tourists who come to New Zealand.
- 5) Rotorua is a nice city to go and visit, and then _____ down to the capital of New Zealand, which is Wellington.



GRAMMAR

Grammar bank

DEGREES OF COMPARISON – ADJECTIVES

Some adjectives are gradable and some are non-gradable or extreme adjectives, which do not have a comparative or superlative form because they already mean something *very ...* or express something which cannot be graded like *dead* or *alive*:

E.g.: The clown on the show was funny, but this clown on TV is funnier.

The clown is hilarious. (very funny) NOT: The clown has a huge (very big) red nose.

NOT: The clown seems angry. NOT: seems-so-angry.

Some common extreme adjectives include:

empty, full, pregnant, perfect, unique, round, square, awful, excellent, terrible, horrible, immortal, starving, brilliant, gigantic, ultimate, ancient, complete etc.

Intensifiers are used with comparative adjectives:

<i>much</i>	<i>a great deal</i>	<i>E.g.: He is much older than me.</i>
<i>far/way</i>	<i>a good deal</i>	<i>New York is a lot bigger than Boston.</i>
<i>a lot</i>	<i>a good bit</i>	<i>France is a much bigger country than Britain.</i>
<i>quite a lot</i>	<i>a fair bit</i>	<i>He is a far better player than Ronaldo.</i>

We use these words as intensifiers with superlative adjectives: *easily, by far, much*

E.g.: This car was by far the most expensive. – The blue whale is easily the biggest animal.

COMPARATIVE AND SUPERLATIVE – ADVERBS

We use *-er/-est* to form the comparative of single-syllable adverbs, and of adverbs which have the same form as their adjectives:

E.g.: hard – harder – the hardest/early – earlier – the earliest

We use *more/most* to form the comparative of all adverbs that end in *-ly* (except for adverbs whose form is the same as the adjective; see above):

E.g.: happily – more happily – the most happily

8. Select the correct intensifiers. More than one answer is possible.

- 1) Auckland is _____ bigger than Wellington.
a) *a great deal* b) *a lot* c) *by far* d) *easily* e) *far* f) *much*
- 2) London is _____ the biggest city in the European Union.
a) *a great deal* b) *a lot* c) *by far* d) *easily* e) *far* f) *much*
- 3) London is the biggest city in the European Union _____.
a) *a great deal* b) *a lot* c) *by far* d) *easily* e) *far* f) *much*

9. Choose the correct option for each of the following sentences.

- 1) This pair of glasses is as _____ as that pair. (*fashionable, more fashionable, fashionably*)
- 2) Iron is _____ than other metals. (*less useful, more usefully, most useful*)
- 3) His Chinese is getting _____ and _____. (*worse/worse, worse/worst, badly/badly*)
- 4) He worked _____ than I did. (*as efficiently, more efficiently, more efficient*)
- 5) Her promotion was the _____ moment of her life. (*proud, prouder, proudest*)
- 6) The _____ he gets, the _____ he becomes. (*older/wiser, elder/wiser, older/ wisest*)
- 7) Ann does not swim as _____ as her coach claims. (*quick, quickly, quicker*)
- 8) Which is _____, grammar or vocabulary? (*more important, most important, important*)
- 9) The _____ money you spend, the _____ you can save. (*little/much, less/more, least/most*)
- 10) The new job is the _____ one that I have had. (*most challenging/more challenging*)
- 11) Hawaii is _____ from Hong Kong than Japan. (*far, farther, farthest*)
- 12) This ring is too _____ for me. (*small, smaller, smallest*)
- 13) Grace's work is _____, but Joan's is _____. (*good, better, best*)
- 14) Do you support his _____ proposal? (*late, later, latest*)
- 15) Prevention is _____ than curing. (*good, better, best*)

10. Transform the given sentences using the correct comparative structure without changing the meaning.

- 1) He is taller than his sister. – His sister is _____ he is/him.
- 2) Ann dresses more smartly than Erika. – Emily dresses _____ than Ann.
- 3) Tom is noisier than his brothers. – His brothers aren't _____ him.
- 4) If you work more, you will earn more. – _____ you work, _____ you will earn.
- 5) She is the quickest runner of all. – She is _____ any other runner. No other runner is _____ she is/her.
- 6) If you try harder, you will do better. – _____ you try, _____ you will do.
- 7) Wealth is not as precious as health. – Health is _____ than wealth.
- 8) Ann studies less diligently than she did in the past. Ann does not study _____ in the past.
- 9) He is a terrible driver. – He drives _____.
- 10) Tom has got the same number of books as John. – John has got _____ Tom.
- 11) She hasn't made as many mistakes as last time. – She has made _____ last time.
- 12) No one else on the team plays better than he does. – He plays _____ on the team.

SPEAKING&WRITING

11. Work in pairs. Write, then ask and answer the questions about English-speaking countries using the prompts below. Contrast them in different aspects (*geography, nature, history, economy, politics, culture*) using the appropriate comparative structures.

For example: "What's the most expensive city in America?" – "It's New York"
 "London is not as expensive as New York, it's also way bigger than Big Apple".

- 1) What's (*big/small/strong/comfortable*) country?
- 2) What's (*expensive/youth-friendly/packed*) city in ...?
- 3) What's (*hot/cold/beautiful/dangerous/interesting*) (*part/region/place*) in... ?
- 4) What's (*spectacular/attractive/significant/visited*) sight for (*tourists/locals*) in ... ?
- 5) What's (*friendly/diverse/fun/hardworking/creative/educated*) nation?
- 6) Who's (*rich/famous/well-known/respected/significant/influential*) (*person/celebrity/politician*) in ...?
- 7) What's (*high/low/long/deep/flat/rocky/picturesque*) (*mountain/river/canyon/area/landscape*) in ...?

SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) In history, we learned about a _____ that ruled Egypt for hundreds of years.
a) *dynasty* b) *duke* c) *archbishop* d) *clergy*
- 2) As a _____ regime, it uses terror to maintain power.
a) *absolute* b) *military* c) *tyrannical* d) *significant*
- 3) The organization promotes racial _____ and unity in diversity.
a) *multiculturalism* b) *tolerance* c) *equality* d) *nationalism*
- 4) The international business community sees English as the _____ .
a) *American dream* b) *culture shock* c) *melting pot* d) *lingua franca*
- 5) This is a _____ opportunity – you have to take it!
a) *peak season* b) *top tourist* c) *one of a kind* d) *must see*
- 6) I often _____ all the cafes, bakeries and pie shops during my travelling.
a) *wander round* b) *soak up* c) *laze around* d) *stay on*
- 7) I am so tired. I _____ the days of the week until the weekend.
a) *take time off* b) *count down* c) *look forward to* d) *wind down*
- 8) The children always _____ a fir Christmas tree with bright lights and unique ornaments.
a) *put up* b) *celebrate* c) *attend* d) *decorate*
- 9) The highest _____ lifts its majestic cone far into the clouds.
a) *rocky* b) *landscape* c) *peak* d) *plant*
- 10) The whole _____ seem to have disappeared off the face of the earth.
a) *tribe* b) *troop* c) *communal group* d) *settlement*
- 11) The teacher asked the boys whether they _____ the problems
a) *solved* b) *have solved* c) *had solved* d) *will solve*
- 12) Mr. Smith promised he _____ me a suitable job.
a) *is going to find* b) *will find* c) *found* d) *would find*
- 13) The homeless people _____ story appeared in the paper last week have now found a place to live.
a) *whose* b) *who* c) *which* d) *whom*
- 14) The house _____ they've bought is next to the park.
a) *which* b) *that* c) *whose* d) *where*
- 15) The car, _____ cost more than 50,000 dollars, was a present from his family.
a) *which* b) *that* c) – d) *when*
- 16) _____ in the company for many years, he knew everyone and everything.
a) *worked* b) *being worked* c) *working* d) *having worked*
- 17) Many workers, _____ about their jobs, talked to the boss.
a) *frustrating* b) *frustrated* c) *being frustrated* d) *having frustrated*
- 18) Don't worry ! My aunt always treats her guests very _____.
a) *nice* b) *good* c) *well* d) *nicely*
- 19) It is much _____ to speak English than to understand it, isn't it?
a) *difficult* b) *more difficult* c) *the most difficult* d) *difficulty*
- 20) At the world dance competition, pair number 22 dances _____ of all.
a) *gracefully* b) *more gracefully* c) *the most gracefully* d) *graceful*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

By 2050, 70% of the world's 9 billion people 1) _____ in cities. Globalization is creating a series of melting pots around the world. These are the places where ancient cultures can build 2) _____ each other or collide. New York, London, Sydney, and Melbourne: these are the places of liberty and "free speech". But these are also the places of heated cultural tension. This kind of tension is 3) _____ in many forms. People direct 4) _____ toward that foreigner who "stole" an Aussie job to make the overpriced clothes they buy. But are these people in the vocal minority, or outspoken representatives of the majority? Globalisation 5) _____ diverse cultures under one shared flag, encourages once oppressed groups to 6) _____ and blurs the borders between micro-communities. This makes it is easy for underlying prejudice to simmer and erupt. When a "minority" group causes the melting pot to spill over, the city's western middle-class news media spins a story tailored for the highest 7) _____, exacerbating this prejudice.

- | | | | |
|--------------------------------|------------------------|------------------------|-----------------------|
| 1) a) <i>are going to live</i> | b) <i>will live</i> | c) <i>are living</i> | d) <i>live</i> |
| 2) a) <i>beside</i> | b) <i>besides</i> | c) <i>each side</i> | d) <i>on the side</i> |
| 3) a) <i>demonstrating</i> | b) <i>demonstrated</i> | c) <i>demonstrates</i> | d) <i>demonstrate</i> |
| 4) a) <i>hates</i> | b) <i>hatred</i> | c) <i>hated</i> | d) <i>hating</i> |
| 5) a) <i>unites</i> | b) <i>gathers</i> | c) <i>joins</i> | d) <i>collects</i> |
| 6) a) <i>speak up</i> | b) <i>speak out</i> | c) <i>speak for</i> | d) <i>speak with</i> |
| 7) a) <i>rankings</i> | b) <i>rentings</i> | c) <i>numbers</i> | d) <i>ratings</i> |

The night before Christmas I was full of the usual 8) _____ that I always felt during the Christmas season. Christmas had always been one of the delightful religious festivals for me. The church started preparing 9) _____ back in November. Beautiful Christmas music could be heard everywhere on the streets, on the radio, and even on television. Everybody made colourful crepe paper ornaments to decorate their homes with. It was 10) _____ time when relatives and friends gathered together and visited each other. All of us looked forward to the Christmas Eve Service at our church and a joyous procession 11) _____ the streets after the service. Throughout the celebration, everyone was in a gala mood and greeted people around with the special words of Merry Christmas and Happy New Year. Then on Christmas Day we went back to church to sing carols reminding us 12) _____ the meaning of the blessed birth of the baby Jesus. After the Christmas service young people received special gifts of chocolate, cookies, and crackers. They were told that the gifts 13) _____ from Father Christmas. They also received new clothes and perhaps new pairs of shoes. We always thought that these were the things that meant Christmas. Oh how I wish that those memories 14) _____ real tonight!

- | | | | |
|---------------------------|----------------------|---------------------|----------------------|
| 8) a) <i>anticipation</i> | b) <i>expectancy</i> | c) <i>suspense</i> | d) <i>tension</i> |
| 9) a) <i>long</i> | b) <i>far</i> | c) <i>way</i> | d) <i>yet</i> |
| 10) a) <i>a</i> | b) <i>-</i> | c) <i>the</i> | d) <i>this</i> |
| 11) a) <i>alongside</i> | b) <i>by</i> | c) <i>over</i> | d) <i>through</i> |
| 12) a) <i>about</i> | b) <i>of</i> | c) <i>to</i> | d) <i>-</i> |
| 13) a) <i>come</i> | b) <i>coming</i> | c) <i>have come</i> | d) <i>would come</i> |
| 14) a) <i>are</i> | b) <i>can be</i> | c) <i>was</i> | d) <i>were</i> |

Mobility and being 15) _____ create a wonderful sensation to the American people. Although many families enjoy spending their holidays at home, the majority of them hit the road. They may simply rent a cabin in the wilderness or near the seaside, or go to one of the many campgrounds that dot the USA, overall they just strive to 16) _____ from the hectic life of the city and work. One more popular method to escape stress is to visit national parks, such as Yellowstone or the Grand Canyon, which 60 million opt for every year.

Though hiking and trail blazing have become 17) _____ popular, Americans also enjoy international travel. In almost every European city, you are bound to bump into an American traveller. Since 18) _____, loads of Americans have made their way to Europe. The reason for this is that the majority of the US population 19) _____ their ancestry back to European countries. Today, the most common sites like Paris, Berlin, Amsterdam or Rome are full of young American backpackers, budget travellers who often stay in youth hostels. Should you ever 20) _____ to meet one, they are adventurous and eager 21) _____ new people. Try to strike up a conversation with one of them, and your efforts will most likely be rewarded.

- | | | | |
|--------------------------|-------------------|-----------------------|-------------------------|
| 15) a) <i>on the way</i> | b) <i>on foot</i> | c) <i>on the road</i> | d) <i>on the trail</i> |
| 16) a) <i>get away</i> | b) <i>get out</i> | c) <i>get across</i> | d) <i>get back</i> |
| 17) a) <i>most</i> | b) <i>much</i> | c) <i>more</i> | d) <i>more and more</i> |
| 18) a) <i>the 1950s</i> | b) <i>1950s</i> | c) <i>the 1950th</i> | d) <i>the 1950</i> |
| 19) a) <i>track</i> | b) <i>trace</i> | c) <i>originate</i> | d) <i>date</i> |
| 20) a) <i>manage</i> | b) <i>happen</i> | c) <i>want</i> | d) <i>seem</i> |
| 21) a) <i>to meeting</i> | b) <i>to meet</i> | c) <i>to have met</i> | d) <i>meeting</i> |

LITERARY HUB

Beecher Stowe's works

A committed American social reformer and Christian, Beecher Stowe published essays, religious poems, and novels. Her anti-slavery novel *Uncle Tom's Cabin* (1852) sold half a million copies in the United States and was quickly translated into 37 languages.

The plot

Tom, a black slave, has had to leave his home in New Orleans, where his kind master and his master's daughter, Eva, have died. He has just been bought by a plantation owner named Simon Legree and put on a riverboat with Legree's other slaves. Legree is inspecting his new purchases.

Harriet Beecher Stowe (1811-1896)

1. Read the text and tell what the effect of slavery of black people on race relations in the USA was.

PROPERTY AND POSSESSIONS

Stopping opposite to Tom, who had been attired¹ for sale in his best broadcloth² suit, with well-starched³ linen and shining boots, he briefly expressed himself as follows:

"Stand up."

Tom stood up.

"Take off that stock⁴!" and, as Tom encumbered by his fetters⁵, proceeded to do it, he assisted him, by pulling it, with no gentle hand, from his neck, and putting it in his pocket.

Legree now turned to Tom's trunk⁶, which, previous to this, he had been ransacking⁷, and, taking from it a pair of old pantaloons and dilapidated⁸ coat, which Tom had been wont to put on about his stable-work⁹, he said, liberating Tom's hands from the handcuffs¹⁰, and pointing to recess in among the boxes,

"You go there, and put these on."

Tom obeyed, and in a few moments returned.

"Take off your boots," said Mr Legree.

Tom did so.

"There," said the former, throwing him a pair of coarse, stout¹¹ shoes, such as were common among the slaves, "put these on."

In Tom's hurried exchange, he had not forgotten to transfer his cherished Bible to his pocket. It was well he did so; for Mr. Legree, having refitted Tom's handcuffs, proceeded deliberately to investigate the contents of his pockets. He drew¹² out a silk handkerchief, and put it into his own pocket. Several little trifles¹³, which Tom had treasured, chiefly because they had amused Eva, he looked upon with a contemptuous grunt, and tossed them over his shoulder into the river. Tom's Methodist hymn-book¹⁴, which, in his hurry, he had forgotten, he now held up and turned over.

Humph! pious¹⁵, to be sure. So, what's yer name, – you belong to the church, eh?"

"Yes, Mas'r," said Tom, firmly.

"Well, I'll soon have that out of you. I have none o' yer bawling¹⁶, praying, singing niggers¹⁷ on my place; so remember. Now, mind yourself¹⁸," he said, with a stamp and a fierce glance¹⁹ of his gray eye, directed at Tom, "I'm your church now! You understand. – you've got to be as I say..."

He took Tom's trunk, which contained a very neat and abundant wardrobe, to the forecandle²⁰, where it was soon surrounded by various hands²¹ of the boat. With much laughing, at the expense of niggers, who tried to be gentlemen, the articles very readily were sold to one and another, and the empty trunk finally put up at auction. It was a good joke, the all thought, especially to see how Tom looked after his things, as they were going this way and that; and then the auction of the trunk, that was funnier than all, and occasioned abundant witticisms²². This little affair being over, Simon sauntered up²³ again to his property.

"Now, Tom, I've relieved you of any extra baggage, you see. Take mighty good care of them clothes. It'll be long enough 'fore you get more. I go in for²⁴ making niggers careful; one suit has to do for one year; on my place."

From *Uncle Tom's Cabin*, Chapter 31

GLOSSARY

- | | |
|---|--|
| 1) <i>dressed</i> | 15) <i>religious</i> |
| 2) <i>a high "quality fabric"</i> | 16) <i>shouting</i> |
| 3) <i>made rigid</i> | 17) <i>very abusive term for a black person (from "negro")</i> |
| 4) <i>neck cloth</i> | 18) <i>behave correctly</i> |
| 5) <i>restricted by his chains</i> | 19) <i>putting his foot down heavily and looking angry</i> |
| 6) <i>large suitcase</i> | 20) <i>part of a boat where the crew's accommodation is</i> |
| 7) <i>violently searching through</i> | 21) <i>workers</i> |
| 8) <i>old and used</i> | 22) <i>was the cause of a lot of jokes</i> |
| 9) <i>used to wear for working in the stables</i> | 23) <i>walked casually</i> |
| 10) <i>metal rings that lock the hands together</i> | 24) <i>like</i> |
| 11) <i>strong</i> | |
| 12) <i>pulled</i> | |
| 13) <i>insignificant things</i> | |
| 14) <i>book of songs connected to the protestant Methodist church</i> | |

2. Answer the questions according to the text.

- 1) How is Tom dressed at the start of the scene?
- 2) What changes does Legree make to Tom's clothing?
- 3) How does Legree discover that Tom is a religious man?
- 4) What is Legree's attitude to this?
- 5) Why do the crew of the boat find Tom's possessions so amusing?
- 6) What do they do with them?
- 7) What possessions is Tom left with at the end of the scene?
- 8) How would you describe Legree's treatment of Tom, and his attitude to slaves in general?
- 9) What is symbolized by this description of how Tom is gradually deprived of all his clothes and possessions?
- 10) Which of the words would best describe Tom's behaviour throughout the scene? (*angry, calm, despairing, passive, resigned, violent*)



3. Look at the images of two scenes from Uncle Tom's Cabin. How do you think Tom's life changed when he had been sold to another owner? Go on the Internet and read a short summary of the novel to check your ideas.

SKILLS ROUND-UP

READING

1. Read the text and decide if the statements following are true (T) or false (F).

The World Happiness Report measures “subjective well-being” – how happy people are, and why. According to the survey Norway is the happiest place on Earth, Denmark, Iceland, Switzerland, and Finland round out the top five, while the Central African Republic came in last. The World Happiness Report was released to coincide with the United Nations’ International Day of Happiness on 20 March. It mainly relies on asking a simple, subjective question of more than 1,000 people every year in each of more than 150 countries.

“Imagine a ladder, with steps numbered from 0 at the bottom to 10 at the top,” the question asks. “The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time?” The average result is the country’s score – ranging from Norway’s 7.54 to the Central African Republic’s 2.69. But the report also tries to analyze statistics to explain why one country is happier than another.

It looks at factors including economic strength, social support, life expectancy, freedom of choice, generosity and perceived corruption.

The report also suggests that professional “white collar” jobs are associated with improved happiness over “blue collar” roles – but that having a job at all is one of the biggest factors. And while “those in well-paying jobs are happier and more satisfied with their lives”, that effect has diminishing returns – “an extra \$100 of salary is worth much more to someone at the lower end of the income distribution than someone already earning much more.”

- 1) *The World Happiness Report was released in spring.*
- 2) *The survey was mainly based on handing out questionnaire*
- 3) *About 1000 countries were involved in the survey.*
- 4) *“White collars” are happier than “blue collars” according to the report.*
- 5) *According to the report working makes people unhappy.*

2. Read the text and complete the sentences following with an appropriate ending.

Homecoming is a cherished autumn tradition at universities and high schools across the United States when alumni from across the country return to their former academic institutions, also referred to as their “alma maters,” as part of a tradition that allows them to reconnect with their old friends, former classmates and professors while celebrating their school’s unique history. This tradition serves as an opportunity for past and current students alike to bond over their shared school pride, hear the marching band playing the fight song and cheer their beloved teams, hopefully, crushing the opposition.

A few universities claim to have hosted the first homecoming game, but the University of Missouri was certainly the first college to center homecoming around both a parade and a football game. Since alumni were encouraged to “come home” for that first homecoming match in 1911, which attracted over 9,000 spectators, universities and high schools all over the United States have developed their own homecoming traditions.

In addition to the homecoming game, students attend a homecoming dance (also sometimes called court-warming) that is much like prom. At the homecoming dance, usually held in the high school gym, a DJ plays music and students usually dress up in semi-formal attire.

During the homecoming festivities, two students are selected as homecoming king and queen based on their contributions to the school. The winners are announced at the game during halftime. Colleges and universities select homecoming “royalty” as well.

Although traditions vary at individual schools, the most important part of homecoming remains the same: it is an opportunity for people to come together, support their school, and have some fun!

- 6) *Homecoming is when you are back from a holiday/a welcome back to a new school year/when you get back*
- 7) *Alumni means people who used to study/former students at a particular school/a silver metal used for many products.*
- 8) *The origin of homecoming tradition is a banquet for people, towns, high schools and colleges/a parade featuring the school’s marching band and sports teams/football game during which alumni were encouraged to attend.*
- 9) *A homecoming dance is similar to the prom/allows wearing less formal clothes/is held during the homecoming game.*
- 10) *Homecoming traditions differ across the country/have a common idea of joining people from different schools/are about honoring school history and reuniting student community.*

USE OF ENGLISH

3. Complete the text with the appropriate form of each word given on the right.

<p>Backpacking in Japan is a truly fascinating experience. The cities in Japan are 1) _____ any other. You can easily spend weeks 2) _____ the bright lights of futuristic Tokyo. Next, head to the Japanese Alps, which has some of the 3) _____ skiing in the world! Speaking of cherry blossom season, make sure you visit Kanazawa, one of Japan's most beautiful gardens. Shirakawa and Takayama are next on the list. Shirakawa is a UNESCO world heritage site, 4) _____ for 250-year-old traditional farmhouses and Takayama 5) _____ for a great day trip. Finally, head to Kyoto to finish up this amazing trip! With 6) _____ temples, beautiful gardens, imperial palaces, and pretty good nightlife Kyoto is an unmissable destination. Whilst backpacking in Japan, I never once 7) _____ threatened, and I was 8) _____ frustrated. The main challenge in Japan is trying not to spend too much money; hitchhiking is the key to travelling Japan on a budget and experiencing the country 9) _____. Japanese people uphold formal traditions, valuing etiquette and 10) _____. Abide by these things, and be 11) _____ when you are visiting temples, shrines, and sites.</p>	<p>LIKE, EXPLORE GOOD FAME, MAKE NUMBER FEEL, RARE CHEAP PUNCTUAL RESPECT</p>
---	---

4. Fill in the blanks in the text with only one word in each gap.

Walt Disney was a well known film producer and an innovator in animation design. He created a number of the world's most famous animation 1) _____, like Mickey Mouse, Donald Duck, Felix the Cat and many 2) _____.

In his childhood, Walt moved with his family all 3) _____ the United States. When young Walt arrived in Los Angeles, he 4) _____ only \$40 and an unfinished cartoon in his suitcase.

Disney's first wish was to become a film 5) _____. Since he didn't succeed 6) _____ live-action films, Disney turned 7) _____ to animation. His first Hollywood cartoon "studio" 8) _____ a garage in his uncle's house. Walt went to his brother Roy and asked 9) _____ his help with opening the studio. Roy agreed and 10) _____ was the beginning of the Disney Brothers' Studio.

Walt Disney died on December 15, 1966, 11) _____ years before the opening of his "Walt Disney World" dream project in Orlando, Florida. The famous Disneyland and Walt Disney World resort parks in 12) _____ United States, France, Japan, and China were named in his memory.

LISTENING

5. Look at the questions and choose the answer you think is correct for each one. There may be more than one correct answer for some questions.

- 1) The first thing you have to think about is _____.
 a) *what's more important for you* b) *a good daily planner* c) *your time spent wisely*
- 2) Which of these things do you need to do to avoid being late?
 a) *Setting a reminder one hour before an event* c) *Setting two reminders per every event*
 b) *Giving yourself a reminder the day before an event*
- 3) How much time do you need to add to the time you think you'll need?
 a) *Twenty minutes* b) *Twenty five minutes* c) *Twenty five percent*
- 4) What do you have to do to be ready for the next day?
 a) *To prepare everything beforehand* b) *To wake up earlier* c) *Not to worry over little things*
- 5) The time of the day that you schedule events for doesn't really matter.
 a) *True* b) *False* c) *Not given*

6. Look through the sentences below then listen to the recording and fill in the blanks with the appropriate vocabulary.

- 1) The time of getting to the place depends on the _____.
- 2) The _____ for taxi includes the tip.
- 3) You can _____ the tourists from a mile away.
- 4) The tourists walk _____ the street looking _____ at the skyscrapers.
- 5) There are some good restaurants downtown offering meals at a _____ price.
- 6) To get to the place one needs _____ the subway or taxi, but they don't run by the museum that often.
- 7) There are buses that run that way too, but then one has _____ a couple of times then.

ENGLISH-SPEAKING COUNTRIES

VOCABULARY & GRAMMAR

7. Rewrite the sentences using the words given so that the meaning is left the same.

- 1) I haven't decided what sort of job I'd like to do when I leave college. MIND
I haven't made _____ the sort of job I'd like to do when I leave college.
- 2) Last Saturday my friend asked me, "Do you want to see a film tonight?" WHETHER
Last Saturday my friend asked me _____ a film that night.
- 3) The journey was shorter than I had expected. LONG
The journey was _____ I had expected.
- 4) I am sorry I didn't contact you, but I was very busy. TOUCH
I apologise for _____ you, but I was very busy
- 5) The students will finish their English course at the end of June. HAVE
The English course _____ the beginning of July.
- 6) Bob hadn't seen his uncle for several years. GONE
After several years _____, Bob saw his uncle again.
- 7) It's ages since my sister and I had an argument. OUT
My sister and I _____ ages.
- 8) The children are always fascinated by nature programmes on TV. FIND
The children _____ when they watch them on TV.
- 9) Looking back, I think I was right to study mathematics at university. REGRET
Looking back, I _____ mathematics at university.
- 10) While we were going home yesterday we got caught in a thunderstorm. WAY
We got caught in a thunderstorm while we were _____ yesterday.
- 11) I'd like you to connect me to the managing director's extension. THROUGH
Could you _____ the managing director's extension?
- 12) Please behave as if you are in your own home during your stay. MAKE
I'd like you all _____ home during your stay.
- 13) The owner established the company in 2011. UP
The company _____ the owner in 2011.
- 14) Will your neighbours look after your dog when you go away? TAKE
Do you know if your neighbours _____ your dog when you go away?
- 15) The family always spent their holidays climbing in the mountains. USED
The family's holidays _____ climbing in the mountains.

SPEAKING

8. Read the following question. What do you think? Prepare arguments to support your opinion, then tell it to your teacher, responding to the points below.

Should you start a career or enter university at 18?

- *earning a living;*
- *starting a family;*
- *gaining experience;*
- *meeting new people.*

WRITING

9. Write a letter to your penfriend in the UK. She or he wants to know about your life in your country. Write about 200 words. Tell him or her about:

- *being a teenager;*
- *opportunities for youth;*
- *friendships;*
- *attitude to family and marriage.*

UNIT 4

PUBLIC VENUES

WORD BANK

accompany	mansion
aesthetic	merry-maker
affordable	miserable
appeal	mural
applause	off-the-grid
attic	park-line
backstage	patio
bazaar	photo ops
boast	projection
brat	props
bustle	ranch
cobble	rehearsal
convenience	reveller
delicacy	rooftop
detach	salve
disrupt	sequel
flop	shutter
garb	skyline
gripping	stalk
highbrow	state-of-the-art
hot spot	time-honoured
landline	vendor
laid back	vibrant
lousy	voiceover
lowbrow	wall-to-wall

GRAMMAR

- Adjectives with prepositions
- Quantifiers
- Determiners: all/every/each/whole
- Prepositions of place
- Reported speech
- Reporting verbs

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

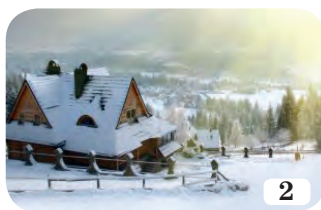
art display
beauty is in the eye of the beholder
blend of styles
bring along
cameo role
crime rate
culture vulture
flow of life
get out of hand
god-gifted talent
in owe
keep eyes off
look around
make up of
mark down
marvel at
matter of taste
pack with
photo shoot
pick up
praise for
put a twist on
renown for
shell out
shop around
show off
splash out
tip-off
think outside the box
through the roof
up-and-coming
worth a thousand words



PUBLIC VENUES

A PLACE TO LIVE

– Look at the pictures and describe them in a few words. Choose the Best Place to Live for Your Lifestyle and explain why.



VOCABULARY

1. Complete the words and add some more vocabulary to each column.

Townscape

*a r... castle, a b... harbour, an industrial a...
a famous m..., a market s..., a stunning v...*

Landscape

*a river b..., a dense f..., a steep h...,
a breathtaking s...*

2. Discuss the differences of city life and country life. Think of some advantages and disadvantages. Mention the following points.

*pollution / nightlife / cost of living / local facilities / property prices / nature /
transport and traffic / opportunities / flow of life / population / crime rate / life standard*

Urban life

Rural life

READING

3. Read the text about the best cities for young people and tell which city is the most suitable for you and why.

THE BEST CITIES FOR YOUNG PEOPLE

Young professionals and millennials are on the go now more than ever. They don't settle down in a single destination and keep travelling until they've found the city they call home. Check out the list of the most suitable cities according to the latest surveys.

This *bustling* city of **New York**, famous as "The City that Never Sleeps", tops the list. There is no place like New York with its *iconic skyline*. From the Empire State Building to the Art Deco Chrysler Building, New York City is **home** to the world's best-known skyscrapers. It is a business centre in the United States and one of the world's greatest *financial hubs*. Though rental prices are *through the roof*, sharing a place with roommates is always an option to afford life in the Big Apple. Except for the plenty of opportunities for youth employment, New York is in the centre of cultural events, festivals, museums, and crazy busy dynamics and is **packed with** tourists and immigrants.



Cosmopolitan Berlin is the city with a 24/7 nightlife and a *thriving start-up scene*. It also scores highly on delicious food, reliable transport network, immigration tolerance, and well-known outdoor festivals. The capital of Germany is **steeped in history** and **prides itself on** the long list of composers, scientists, inventors, and philosophers it has produced. It is a youth *hot spot* due to its *affordable* real estate, low crime rate, high employment rate, *welcoming* people, and high *standard of living* with opportunities to be found in a wide range of sectors like music/film industry, advertising, engineering or business.



Montreal is ranked the third best city in the world for young people! It combines multiple factors such as transportation, accessibility, affordability, the quality of education, Internet speed, and healthcare. Its bilingualism and overflowing culture definitely add to its title. Montreal **stands out as** a unique and historic metropolitan area and an important hub for commerce, arts, culture, and architecture in Canada. Montreal's province, Quebec, is culturally **distinct from** the rest of Canada because its sole official language is French. Its French-Canadian charm combined with many immigrant cultures have made this city in Quebec a lively mix of people, food, and attractions.



The highest ranking UK city on the list is **London**, which is **praised for** its respect for personal freedom and choice. It is rich in history and a leading global *metropolis*. London is **made up of** two ancient cities, and has numerous public green spaces, museums, galleries, libraries, and sporting facilities. The City of London is its *historical heart*, and the City of Westminster locates most of the government offices. Each neighbourhood represents a life of its own, with *diverse* culture, outstanding food, and varied music scene. More than 300 languages are spoken within the city. In 2012 London *hosted* the Summer Olympics for the third time.



The Dutch nominal capital **Amsterdam** was merely a small fishing village founded in the 12th century, and now it is fifth in this list thanks to its *laid back* way of life. The city is **renowned for** inclusivity, accessibility, *vibrant* nightlife, and people with open-minded views. In Amsterdam locals ride their bikes instead of using cars or other means of transportation, and this makes the city *easy to get around*. Each of the thousands of buildings that line Amsterdam's main canals can be classified as *aesthetic* monuments that make the city one of the most *captivating* in the world, an amazing place of bridges, picturesque *cobbled streets*, and strikingly elegant architecture.



4. Look at the words in colour in the text and match them to their definitions.

- | | |
|--------------------------------------|---|
| 1) <i>a pavement made of stone</i> | 6) <i>the degree of wealth and material comfort</i> |
| 2) <i>comfortable for travelling</i> | 7) <i>good possibilities for starting business</i> |
| 3) <i>arranged</i> | 8) <i>a lively and popular place</i> |
| 4) <i>historic town centre</i> | 9) <i>financial centre</i> |
| 5) <i>big urban city</i> | 10) <i>visible horizon</i> |

5. Look at the italicized adjectives in the text and divide them into positive and negative ones. Give their antonyms where possible.

Positive

Negative

6. Look at the words in bold in the text and make up sentences about different cities of the world using these vocabulary.

PREPOSITIONS OF PLACE

IN	ON	AT
a large place with boundaries, a building: <i>in the garden, in the forest, in the car park, in the library</i>	in contact with a surface: <i>on the wall, on the table, on the 5th floor, on the page</i>	close to: <i>at the table, at the bus stop</i>
inside an enclosed area or space: <i>in the city, in the sky, in bed, in my bag, in the picture</i>	as a point of a line: <i>on the way from... to...; on the left/right; on the mind; on TV/the Internet/radio</i>	events or buildings where events or activities take place: <i>at the party, at the concert, at the cinema, at the library</i>
some forms of transport: <i>in a car, in a taxi, in a helicopter</i>	physically be on transport: <i>on a bike, on a bus/train/plane/ship, on board of a ... travel on trains/planes/buses</i>	before nouns referring to a place or position, events: <i>at the top, at the bottom, at the front, at the back, at the beginning, at the end, BUT in the middle</i>
arrive in a city, country: <i>arrive in Paris or France BUT live/be born in London</i>	directly at a lake, river, sea: <i>on the River Thames, on the east coast</i>	arrive at a small place: <i>arrive at the station, at the office, at the meeting, at a small village</i>

NOTE!

It's important to note the use of "at" and "on" when we're referring to addresses. As you would expect, we use "at" when we're providing an exact address. However, we use "on" for addresses without house or building numbers, just with the name of the street. Also, you need to use "in" speaking about the location in general.

E.g.: Her favourite bakery is at 123 Cake Street, but her favourite bakery is on Cake Street.

Mark lives at 55 Oxford Street. – Mark lives on Oxford Street.

There is too much litter in the streets of Manila. – I just walked past this woman in the street. on the streets = in the street (without home):

Some of these people have been living on the streets for years.

Poverty contributes to the growing problem of children living in the street.

7. Choose a suitable preposition: *at*, *in*, or *on* for each sentence.

- You can see all members of our staff _____ this photograph.
- It's dangerous to play football _____ the streets.
- The address mentioned _____ the top page of the booklet is out of date.
- I didn't have time to read it properly. I just looked at it quickly while I was _____ the plane.
- We got stuck _____ a traffic jam _____ the way to the airport.
- The headquarters of the United Nations are _____ Long Street _____ New York.
- The train stops _____ every station.
- There is one more entrance _____ the back of the house.
- In most countries people drive _____ the right.
- I'll meet you near the shop _____ the corner of Dale Street and Old Hall Street at 10.
- Turn left _____ the next crossing and you'll see that big green building _____ the park.
- I'll meet you _____ the cafe _____ the mall.
- So, did you arrive _____ the destination _____ a plane or train?
- We stay _____ the hotel _____ the beach.
- It's easy to get there. Turn left _____ the next crossing and you'll see a big green building.
- That man over there keeps staring _____ you, Mary. Do you know him?
- There aren't many public buildings _____ the city centre.
- What time did you arrive _____ the airport?
- The man sitting _____ the armchair in the hall is waiting for you, Mr. Green.
- The address mentioned _____ this booklet is out of date. You can't use it.

LISTENING & SPEAKING

8. Name the five most important things for you in the place where you live. You can give your own ideas or check the lists in Ex. 10 to help you come up with the answer.
9. Listen to the 3 teenagers speaking about their places of living and tick the things which are important to them. Do you think they are satisfied with these places?

- | | | | |
|--|---|---|--|
| Speaker 1 | Speaker 2 | Speaker 3 | Speaker 4 |
| <input type="checkbox"/> Available sports facilities | <input type="checkbox"/> Street art | <input type="checkbox"/> Gleaming skyline | <input type="checkbox"/> Quaint design |
| <input type="checkbox"/> Dynamic nightlife | <input type="checkbox"/> Top brand shops | <input type="checkbox"/> Clean environment | <input type="checkbox"/> Leafy lanes |
| <input type="checkbox"/> Affordable entertainment | <input type="checkbox"/> Cheap transportation | <input type="checkbox"/> Job opportunities | <input type="checkbox"/> Busy downtown area |
| <input type="checkbox"/> City traffic intensity | <input type="checkbox"/> Safe cycle lanes | <input type="checkbox"/> Peaceful neighbourhood | <input type="checkbox"/> Multicultural society |
| | | | <input type="checkbox"/> Young population |

10. Work in pairs. Choose the points above or add your own ideas. Then choose one of the two pictures below and describe it. Talk about the landscape; mention the facilities, opportunities and living conditions; state pros and cons. Tell about where you live now and where you would prefer to live. Ask and answer additional questions. Use the prompts below.

- | | |
|--|--|
| - This picture shows/We can see ... | - It is definitely/certainly (not) ... , because ... |
| - The ... in this photo is/are ... | - It's hard to be sure/It's not easy to say/I can't really tell you, ... |
| - They remind me of ... , because... | - But I know exactly/What's quite true, is/ |
| - Judging by .../Based on... | The fact is, that ... |
| - ... looks/seems as if/as though ... | - So/All in all/On the whole, city/country life |
| - This is obviously/clearly, that/there is/are ... | |



WRITING

11. Write an essay about the migration from a big town or city to the country. Explain some of the difficulties people can face when moving and tell about the benefits they can get. Use the following points for the discussion.

travelling around / leisure activities / making new friends / shopping facilities / job and educational opportunities / people and neighbourhood



PUBLIC VENUES

THERE IS NO PLACE LIKE HOME

– Which of these do you think are an essential part of a house? Which are not essential?

- An attic
- A balcony
- A lot of space
- Central heating
- A fireplace
- Shutters
- A garage
- A patio/terrace
- A beautiful view

VOCABULARY

1. Explain the difference between these words.

outskirts – suburb
roof – ceiling
basement – ground floor

balcony – deck
chimney – fireplace
wood – wooden



2. Match these the types of houses with their definitions.

apartment / penthouse / bungalow / loft apartment / detached / castle / semi-detached / studio / cottage / palace / terraced house

- a) a small house in the country
- b) a house with no stairs
- d) a house which is part of a bigger building
- e) a house which is not joined to another house
- f) a house which is joined to another house on one side
- g) a house which is joined to other houses on two sides/a house which is part of a line of houses
- h) a house which was built to keep the inhabitants safe
- i) a house which was built for rich or grand people
- j) a house which is on the top of a tall building
- k) a house which was an industrial building
- l) a small one-room flat

3. Look at the adverts carefully and find the next word or words that follow the given vocabulary items. Explain their meaning.

- 1) *high-speed* _____
- 2) *rooftop* _____
- 3) *state-of-the-art* _____
- 4) *spacious* _____
- 5) *park-line* _____
- 6) *wall-to-wall* _____
- 7) *all utilities* _____
- 8) *controlled* _____
- 9) *walk to* _____
- 10) *parking* _____



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 A Renaissance of Style, In a Restored Historic Building 3

4. Complete the following phrases with *house* or *home*.

- 1) *feel at* _____
- 2) _____ *hold*
- 3) _____ *less*
- 4) _____ *ful*
- 5) _____ *sick*
- 6) *party* _____
- 7) _____ *stead*
- 8) _____ *wife/husband*
- 9) _____ *land*
- 10) _____ *mate/holder*
- 11) _____ *warming*
- 12) _____ *-keeping*
- 13) _____ *-made*
- 14) _____ *coming*
- 15) *work from* _____
- 16) *make yourself at* _____

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5. Complete the following sentences using the idioms given below.

safe as houses / get on like a house on fire / on the house / to make yourself at home / to hit home / home truth / homesick / the lights are on but nobody's home

- 1) "Those two _____, they're always laughing together."
- 2) "Don't expect John to answer, look at him! – _____".
- 3) "The criticism of her performance really began to _____."
- 4) "Sorry we brought you the wrong meal, this one is _____?"
- 5) "This plan is as _____. It can't fail!"
- 6) "He only went away for two weeks, but was terribly _____."
- 7) "Come in! _____. Can I get you a drink?"
- 8) "She's going to have to sit down and hear some _____."

READING

6. Have you ever thought what your ideal house should be like? Read the ideas of these people and match them to the appropriate paragraphs. Are they have similar to your ideal home image?



Natalie wants to have spacious accommodation, somewhere far from bustle. It sounds quite majestic and dreamlike; however she wants the house to have all the up-to-date improvements.



Irene wants to live in a comfortable place, in the countryside. She doesn't want it to be large, but big enough to have some friends round, and some space for kids' pastime.

Greg wants to have a rural household somewhere off-the-grid, he doesn't mind it to be divorced from the comforts of the 21st century. He wants to hold some animal stock and grow some crops.



_____, "For me, it's absolutely easy to say what my idea of a perfect house is. I've been dreaming about it since my childhood. I was brought up in such a house. My house should be my home, first of all. I mean it should be the place where I feel comfortable and welcome. I dream about a cosy house in the centre of a small quiet town, not very big but large enough for me and my family. I think it should have three bedrooms, a kitchen, a sitting room, and a big dining room with a large table. I like to entertain guests and *to treat* them *to* something tasty – that's what I need a big dining room for. I would also like to have a small garden with flowers and fruit trees, with an *arbour* and some comfortable benches. There should also be a lawn and a play yard for children."

_____, "Well, let me think... It should be large, first of all ... a mansion, I think, somewhere in an isolated place, a two or three-storey building with a balcony, columns and things like that. It's even better if it looks like a castle with towers and gates, and high walls. It's so romantic! Plenty of rooms, *staircases*, an attic and a basement. It would be great if it was a real old house where ghosts live, like in fairy-tales. I could feel like a princess. But there should be all those modern conveniences like central heating, electricity, cold and hot water, gas, *landline* and Internet access."

_____, "The house of my dream? Well, it would be a farm or *ranch*, I think. It'll be situated near a forest, a river or a lake. You know, I like nature. The house should be a simple one, not very big, but with a large yard and fields around. I don't need all the modern conveniences, for I won't spend much time in there. I'd like to have some cottages or *cabins* also to have some rest when I get tired. There should be a garden to grow fruit and vegetables. But the main thing is the barnyard, to keep cows, sheep, horses, and pigs. I like animals and I like to take care of them."

7. Match the synonyms to the words in colour in the text.

flight of stairs / tiny house / telephone cable / modern / remote / without conveniences / give food and drinks / bettering / summer house / farm

PUBLIC VENUES

LISTENING

8. Match the words you've heard in the text to their synonyms below.

huge constructions / storage premises / work remotely / abandoned / transformed

9. Listen to the recording about British housing and say whether the sentences are true or false. Does your town or city have any types of accommodations like that?

- 1) Buildings described by the speaker have been built recently.
- 2) They are very spacious and have good views.
- 3) Nowadays in Britain designers tend to reconstruct residential buildings into industrial.
- 4) Some people in Britain work and live in the factories.
- 5) In Britain church, school or even station buildings can be converted into apartments.

GRAMMAR

Grammar bank

QUANTIFIERS

You can use a wide range of different expressions to talk about quantity:

100% ↑ 0%	Countable nouns <i>every, each</i> <i>many</i> <i>a number of, several</i> <i>a few, few, very few</i> <i>both, a couple of, either neither</i>	Uncountable nouns <i>much</i> <i>a great deal of</i> <i>a little, little, very little</i>	Both <i>all</i> <i>a lot of, lots of, loads of,</i> <i>plenty of</i> <i>some/any</i> <i>no, none of</i>
-----------------	---	---	---

Quantifiers *a number of, a couple of, a great deal of, a lot of, lots of, plenty of, none of* are always used with the preposition *of*.

All other quantifiers (except *no* and *every*) can be used with the preposition *of*, if it is followed by a **personal pronoun**, a **pronoun** (possessive or demonstrative) + **noun** or the **article the**: *E.g.: Most shops/Most of the shops were open. – A few of us bought souvenirs in a gift shop.*

10. Read the blog post and choose the best alternative to complete the sentences.

All of the people/All of people know, that a room of every common teenager is a total nightmare. It looks as if a bomb has exploded there. There's *loads/load of* dirty washing – in fact, the whole floor is covered with *some/many* stuff. There is no space *anywhere/any* at all. You have *plenty of/several* clothes but don't wear half of them because you forget you have them. *Most of/Most* them are in a pile because there are not enough drawers to store them. You've had *a number of/a little* opportunities to tidy your room but you haven't used them, and now your new friend is coming round. *Very few/Very many* of your friends know how scruffy you are and you want to keep the secret. You don't have *much/a lot of* time, so here are *a few/a several* tips for high-speed cleaning:

- Find a laundry basket and put *all/each* the clothes on the floor into it. Too *much/many* clothes? Ok, get *a couple/some* more bin bags and put the rest in there. Then hide *all/either* of the bags in the wardrobe. If the friend comes across them, just say it's *a few/few* things you're collecting for charity.
- The whole place smells bad, so take *every/all* the stinky item to the kitchen immediately. Open *plenty/all* the windows right now.
- There are *a number/several* of things that may give the wrong impression about your room – things like your old kids stuff. Hide them all.
- Make the bed. There's *no/any* excuse for an unmade bed. Now you are ready!

11. Complete the sentences with *of* where necessary.

- 1) A couple _____ my friends are quite tidy.
- 2) Some _____ classmates are very untidy.
- 3) Several _____ people know I share a bedroom with my sister.
- 4) Very few _____ my friends have big rooms.
- 5) Many _____ the teenagers have separate rooms.
- 6) Almost every _____ family has Wi-Fi in their house.
- 7) None _____ my friends has a TV-set in their room.
- 8) Most _____ friends of mine have paintings on their room walls.

SPEAKING**12. Work in pairs. Discuss the issue of “Flying the nest”.**

- 1) At what age do people usually leave home in your country? What are the main reasons?
- 2) Why do young people share flats or houses? Do you think this is a good idea?
- 3) What might be the advantages of leaving home at 18 to share a flat with friends? What are the possible disadvantages?

13. Look at the pictures and describe the two student rooms using appropriate quantifiers.**WRITING****14. Describe the types of housing available in your country/area. Write a brief overview. Be sure to mention the following:**

- *What are the main features?*
- *Do people live in the centre of cities or towns?*
- *Are there any unusual houses?*
- *Are there any historical houses?*
- *Have the types of houses changed in the last 50 years?*



VOCABULARY

1. What is the difference between the words *festival*, *fest*, *fair* and *festivity*? Give examples of each. Read the adverts for the festivals and match them to the pictures. Explain the words and phrases in italics. Look up if needed.



a



b



c



d



e



f



g



h

- 1) The Harbin festival is the largest snow and ice festival in the world, and it *features* carvings towering over 20 feet in height and full-size buildings made from gigantic blocks of ice.
 - 2) People *flock from all over the world* to participate in the masked celebrations of Carnevale, that has been a Venice tradition since the 13th century.
 - 3) Each year over 100,000 visitors come to New Orleans to *dance the day and night away*. So, if you want to *party like there's no tomorrow*, Mardi Gras' is is where you belong.
 - 4) As crazy as it may seem, Spanish La Tomatina *is held* every year purely for fun, meaning it isn't *tied to* any ancient traditions. In 1945 a few locals began throwing fruits and vegetables during a parade — and ever since then the tomato-throwing festival has continued on.
 - 5) Each year Coachella which takes place in California, *boasts* the biggest names in music, not to mention an impressive showing of Hollywood's biggest celebrities.
 - 6) Don't miss the Mexican Day of the Dead, full of a colourful *display of costume and culture*, that celebrates All Saint's Day, which remembers all those who have passed before us.
 - 7) The Running of the Bulls in Pamplona is a *time-honoured* Spanish tradition, which guarantees to raise your adrenaline levels, whether you're running or watching.
 - 8) Holi, also known as the Festival of Colours, *celebrates* the end of winter and the beginning of spring. It's fun, safe, and free. Just remember to BYOD (bring your own dye).
2. Match the words below to their definitions. Make up your own sentences with them.
- | | |
|-----------------------------|---|
| 1) <i>parade</i> | a) mobile event featuring amusement park rides and games |
| 2) <i>carnival</i> | b) event in which people, usually in costume, are walking or riding down a street in front of a crowd |
| 3) <i>street performers</i> | c) special, unique food |
| 4) <i>delicacies</i> | d) a song with little or no music, with short phrases people repeat together |
| 5) <i>refreshments</i> | e) drinks |
| 6) <i>vendors</i> | f) people who sell things |
| 7) <i>chant</i> | g) people having fun and helping others do so also |
| 8) <i>merry-makers</i> | h) people such as musicians, acrobats |
| 9) <i>reveller</i> | i) festival goer |

3. How do you celebrate? Match the two parts of the phrase to make some most common festival activities. Make up a few sentences using the collocations.

- | | |
|------------------|---------------------------------|
| 1) follow | a) a firework display/fireworks |
| 2) watch/set off | b) as a special character |
| 3) decorate | c) your house or street |
| 4) dress up | d) ancient traditions |
| 5) build | e) bonfires |
| 6) go to | f) shrines |



READING

4. Read the text and tell which of the following events you'd like to visit.

For many art lovers, a great art festival can be a truly enriching, inspiring, and eye-opening display of classic works of art, while exploring new art forms and styles, and that will introduce attendees to a new breed of artists, sharing their art alongside the great masters of the past. Here are some festivals and art shows where some of today's top artists come to *show off* their cutting-edge works. These special exhibitions are also where different disciplines of art intersect.

Widely considered to be amongst the premiere art shows for *a wide array of* modern art works in the entire world, **ART BASEL** became the place for high-powered art dealers and lovers to discover fresh new talent. The show draws art collectors from across the globe and features works from 4000 artists, represented by more than 300 galleries from different countries.

If you want to see art displayed *in a monumental way*, you'll want to visit Paris in October during **FOIRE INTERNATIONALE D'ART CONTEMPORAIN IN FRANCE**, or the **INTERNATIONAL FAIR OF CONTEMPORARY ART**. The glass-domed exposition hall in the heart of the city is the perfect venue to host galleries specializing in modern and contemporary art.

The **HONG KONG INTERNATIONAL ART FAIR** was designed to turn Asia's most dynamic and cosmopolitan city into a global art hub. The festival is well known for being a crossroads of talent from the east and west, allowing the fans of modern art to enjoy *a blend of styles* and cultural influences from across the globe. The fair has been known for its high value works and also for incorporating impressive, *large-scale installations*.

Visit Japan at the right time and you'll get to experience an exhibit like no other. **ECHIGO-TSUMARI ART TRIENNIAL** is the world's largest outdoor art festival and it's held every three years in the rural Echigo-Tsumari region of Niigata Prefecture, which puts an emphasis on man living in harmony with nature, and as a result, the *art displays* are set up outside in more than 200 small villages. It brings together more than 300 international artists in a natural setting.

If you're looking for an art event that comes alive at night, go to **VIVID SYDNEY**. It's the largest celebration of light, music, and ideas in the Southern Hemisphere, where visitors can witness plenty of light installations that include a stunning *projection* on the Sydney Opera House.

First started back in 1975, **THE EUROPEAN FINE ART FOUNDATION'S ART FAIR**, held annually in Maastricht in the Netherlands, may be the premiere place for buying and selling antiques and *works of fine art* in the entire world. This is a festival for serious collectors or museum curators looking to improve their holdings. Casual art lovers can attend as well, although the entry fee is a bit high.

5. Read the text once more and match the statements to the events.

- 1) More than 300 artists from around the globe submit their works, which they integrate into this rural landscapes.
- 2) It open to the general public as well, offering attendees the chance to catch a glimpse of the works of some of the most important and influential artists working today.
- 3) It has also allowed Middle Eastern artists breaking down stereotypes and sharing their talent with an audience that may not have had a chance to see it before.
- 4) The festival annually draws some of the best artistic talent from the U.K. and beyond, with actors, musicians, and artists all sharing the stage.
- 5) The show goes to great lengths to provide security and authenticity to buyers, who can spend millions of dollars on a single work of art.

PUBLIC VENUES

6. Complete the following sentences with the words/phrases in colour from the text.

- 1) Sculptures, paintings, architectural designs, songs, films and poems are some examples of _____, developed specifically for aesthetics and beauty, and serving no practical function.
- 2) Part of the success of the festival consists of its ability to attract _____ people.
- 3) _____ on the whiteboard is made directly, using the white surface as the screen.
- 4) The _____ are traditionally the space in which art objects meet an audience.
- 5) She only bought that sports car to _____ and prove she could afford one.
- 6) I cannot find the style for this new design, it seems _____.
- 7) These historic tombs were built _____ at the time, and are still of a very impressive and beautiful character.
- 8) From towering tyrannosaurus-rex sculptures and massive inflatable balloons to commercial skyscrapers and public monuments, there is a great number of _____ completed around the globe.

LISTENING

7. Look at the types of festivals or fairs and tell which of them the speakers mention.

*art festival / film festival / folk festival / food festival / literary festival /
music festival / religious festival / winter-spring festival / book fair / dancing festival*

8. Listen to the recording once again, complete the phrases below and explain them.

- | | | |
|-------------------------------|--------------------------------|------------------------------|
| 1) <i>run training</i> _____ | 4) <i>brightly</i> _____ | 7) <i>steel band</i> _____ |
| 2) <i>international</i> _____ | 5) <i>stroll through</i> _____ | 8) <i>local market</i> _____ |
| 3) _____ <i>vendors</i> | 6) <i>parade</i> _____ | 9) <i>drive away</i> _____ |

9. Say whether the sentences are true (T) or false (F) according to the recording.

- 1) The Sheffield festival shows films and holds interviews with actors.
- 2) The Notting Hill Carnival takes place in the Caribbean.
- 3) The main attraction of the Tunarama festival is tuna and other seafood.
- 4) The symbol of Diwali festival, a clay lamp, signifies that good conquered evil.
- 5) The Frankfurt book fair is a commercial event.

GRAMMAR

Grammar bank

DETERMINERS

ALL	EVERY is used	EACH is used	WHOLE
Use <i>all</i> to talk about the total number of things considered as a <i>group</i> and not individuality: <i>E.g.: All students like this picture.</i>	– for three or more persons or things; – before a noun; – for repeated actions; <i>E.g.: We wanted to see every exhibit in the museum.</i> <i>We go to the cinema every Sunday.</i>	– for two or more persons or things; – before an <i>of</i> -phrase; – before a verb; – as a pronoun; <i>E.g.: Each of us has a different opinion.</i> <i>The artworks each were amazing.</i>	Use <i>whole</i> to say complete or <i>entire</i> . Most often we use <i>whole</i> with singular nouns: <i>E.g.: Ann has spent her whole weekend at the festival. (BUT all her weekend!)</i>
<i>All</i> is usually used for the entire amount of something or to generalize.	We use “ <i>every</i> ” to talk about things collectively as a group more than individually, but “ <i>each</i> ” is used to talk about individual members of a group as separate items: <i>E.g.: Every class will go on a field trip to a museum.</i> <i>The students each received a free ticket.</i>		We do not normally use <i>whole</i> with uncountable nouns. <i>E.g.: I've spent all the money I had. (NOT the whole money)</i>

10. Complete the sentences using *each* or *every*. Sometimes both are possible.

- 1) I spoke to _____ of the delegates there.
- 2) We enjoyed _____ minute of our holidays.
- 3) There were cars parked on _____ side of the street.
- 4) There are four different leaflets – please take one of _____.
- 5) _____ visitor has written positive feedback.
- 6) These magnets cost 25 cent _____.
- 7) There are six apartments in this building. _____ one has a balcony.
- 8) They're open _____ day except Sunday.
- 9) _____ time I go shopping, I buy more than I intended.
- 10) _____ student will take the exam. They will _____ have a 15 minute interview.

11. Choose the correct alternatives.

- 1) When I was on holiday, *all my luggage/my whole luggage* was stolen.
- 2) *All/Whole* I've eaten today is a sandwich.
- 3) I don't shop for clothes very often – about *every sixth month/every six months*.
- 4) I've spent *the whole money/all the money* you gave me.
- 5) Sue works *every day/all days* except Sunday.
- 6) I'm tired. I've been working hard *all the day/all day*.
- 7) It was a terrible fire. *Whole building/The whole building* was destroyed.
- 8) I've been trying to contact her, but *every time/all the time* I phone there's no answer.
- 9) I don't like the shops here. The goods are of poor quality *every time/all the time*.
- 10) He knows *all/whole* about the art of shopping.

SPEAKING

12. Work in groups. Do a survey among your classmates, take notes on their answers and share the results with the class. Sum up using *all/every/each/whole*.

Find someone who...

- ...has been to a festival in the past year;
- ...knows something about any particular festival
- ...can tell you about their favourite festival;
- ...has never taken part in a festival but would like to;
- ...likes to watch, but wouldn't want to join it;
- ...thinks that music/food/costumes is an essential ingredient for a good festival.



For example: I have asked all the students in my group. Each of them said that... Not everyone described something, some of them only suggested... Most of the students answered... The whole group agreed that, a good mood is the main ingredient for the fest.



WRITING

13. Web quest. Search the Internet the Internet to find out and write about the Aberdeen International Festival of Youth Arts. Answer the following questions:

- 1) Where is Aberdeen (*venue*)?
- 2) Where does it originate from (*historical event/personality*)?
- 3) When was it first held?
- 4) What type of festival is it?
- 5) When does it take place?
- 6) How many people attend the event?
- 7) Who flocks to the festival?
- 8) What does it feature/celebrate?
- 9) What are the traditional activities/displays?
- 10) What is the highlight of it?



PUBLIC VENUES

STAGE OR SCREEN

- If you could choose to go to the theatre or cinema, which would it be?
- If you could make a movie, what would the story be about?
- If you could perform on a stage, what character would it be?



VOCABULARY

1. The cinema or theatre or both? Which category do these words and phrases belong to?

curtain / act / rehearsal / audition / silent film / lighting / backstage / perform / lines / stage fright / subtitles / director / blockbuster / box-office hit / set designer / casting / applause / scenery / script

2. Match the definitions to the theatre words.

- | | |
|---------------------------|---|
| 1) <i>props</i> | a) objects used by actors in a play or film |
| 2) <i>titles</i> | b) all people in the production crew, including the actors that are listed at the end of a film |
| 3) <i>film set</i> | c) a person who plays a non-speaking part in the background of a scene, frequently as a member of a crowd |
| 4) <i>credits</i> | d) the next part of the film |
| 5) <i>cameo role</i> | e) a secondary acting part of an actor / actress in a film |
| 6) <i>sequel</i> | f) a location where a film is shot |
| 7) <i>cast</i> | g) the bit at the start of the film that tells you the name of the film, the actors and director |
| 8) <i>supporting role</i> | h) a short appearance in a film made by a well-known actor/actress |
| 9) <i>extra</i> | i) collective name for the actors in a film |

3. Look at the list of words and divide them into the following categories.

brilliant performance / believable / a bit unlikely / masterpiece / Oscar-winning / twisted / spectacular scenes / technically and visually stunning / familiar narrative / a flop / simple and ordinary / full of action / charismatic leads / well-acted / intensely shot / honest and charming / dull and repetitive / full of tension / left something to be desired

Acting	Special effects	Plot	Film/play itself
--------	-----------------	------	------------------

4. Make compound adjectives by matching the words in column A with those in B. Use the compound adjectives to complete film reviews below.

A	B	
<i>action</i>	<i>moving</i>	1) Beautiful People is a romantic melodrama. It lasts three hours, and has a _____ plot, which gets a bit boring. However, the _____ performance by Tim Franks in the central role will move you to tears. It also has a _____ message about how we should deal with AIDS.
<i>slow</i>	<i>packed</i>	
<i>spine –</i>	<i>warming</i>	2) The Monster Movie is both a comedy and a horror film. It has a _____ storyline, which you just won't believe, but it also has some _____ stunts, which look really dangerous. It has a _____ ending which is so scary you will cover your eyes.
<i>breath</i>	<i>fetched</i>	
<i>hard</i>	<i>taking</i>	
<i>heart</i>	<i>chilling</i>	
<i>far</i>	<i>hitting</i>	

LISTENING & SPEAKING

5. What type of films do you prefer watching? What genres are the most popular among your peers? Give examples of the following genres.

documentary / autobiography / musical / historical / superhero / family / epics

6. Listen to the recording and name the types of films mentioned.

7. Describe each of the film mentioned in the recording using the adjectives below. Tell which of them are positive, negative, or neutral.

amusing / disappointing / gripping / hilarious / inspiring / lousy / powerful / provocative / unoriginal / uplifting / absorbing / moving / violent / legendary / sentimental

8. Work in pairs. Think of a film you have seen recently and describe it. Don't name the film, but tell about its type, tell who directed it, starred in it, where it was set, and what it was about. Share your impressions about the film itself, the actors, stunts, and special effects and let your partner guess the film you told them about.

READING

9. What do you prefer, reading a book or watching a story? Watching it on a screen or stage? Are you a theatre or cinema goer, or neither? Read the reviews of the same story screened and staged and tell which of them are theatre or film reviews.

What a beautiful production of The Nutcracker in one of my favourite **venues** – the Detroit Opera House. We all loved the performance. From the orchestra to the dancers, a beautiful show – excellent soloists and ensemble, with the Sugar Plum Fairy being **exquisite**. I couldn't **keep** my **eyes off** of them. Perfect costumes and stage settings. Gets you in the Christmas spirit. Definitely want to take my family back again next year.

Though it hasn't won **critical acclaim**, this new Christmas story takes a classic tale and **puts a** large modern **twist on** it. It was very cute, but very **fantasized**. However, the **visuals** were stunning. I loved the costumes and setting, they were beautiful and magical, the cast was outstanding. But I wish there was more ballet, Mackenzie Foy is perfect as the heroine in the role of Clara, dealing with the passing of her mother, which is the central theme of the story. While I could see some kids getting bored at times, my kid never once got bored. So, all-in-all, the film was visually appealing, and content-wise, I believe, it is suitable for young audiences. To those, who thought it was a simple storyline, most likely you've missed some of the deeper messages.

Great family movie, no inappropriate language or fictional violence. My girls are 6 and 9 and are extremely sensitive – and there is not a single **G-rated movie** we've seen in the theatres that hasn't terrified them. But this was a hit!

They loved it, as did I. We all three are dancers and had no problem with this tale being different from the traditional ballet of The Nutcracker.



PUBLIC VENUES



This show was visually spectacular! The costumes, set, and props were amazing, as were the “special effects”. The music and dancing were glorious! All the little extras such as the live reindeer, the choir in the lobby, and **photo ops** with Santa, and the Nutcracker really topped off a spectacular and memorable experience for my daughter and me.

The first 15 minutes of the movie were okay but sad, another Disney dead Mother. Story line was terrible and just strange at times. Ok costumes, but bad acting, some scenes were disturbing and not appropriate for young children. The Nutcracker character had only a few speaking scenes and did not seem important to the story at all, Clara’s character was an unlikeable **brat**. Huge waste of money.

We’ll save the time and cost next year and attend some other performance. Dancers were less than enthusiastic and lacking the ability to really show professional-level skills.

All but the Sugar Plum Fairy and her partner, who were beautiful. Sets were absolutely **low budget**. The **voiceover narration** was booming like a sporting event. This was more like end of the year stuff for the local ballet schools. I expected much more for one hundred dollar seating.

10. Look at the words in colour in the text and match them to their synonyms.

*praise of critics / graphics / transform / off-stage commentary / cheap /
photo shoot / extremely beautiful and delicate / imagined /
spoilt child / stop looking at / suitable to be seen by children /
a place of any action or event*

11. Read the reviews again and do the test.

- 1) The first review says that _____.
 - a) lead dancers were great
 - b) both lead and secondary dancers were good
 - c) the music and dancing were wonderful
- 2) The second review says that _____.
 - a) it was a good movie adaptation of an old tale
 - b) not everyone understood the main idea
 - c) the storyline of the play is plain
- 3) The third review says that _____.
 - a) The girls weren’t afraid of watching the movie
 - b) The girls were afraid while watching the movie
 - c) There was not such a movie which would terrify the girls
- 4) The fourth review says that _____.
 - a) visitors could take a photo with a live reindeer after the show
 - b) visitors could take a photo with Santa and the Nutcracker during the play
 - c) they liked the opportunity to take a photo with Santa and the Nutcracker a lot
- 5) The fifth review says that _____.
 - a) first the show was not really good
 - b) the show was rather slow but fine
 - c) all in all the show is really worth watching
- 6) The sixth review says that _____.
 - a) the show is dull and ridiculous
 - b) the show is not good enough, but ok
 - c) main heroes of the show didn’t impress the audience
- 7) The seventh review says that _____.
 - a) all dancers didn’t show a good performance
 - b) the Sugar Plum Fairy and her partner were the only good party
 - c) all dancers were professional except for the Sugar Plum Fairy

GRAMMAR

Grammar bank

REPORTED SPEECH

1) In Reported Speech we change the following:

- time expressions and words referring to places.
- demonstrative pronouns, personal pronouns, object pronouns and some possessive adjectives
- most tenses in affirmative sentences and in questions, but only when the reporting verb is in the past tense (*he said, she told me, they asked*)

2) If the reporting verb is in the present tense (Present Simple or Present Perfect) we do not change the tense in Reported speech:

*E.g.: "I'm not satisfied with your performance." –
The critic has said he is not satisfied with our performance.*

*E.g.: "How do you handle the stage fright?" –
They want to know how I handle the stage fright.*

3) Even when the reporting verb is in the past tense, we do not change the following in Reported Speech:

- verbs in the **Past Perfect Simple** and **Past Perfect Continuous**:

*E.g.: Before my appearance in films I had been performing in the theatre.
The actress said that before her appearance in films, she had been performing in the theatre.
"Had you ever shot a historical film before your last film?" – The journalist asked Mel Gibson if
he had ever shot a documentary film before his last film.*

- modal verbs **would, should, could, might, must, used to** and **ought to**:

*E.g.: "During the play you should try to make eye contact with the audience". –
The stage director told the actors they should try to make eye contact with the audience.*

12. Put the following words or expressions under the correct columns.

*that day / this / that night / the day before / the week after / these / before/ then / now /
yesterday/ the previous day / last week / here / those / that / the next day / today /
this week / the following day / that week*

DIRECT SPEECH

INDIRECT SPEECH

13. Change the sentences into Reported Speech, using the correct tense.

- 1) Mary informed me that she *would play/will play* cards the following day.
- 2) Sophie said that she *had gone/went* to bed early the night before.
- 3) My dad told the immigration officer that it *was/is* his first visit to England.
- 4) He told me that I *was/had been* the most beautiful girl he *had ever seen/he ever saw*.
- 5) Nick said that he *was going/had been going* to see his parents the following month.
- 6) Gloria said that she *was/would be* sorry but she *couldn't/couldn't have come* to my birthday party because she *had been/had been being* away for the weekend.
- 7) Ann complained that she *already had written/had already written* that paragraph four times.

14. Turn the movie lines into Reported Speech.

- 1) *Michael Corleone*: "There are many things my father taught me here in this room. He taught me, "keep your friends close, but your enemies closer".
- 2) *Harry Potter*: "You think I don't know how this feels?"
- 3) *Ron Weasley*: "No! You do not know how it feels! Your parents are dead! You have no family!"
- 4) *Marion Ravenswood*: "You're not the man I knew ten years ago."
- 5) *Indiana Jones*: "It's not the years, honey, it's the mileage".
- 6) *William Wallace*: "They may take our lives, but they'll never take our freedom!"
- 7) *Solomon Northup*: "I don't want to survive, I want to live".

15. Go back to the reviews in Ex. 9 and rewrite one of them in Reported speech.



PUBLIC VENUES

SHOP TILL YOU DROP

Complete the questionnaire below.

- 1) Where do you usually go shopping?
a) *markets* b) *department stores* c) *shopping malls*
- 2) How much do you usually spend in a month?
a) *less than 500 hrn* b) *more than 500 hrn*
- 3) What's important for you when you go to a shop?
a) *shop assistants* b) *cheap prices*
c) *quality goods*
- 4) How often do you go to the supermarket?
a) *once a week* b) *once a month*
c) *more than once a week* d) *never*
- 5) When you go to the supermarket, which of the following foodstuffs are always in your basket?
a) *chocolate* b) *coke* c) *milk*
d) *crisps* e) *meat* f) *oranges*



VOCABULARY

1. Match these words to their definitions.

- | | |
|----------------------------|---|
| 1) <i>price tag</i> | a) a label attached to a product which shows it's price |
| 2) <i>bar code</i> | b) Harrods, Macy's, Walmart, Target, C&A |
| 3) <i>discount</i> | c) the total amount of goods available in a shop |
| 4) <i>stock</i> | d) a small independent clothes shop, selling fashionable clothes |
| 5) <i>bargain</i> | e) something for sale, which is cheaper than expected |
| 6) <i>retailer</i> | f) a deduction from the usual price of something |
| 7) <i>boutique</i> | g) a company or person that sells goods to the public in a shop |
| 8) <i>department store</i> | h) selling goods in large quantities and at low prices, not to the public |
| 9) <i>shopping mall</i> | i) a large building containing many stores and restaurants |
| 10) <i>wholesale trade</i> | j) a machine-readable representation of data about the goods |

2. Use the words below to answer the questions.

a label / a receipt / a till / a shoplifter / a refund / a queue / change / window display / cash

- 1) What do you call the place where you try on clothes before you buy them?
- 2) When a supermarket is busy, what do you have to stand in when you are waiting to pay?
- 3) When you buy something, what do you call the piece of paper that the shop assistant gives you? It shows the price paid.
- 4) If you bring something back to a shop, the shop assistant may give you your money back when you are unhappy with something that you bought. What is this called?
- 5) What do you call someone who steals things from shops?
- 6) If something costs 4.70USD, you will probably give the shop assistant a 5USD note. What do you call the money he/she gives you back?
- 7) What do you call the piece of material that is attached to clothes, and tells you the name of the company that made it, where it is from, and how to wash it?
- 8) What do you call the machine that shop assistants use to put the money in?
- 9) What do you call a place at the front of the shop where you can see the products?
- 10) If you don't pay by credit card, what can you pay by?

3. Choose the correct words to complete the sentences or phrases.

customer / client / shopper / consumer

- 1) A _____ came in Mango store and bought several jackets.
- 2) The street was crowded with _____.
- 3) _____ have a right to know what they are buying.
- 4) The firm is one of our oldest _____ - we don't want to lose them.

bazaars / chain store / retail outlet / delicatessen / department store / shopping centre

- 1) This desire in the commercial sector to create a solid, established identity reflects the rise of the _____.
- 2) There's an Italian _____ here and their homemade ravioli is delicious.
- 3) We couldn't find anything we wanted in the big _____, and then we came across this little _____.
- 4) They had a big Santa exhibition at the _____.
- 5) Tom and his ideas were discussed in the streets and _____ of Baghdad.

4. Complete each sentence with one-four words to say something was free, cheap or expensive. The first letter is given. Explain their meanings.

- 1) I thought the hotel prices were quite r _____ considering how nice it was.
- 2) Wow, two weeks in Barbados, it must have c _____ a f _____.
- 3) I'm not going to New York until February. The flights are a bit p _____ at this time of year.
- 4) I got this Beatles CD in the second-hand shop for a pound. It was a r _____ b _____.
- 5) Was the new car expensive? – It didn't c _____ me a p _____. My brother gave it to me.
- 6) New York was fantastic, but the trip cost me an a _____ and l _____. Now I'm b _____.
- 7) We had to get the tickets at the last minute, so we p _____ t _____ the n _____ for them. It was a real r _____-o _____.

5. Match these phrasal verbs to their meanings and fill them into the blanks.

Look around
Shop around
Pick up
Mark down
Splash out
Shell out

- a) shop without plan
- b) compare prices
- c) to buy
- d) reduce (in price)
- e) to buy something even though it costs a lot of money
- f) spend a lot of money on something

- 1) The kids _____ – the shops while we unpacked.
- 2) _____ first before you buy a car.
- 3) Have you _____ anything for yourself?
- 4) Seasonal goods are immediately _____ after holidays.
- 5) We can't afford to _____ that much money for luxuries.
- 6) We _____ an obscene amount of money for those concert tickets

READING

6. Read the text and find evidence for the following statements.

- 1) *The holidays are a tricky time for shopaholics since they are tempted by the low prices.*
- 2) *Some experts think people shop to relieve their frustrations.*
- 3) *Compulsive shopping becomes a disease when it gets out of control and starts to ruin people's lives.*
- 4) *It is just as difficult to control as other types of obsessive behaviour.*
- 5) *Some people are totally reckless when it comes to buying the things they love.*
- 6) *Shopping helps them to deal with their lack of confidence.*



For an estimated 6% of Americans with **compulsive** buying tendencies, the holiday season is a tough time of the year as attractive bargains **egg** people **on** to spend.

"The whole culture conspires against us in the holiday season," says April Lane Benson, a Manhattan psychologist. Besides **tempting** sales and the urge to shop for oneself, she says, "the holidays bring up a lot of unfulfilled longing for some people – and that's one reason why they shop, as a **salve** for disappointment."

While the stereotypical compulsive shopper is traditionally a woman in her 30s, experts say the ease and speed of Internet shopping is appealing more men and more young people. Over Black Friday weekend, men outspent women \$484 to \$317, on average, according to the National Retail Federation. Men also spent an average of \$200 online – twice as much as the average woman.

PUBLIC VENUES

In a 2005 survey of 195 U.K. teenagers who grew up with the Internet, 44% showed signs of compulsive shopping habits, according to research published in the British Journal of Psychology. “The Internet is dangerous for compulsive buyers,” says psychiatrist Elias Aboujaoude. “Transactions move so quickly that it is hard to pause to reassess the buying desire”, he says.

But when does “retail therapy” cross the line at compulsive shopping? Experts say purchasing turns pathological when people continue to do it even though it causes financial problems, *disrupts* work, family or social life, or involves deceit, such as hiding bills and packages. Feeling out of control is another *tip-off*.

Compulsive buying disorder is generally considered an impulse-control problem. Some sufferers describe feeling their hearts race, cheeks flush, and abandoning all sense of caution when they’re *stalking* favourite items. “Usually, the idea is, “I see it, I like it, I want it, I buy it – and damn the consequences,” says Donald W. Black, a professor of psychiatry at the University of Iowa. But the thrill fades fast and is often followed by regret, and then more shopping to feel better again.

Many compulsive shoppers also suffer from depression, anxiety, or eating disorders. Compulsive shoppers themselves often have a sense of what drives them. Some suffer from low self-esteem and think the perfect dress or accessory will help *overcome* it.

Arzu Yonak says she shopped out of boredom growing up in rural Ohio. The habit *got out of hand* when she had an internship in New York – and her father’s credit cards – at the age of 20. “I remember having five shopping bags in one hand and the phone in the other, saying “Mom, I can’t stop!”

Credit to Melinda Beck, Wall Street Journal

7. Match the words in colour from the text with their synonyms below.

*warning or sign / to attract / obsessive / to triumph over / to encourage /
to interfere with / impossible to control / chase or hurt / calm*

GRAMMAR

Grammar bank

REPORTING VERBS: SAY AND TELL

We usually use the verbs say or tell to report what someone said:

- Say: *E.g.: He said (that) he was going shopping.*
- Say + to + object: *E.g.: He said to me (that) he was going shopping.*
- Tell + object: *E.g.: He told me (that) he was going shopping.*

VERBS WITHOUT A DIRECT OBJECT

- Verb + (that) (e.g. *add, admit, agree, complain, explain, insist, promise, recommend, regret*)
E.g.: I’ll hire two employees. – The manager decided to hire two new employees.
- Verb + to infinitive (e.g. *agree, claim, decide, offer, promise, refuse, threaten*):
E.g.: I’ll hire two employees. – The manager decided to hire two new employees.
- Verb + ing form (e.g. *admit, deny, propose, recommend, regret, suggest*):
E.g.: I didn’t take the money. – The cashier denied taking the money from the customer.
- Verb + preposition + ing form (e.g. *apologize for, insist on, object to*):
E.g.: I’m sorry I was rude. – I apologized for being rude.

VERBS WITH A DIRECT OBJECT

- Verbs + object + (that) (e.g. *advise, assure, inform, persuade, promise, remind, tell, warn*):
E.g.: “The performance will start in an hour”.
The announcer reminded them (that) the play would start in an hour.
- Verb + object + to-infinitive (e.g. *advise, ask, beg, convince, encourage, invite, order, persuade, recommend, remind, tell, warn, urge*):
E.g.: “You really should try this dress on.” – Everybody encouraged me to try this dress on.
- Verb + object + preposition + ing form (*accuse somebody of/for, blame somebody for, criticize somebody for, congratulate somebody on, praise somebody for, suspect somebody of*):
E.g.: It’s your fault that the label was damaged. –
This shop assistant blames the customer for damaging the label.

8. Choose the correct option to complete the reporting sentence.

- 1) I _____ I would come to meet you.
a) *told him that* b) *said him that* c) *told that* d) *said that*
- 2) She advised me _____ angry.
a) *don't get* b) *didn't get* c) *would not get* d) *not to get*
- 3) I apologised to them _____ the vase.
a) *for broken* b) *for breaking* c) *to break* d) *for had broken*
- 4) One of the students _____ having the lesson in the garden as it was such beautiful weather that day.
a) *advised* b) *insisted* c) *suggested* d) *asked*
- 5) "Watch out for the weak bridge" – he said. He _____ the weak bridge.
a) *warned us about* c) *recommend us to watch out*
b) *asked to watch out* d) *said us about*
- 6) "You should apply for the job" – said Mark to Ann. Mark _____ for the job.
a) *asked Ann to apply* c) *insisted on applying*
b) *encouraged Ann to apply* d) *told Ann about*
- 7) He asked me again and again if I would go out with him. He begged _____ out with him.
a) *him to go* b) *to go* c) *me to go* d) *us to go*
- 8) "Have you finished with your test?" She _____ with your test.
a) *asked if I had finished* c) *suspected me of finishing*
b) *said if I finished* d) *admitted if I have finished*

SPEAKING&WRITING

9. Fill in the gaps using appropriate vocabulary. Read the dialogue aloud in pairs.

- Shop assistant:** Do you need any help there?
Customer: Yes, do you have any jumpers like these _____?
Shop assistant: No, I'm afraid we've _____ the red ones.
Customer: Oh, that's a shame. Do you have these jeans _____?
Shop assistant: Hmm...I'll just _____ in the stock room... You're in luck. This is the last pair.
Customer: Great! Where can I _____?
Shop assistant: The _____ are over there.
Customer: They fit fine. I _____ them. Do you have this shirt _____?
Shop assistant: Yes, we do. Would you like to _____?
Customer: Yes...It looks OK, but I think _____.
Shop assistant: Fine. Are you paying cash or by _____?
Customer: Cash.
Shop assistant: That's 50 pounds, please.
Customer: _____.
Shop assistant: Here's your _____. Goodbye.

10. In pairs, role-play the following situations. Take turns being the shop assistant and the customer.

Role play 1

Customer: You want to buy a jumper, a shirt, and a pair of trousers. You see a shirt and a pair of trousers that you like. You see a nice blue jumper, but you'd prefer it in black.

Shop assistant: Black jumpers are out of stock, and only the trousers are in the customer's size.

Role play 2

Customer: You see a jacket that you like. Decide whether to buy it.

Shop assistant: Try to sell the jacket to your customer. Talk about its material and ask if the customer would like to try it on.

Role play 3

Customer: You like a sweater and a pair of shoes. Ask the shop assistant if they have the sweater in another colour of your choice and if they have the shoes in your size. Try on the items and decide whether to buy them.

Shop assistant: Help the customer.



PUBLIC VENUES

INSPIRE YOURSELF WITH ART

Read the quotes and comment on them.

“The purpose of art is washing the dust of daily life off our souls.”
 “Art is not just about the canvas or the gallery. It’s all around us.
 Art is what we’re doing when we do our best work.”



VOCABULARY

1. Explain the difference between these art words. Which type of art do they refer to?

fine art – decorative arts
canvas – collage
mural – marble bust
watercolour – oil painting
still life – mosaic

appeal – depict
cinematography – photography
fiction – feature
masterpiece – state-of-the-art
reproduction – collection

2. Complete these sentences with the given art idioms. Give their Ukrainian equivalents.

- | | |
|--|--|
| 1) <i>Beauty is in the eye of the beholder</i> | a) Every year, thousands of tourists come _____ of the brilliant architect. |
| 2) <i>A picture is worth a thousand words</i> | b) Tim: “Have you seen pictures of the Maasai tribe in Tanzania who wear big plates in their lips? I don’t understand why they do it.”
Ann: “Well, _____. In their tribe it’s very attractive.” |
| 3) <i>Think outside the box</i> | c) The movie’s humour is clearly meant for a _____ audience. |
| 4) <i>Up-and-coming</i> | d) Some people like jazz and some people don’t. It’s all just _____. |
| 5) <i>God-gifted talent</i> | e) If you’re a _____, New York has everything you could want – opera, theatre, museums, and more. |
| 6) <i>To marvel at works</i> | f) People who _____ are often labelled as innovators. |
| 7) <i>A matter of taste</i> | g) They only attend _____ events such as the ballet or the opera. |
| 8) <i>Culture vulture</i> | h) A good presentation should contain more graphics and less text, since _____. |
| 9) <i>Highbrow</i> | i) Most of the time we don’t see our _____ because we think that there is nothing extraordinary about us. |
| 10) <i>Lowbrow</i> | j) Willow Smith is an _____ musician. He’ll soon be famous. |

3. Complete the sentences with the most suitable words.

- During the dress *performance/repetition/rehearsal* he was relaxed, but he was very nervous on the first night.
- They have just released a collection of Shakespeare’s *works/workers/workings*.
- The rock group “Glass Weasel” has released a limited *edition/collection/publishing* of their new album which contains a CD-ROM of their show.
- His book received excellent *reviews/reports/revisions* in the newspapers.
- There is an *exhibition/show/display* of Monet’s work at the Tate.
- Ernest Hemingway was one of the twentieth century’s most famous *playwrights/novelist screenwriters*, who used to write standing.
- The French *impressions/impressionists/impressionisms* of the nineteenth century had a profound impact on the world of art.
- The actor had six curtain *calls/falls/shouts* his after marvellous performance.
- Meryl Streep gave an excellent *act/performance/character* in the film.
- She was proud to be *singled/selected/separated* out for special praise for her performance.

READING

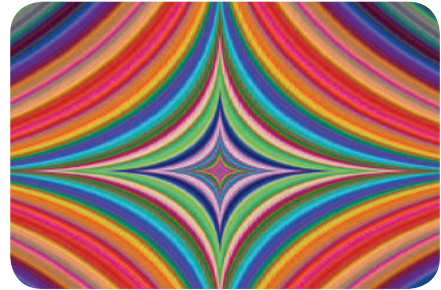
4. How do you usually put yourself at ease after a difficult day/week? Do you know about art therapy? What do you think it is? Read the text and check your ideas.

I. Johann Wolfgang von Goethe said: “A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.” Art is a universal language that allows us to express ourselves. Music is the food of the spirit and the soul. Studying music helps develop critical thinking, self-discipline, as well as math and reading skills. Reading literature in novels, poetry, short stories, and narrations of the world’s greatest writers and thinkers enriches us by exposing us to interesting, fascinating experiences; giving an insight and understanding into human nature; helping us understand ourselves; while at the same time it transports us to different worlds by stimulating our imagination and creativity.

II. What is specific about art therapy is that visual images, not words, are used as a way of communication. Often, people experiencing psychological traumas or undergoing life challenges have difficulty expressing themselves verbally. While the conscious mind might avoid facing painful or disturbing experience or we don’t have words to express our feelings, visual imaging can make us aware of the situation and help in resolving it. However, expressive arts therapy doesn’t have to be used only as a treatment, but also as a mode of self-discovery. Your art can tell you many new things about yourself that you might have no idea about.



III. Enjoying art is relaxing and therapeutic. The goal is not necessarily to create a masterpiece but to express yourself using art as a medium. Art therapy can help improve various mental and physical symptoms including, but not limited to, reducing pain, anxiety, and tension. It can be beneficial to those who have mental disorders or light emotional abuse, cancer, post traumatic stress, and people who are bipolar. Art therapy can also help people with their social skills, especially those who are withdrawn, shy, or have difficulties socializing with others.



IV. An art therapist can help you a lot with self-understanding and give you guidance in improving yourself. Although, if you don’t have the opportunity to work with a specialist, there are many things you can do on your own. Depending on what you have inside, express different feelings depicting different things:

- *Tired* – draw flowers
- *Angry* – draw lines
- *Troubled* – sculpt
- *Bored* – fill paper with different colours
- *Depressed* – draw a rainbow
- *Tense* – draw patterns
- *Frustrated* – draw roads
- *Spiritless* – draw landscapes
- *Confused* – draw a self-portrait
- *Miserable* – make a collage
- *Anxious* – draw making dots
- *Doubtful* – draw waves and circles
- *Overpowered* – draw spirals
- *Unfocused* – draw nets and targets

5. Match these questions to the paragraphs above and answer them.

- 1) What is the definition of art?
 - 2) What are the influences of arts?
 - 3) What is the purpose of art?
 - 4) What is art therapy?
 - 5) What are the side effects?
 - 6) How can it help?
 - 7) Who is art therapy for?
 - 8) How do people practise the therapy?
 - 9) How does it work?
 - 10) How do you feel now?
- What is advised to draw in this state?

PUBLIC VENUES

6. Look at the last passage of the text and the list of emotions and feelings there. Tell whether they are negative or positive? Fill them into the table accordingly.

<i>Positive</i>	<i>Negative</i>
-----------------	-----------------

7. Recall any situation and the feeling you had about it. Follow the advice of the therapist, draw in an appropriate way. Does it help you control or overcome your emotion?



LISTENING

8. Name the speakers who do arts themselves? Listen to the recording again and match the speakers to the questions.

- | | |
|--------------------------------|--|
| <u> </u> <i>Speaker 1</i> | a) <u> </u> Who is a very scrupulous observer of artworks? |
| <u> </u> <i>Speaker 2</i> | b) <u> </u> Who is open for a bigger variety of his/her particular art choice? |
| <u> </u> <i>Speaker 3</i> | c) <u> </u> Who is not very original in his/her preferences, as this art is common? |
| <u> </u> <i>Speaker 4</i> | d) <u> </u> Who is always ready to create an artwork? |
| <u> </u> <i>Speaker 5</i> | e) <u> </u> Who didn't manage to become skilled in his/her favourite art type? |

GRAMMAR

Grammar bank

PREPOSITIONS

In English some adjectives go with certain prepositions. There are no patterns, but remember that a preposition is always followed by a noun or a gerund. Here are some examples:

Of accused, ashamed, aware, afraid, capable, jealous	To accustomed, addicted, allergic, faithful, grateful, kind, eager	With bored, fed up, disappointed, familiar, friendly, pleased, popular, associated	About anxious, certain, crazy, curious, doubtful, excited, enthusiastic, happy, serious, pessimistic	At/By amazed, angry, impressed, surprised, shocked,
On based, focused, dependant, keen	For famous, late, qualified, ready responsible	From derived, different, safe, free, absent	In experienced, interested, successful, disappointed, skilled, talented	At brilliant, terrible, skilful, slow, lucky, clever, awful, terrible

NOTE! Adjectives with multiple prepositions!

Many adjectives can be paired with multiple prepositions. While some prepositions may change the meaning of a sentence, others can behave interchangeably (such as *at* and *by*). Here are some sentence pairs that use different prepositions but have identical meanings:

E.g.: "She's very sorry about the mistake." – "She's very sorry for the mistake."

"Mark is disappointed with the decision." – "Mark is disappointed in the decision."

In some cases, however, the prepositions are not interchangeable and can only be used to describe specific nouns or gerunds. For example, when paired with adjectives, generally refer to people, whereas *about* usually refers to things, events, or gerunds:

E.g.: "I'm so happy for them." (people) – "I'm so happy about the wedding." (thing/event)

"Dad is angry with Elizabeth." (person) – "Dad is angry about Elizabeth's sneaking out." (gerund)

9. Choose the correct prepositions or infinitive forms to complete the sentences.

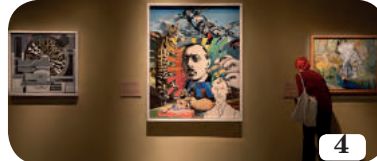
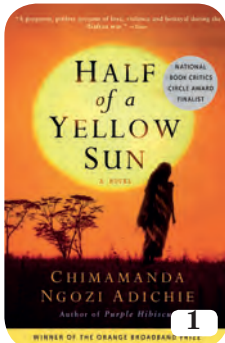
- 1) He's certain *in/about/to* get the job.
- 2) I've always been hopeless *at/in/to* football.
- 3) Is this film suitable *about/for/to* children?
- 4) It was stupid *to/with/of* me not to bring an umbrella.
- 5) She was excited *to/in/about* the idea.
- 6) Italy is associated *with/for/about* the Coliseum.
- 7) Were you pleased *to/of/with* the results?
- 8) They are proud *to/for/of* her achievements.
- 9) I was made aware *of/with/to* the news this morning.
- 10) They are opposed *to/in/about* the war.

10. Complete each group of collocations with the correct prepositions.

- 1) *relevant* _____ the argument/our discussion/the problem
- 2) *responsible* _____ the equipment/making a mess/France and Italy
- 3) *sensitive* _____ that detergent/any movement/criticism
- 4) *suspicious* _____ strangers/everything he says/crowded places
- 5) *accustomed* _____ peace and quiet/getting up late/so much noise
- 6) *afraid* _____ the dark/making a mistake/saying something silly
- 7) *ashamed* _____ yourself/what I've done/doing a thing like that
- 8) *capable* _____ high speeds/working fast/anything!
- 9) *dependent* _____ imports/how he feels/what happens
- 10) *famous* _____ its museums/making pottery/his paintings
- 11) *full* _____ pride/fun/tourists
- 12) *jealous* _____ what other people do/her rich friends/his English!
- 13) *typical* _____ the region/the way he acts/people who ...
- 14) *short* _____ money/breath/time

SPEAKING

11. Choose a picture and name the type of art imaged. Tell your classmates how it makes you feel. Have you ever been involved in any of these arts?



WRITING

12. You received an email from your penfriend. Read the extract and write your reply to him in about 150-200 words.

Go: _____
Subject: _____

In our school project, we're trying to find out what the best loved work of art in the world is. Can you help us? – What's your favourite work of art? (It could be any picture, statue, building, etc). – What do you know about its history? – Why do you like it so much?

SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) Many _____ grow because of a growing informal economy which creates demand for workers.
a) *high-rise* b) *outskirts* c) *slums* d) *neighbourhood*
- 2) The city has had a _____ art scene for more than 100 years.
a) *thriving* b) *affordable* c) *iconic* d) *diverse*
- 3) _____ doors give access to a small courtyard at the back of the house.
a) *basement* b) *shutter* c) *chimney* d) *patio*
- 4) I think it's time I should tell you a few _____ to show you what you really are.
a) *homesicks* b) *home truths* c) *hit homes* d) *on the houses*
- 5) I bought these sunglasses from a street _____ in Florence.
a) *reveller* b) *performer* c) *vendor* d) *merry-maker*
- 6) Sometimes a _____ gives you more information than reading the main title.
a) *review* b) *subtitle* c) *script* d) *trailer*
- 7) This movie was _____ Australia by Oscar-winning director Steve Roger.
a) *set in* b) *released in* c) *based on* d) *filmed in*
- 8) There are some real _____ opportunities as Apple reduces its stock.
a) *bargain* b) *stroll* c) *merchant* d) *overpriced*
- 9) If they _____ these shoes I'll buy two pairs, because I like them.
a) *shell out* b) *shop around* c) *mark down* d) *splash out*
- 10) Our aim is to make the _____, museums, and our heritage accessible to all.
a) *performing arts* b) *oil paintings* c) *cinematography* d) *fiction*
- 11) We have lived _____ 108 Rolling Street since 2004.
a) *in* b) *on* c) *at* d) –
- 12) I would have helped my friend but I had very _____ time so I had to refuse her.
a) *few* b) *plenty* c) *lots of* d) *little*
- 13) I watched five films during the festival, but _____ of them was good.
a) *neither* b) *either* c) *none* d) *any*
- 14) They weren't able to stay for _____ concert.
a) *every* b) *the whole* c) *all the* d) *each*
- 15) The teacher gave _____ of the students a piece of paper.
a) *every* b) *whole* c) *all* d) *each*
- 16) I told him that I _____ his friend for months.
a) *did not see* b) *have not seen* c) *had not seen* d) *would not see*
- 17) Rachael: "Can I go to the festival?" Rachael wanted to know _____ to the festival.
a) *if she could go* b) *if she can go* c) *if she was able to* d) *when she could go*
- 18) As I _____, I am not much of a television watcher.
a) *say* b) *said* c) *tell* d) *told*
- 19) One of my friends is always _____ getting up early every morning.
a) *complaining* b) *denying* c) *accusing* d) *promising*
- 20) Mark was angry _____ Jack because he came late to the concert.
a) *by* b) *at* c) *about* d) *for*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

Focusing more on lifestyle issues and their relationships with functional health, 1)_____ from different studies suggested that people can improve their health via exercise, enough sleep, 2)_____ a healthy body weight, limiting alcohol use, and avoiding smoking. In addition to that, the ability to adapt and to self manage have been suggested as core components of human health. Personal health also 3)_____ partially on the social structure of a person's life. The maintenance of strong social relationships, volunteering, and other social activities 4)_____ to positive mental health and even increased 5)_____. In contrast, prolonged psychological stress may negatively 6)_____ health, and has been cited as a factor in cognitive impairment with aging, depressive 7)_____, and expression of disease.

- | | | | |
|-------------------------------|---------------------------|-----------------------|---------------------|
| 1) a) <i>datum</i> | b) <i>data</i> | c) <i>dates</i> | d) <i>datas</i> |
| 2) a) <i>holding</i> | b) <i>saving</i> | c) <i>maintaining</i> | d) <i>keeping</i> |
| 3) a) <i>dependant</i> | b) <i>depending</i> | c) <i>depends</i> | d) <i>depended</i> |
| 4) a) <i>have been linked</i> | b) <i>had been linked</i> | c) <i>linked</i> | d) <i>link</i> |
| 5) a) <i>well-being</i> | b) <i>wealth</i> | c) <i>health</i> | d) <i>longevity</i> |
| 6) a) <i>impact</i> | b) <i>attack</i> | c) <i>react</i> | d) <i>force</i> |
| 7) a) <i>sickness</i> | b) <i>illness</i> | c) <i>damage</i> | d) <i>injury</i> |

Over 200 virus strains are implicated in the 8)_____ of the common cold; the rhinoviruses are the most common. They spread through the air during close contact with infected people and indirectly through contact with infected objects. Risk factors include going to day-care, not sleeping well, and psychological stress. Symptoms are mostly due to the body's immune response to the infection 9)_____ to tissue destruction by the viruses themselves. In the early stages of infection, it can be difficult to distinguish between the common cold and influenza. The latter is commonly referred to as the flu and is usually a more severe disease than a cold. In fact, influenza is a mixture of 10)_____ of the common cold and pneumonia. Influenza patients may 11)_____ fever, body aches, headache, diarrhoea, sore throat, runny nose, vomiting, and fatigue. No 12)_____ for the common cold exists, but the symptoms 13)_____. Nonsteroidal anti-inflammatory drugs (NSAIDs) such as ibuprofen may help with pain. Antibiotics should not be used. In addition, evidence from research does not support any benefit from cough 14)_____.

- | | | | |
|----------------------------|---------------------------|--------------------------|-----------------------------|
| 8) a) <i>reason</i> | b) <i>cause</i> | c) <i>basis</i> | d) <i>matter</i> |
| 9) a) <i>rather than</i> | b) <i>instead of</i> | c) <i>before</i> | d) <i>unlike</i> |
| 10) a) <i>symptoms</i> | b) <i>evidence</i> | c) <i>signs</i> | d) <i>diagnostics</i> |
| 11) a) <i>struggle for</i> | b) <i>be in pain with</i> | c) <i>suffer from</i> | d) <i>be addicted to</i> |
| 12) a) <i>tool</i> | b) <i>cure</i> | c) <i>mean</i> | d) <i>recipe</i> |
| 13) a) <i>can treat</i> | b) <i>will be treated</i> | c) <i>can be treated</i> | d) <i>are being treated</i> |
| 14) a) <i>pills</i> | b) <i>medicines</i> | c) <i>remedies</i> | d) <i>solutions</i> |

Do we eat too much junk food? The answer, it seems, is: yes, we do! The UK now has one of the highest levels of 15)_____ in Europe – and people are continuing to get fatter. In 1980, 2.5 million people were overweight; this figure is now 24 million.

The government plans to introduce a voluntary system where supermarkets use coloured labels to show consumers which products are healthy. For example, a traffic light system of labels would show red, amber and green symbols to tell if a product has high, medium, or low levels of salt or fat, or has added sugar and calories.

Another plan is to ban adverts for junk food on television before 9 o'clock in the evening. This is 16)_____ many children watch TV until then. If this ban 17)_____ effect, it will cover products high in fat, salt or sugar. That includes burgers, crisps, and 18)_____ drinks.

The UK health system 19)_____ over J6 billion a year as a result of alcohol use – or misuse. 20)_____ the new measures, labels on alcohol, like beer and wine, will also be clearer. But will such measures change the way we eat and drink? Many people believe that the government should not tell people what to do. 21)_____, whose fault is it if we choose to eat too much chocolate?

- | | | | |
|---------------------------|-------------------------|------------------------|-----------------------|
| 15) a) <i>overweight</i> | b) <i>fatness</i> | c) <i>obesity</i> | d) <i>fullness</i> |
| 16) a) <i>when</i> | b) <i>because</i> | c) <i>what</i> | d) <i>how</i> |
| 17) a) <i>come onto</i> | b) <i>come up to</i> | c) <i>come into</i> | d) <i>come over</i> |
| 18) a) <i>soft drinks</i> | b) <i>still drinks</i> | c) <i>hot drinks</i> | d) <i>cold drinks</i> |
| 19) a) <i>is spending</i> | b) <i>used to spend</i> | c) <i>spends</i> | d) <i>spent</i> |
| 20) a) <i>Before</i> | b) <i>Under</i> | c) <i>Because of</i> | d) <i>Up to</i> |
| 21) a) <i>Otherwise</i> | b) <i>Nevertheless</i> | c) <i>First of all</i> | d) <i>After all</i> |

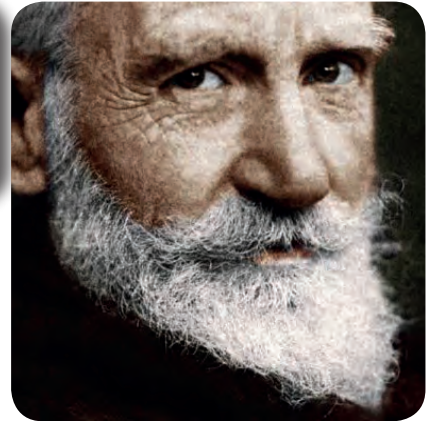
George Bernard Shaw (1856-1950)

Shaw's works

The long career of George Bernard Shaw, the Irish dramatist and socialist campaigner, spanned both the Victorian age and the early 20th century. Shaw wrote over 50 plays (*Mrs Warren's Profession*, 1894, *Saint Joan*, 1924), most of which deal with moral and social problems.

The plot

In *Pygmalion* Professor Higgins has been teaching Cockney flower seller Eliza Doolittle to speak and act like a lady. For a bet with his friend Colonel Pickering, Higgins hopes to trick London's high society into believing that Eliza is an aristocrat. In this scene he introduces her to his mother and to her upper-class friends, the Eynsford Hills.



1. Read the text and tell how you understand the meaning of “the small talk” used in the conversation. Can you spot any differences between the discussers?

PYGMALION

- MRS HIGGINS:** Will it rain, do you think?
ELIZA: The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.
- FREDDY:** Ha! Ha! How awfully funny!
ELIZA: What is wrong with that, young man? I bet I got it right.
FREDDY: Killing¹!
- MRS EYNSFORD HILL:** I'm sure I hope it won't turn cold. There's so much influenza about. It runs right through our whole family regularly every spring.
ELIZA: My aunt died of influenza: so they said.
- MRS EYNSFORD HILL (clicks her tongue sympathetically)*
- ELIZA:** But it's my belief they done the old woman in².
MRS HIGGINS: Done her in?
ELIZA: Y-e-e-e-es. Lord love you! Why should she die of influenza? She come through³ diphtheria right enough the year before. I saw her with my own eyes. Fairly blue with it, she was. They all thought she was dead: but my father he kept ladling⁴ gin down her throat til she came to⁵ so sudden that she bit the bowl off the spoon.
- MRS EYNSFORD HILL:** Dear me!
ELIZA: What call⁶ would a woman with that strength in her have to die of influenza? What become of⁷ her new straw hat that should have come to me? Somebody pinched⁸ it; and what I say is, them as pinched it done her in⁹.
- MRS EYNSFORD HILL:** What does doing her in mean?
HIGGINS: Oh, that's the new small talk¹⁰. To do a person in means to kill them.
MRS EYNSFORD HILL: You surely don't believe that your aunt was killed?
ELIZA: Do I not! Them¹¹ she lived with would have killed her for a hat-pin, let alone a hat.
- MRS EYNSFORD HILL:** But it can't have been right for your father to pour spirits down her throat like that. It might have killed her.
ELIZA: Not her. Gin was mother's milk to her. Besides, he'd poured so much down his own throat that he knew the good of it.

- MRS EYNSFORD HILL:** Do you mean that he drank?
ELIZA: Drank! My word! Something chronic¹².
MRS EYNSFORD HILL: How dreadful for you!
ELIZA: Not a bit. It never did him no harm what I could see. But then he did not keep it up regular. On the burst¹³, as you might say. From time to time.... (to Freddy, who is in convulsions of suppressed laughter) Here! What are you sniggering¹⁴ at?
FREDDY: The new small talk. You do it so awfully well.
ELIZA: If I was doing it proper, what was you laughing at? Have I said anything I oughtn't?
MRS HIGGINS: Not at all, Miss Doolittle.
ELIZA: Well, that's a mercy¹⁵, anyhow. What I always say is ...
HIGGINS: (rising and looking at his watch) Ahem!
ELIZA: Well: I must go. So pleased to have met you. Good-bye.
MRS HIGGINS: Good-bye.
ELIZA: Good-bye. Colonel Pickering.
PIKKERING: Good-bye, Miss Doolittle.
ELIZA: Good-bye, all.
FREDDY: Are you walking across the Park, Miss Doolittle? If so ...
ELIZA: Walk! Not bloody likely¹⁶(sensation). I am going in a taxi.

From *Pygmalion*, Act III

GLOSSARY

- 1) *very funny*
- 2) *killed the old woman*
- 3) *survived*
- 4) *spooning*
- 5) *regained consciousness*
- 6) *why*
- 7) *what happened to*
- 8) *stole*
- 9) *the people who stole it killed her*
- 10) *insignificant conversation*
- 11) *the people who*
- 12) *excessively*
- 13) *sporadically*
- 14) *laughing*
- 15) *that's a relief*
- 16) *you must be joking ("bloody" is a mild swear word these days. But the play's original audience would have been very shocked by its use)*

2. Answer the questions according to the text.

- 1) How does Eliza speak at the very start of the scene? How does she speak when she tells about her aunt's death?
- 2) Why does Eliza think that her aunt was murdered?
- 3) How does Higgins explain Eliza's use of slang?
- 4) How does the group react to Eliza's use of the word "bloody"?
- 5) How do you think Higgins is feeling during this scene?
- 6) Does Shaw have any serious message to convey in this scene?
- 7) Can you still tell a person's social class from the way that they speak?
- 8) Do people still worry about revealing their class through their accents and vocabulary?
- 9) Have new methods of communication such as e-mail and texting made language more democratic?

3. Prepare some examples of slang words or colloquialisms that are not supposed to be used in formal speech. Explain their meaning and give examples of use in informal conversations.



UNIT 5

HEALTH AND ENVIRONMENT

WORD BANK

a la carte	marten
astound	nausea
bounty	numb
carnivorous	over-the-counter
caterpillar	precise
crutch	raccoon
daffodil	remedy
disposable	shivery
diverse	sling
drowsy	sprout
faint	squid
fatigue	stiff
furry	stingray
grasshopper	stretcher
hawk	stroke
herbivorous	sustainable
heron	tame
linden	tremor
mallow	unleaded
mane	unprocessed

GRAMMAR

- Collective nouns
- Nouns with prepositions
- Passive modals
- Passive review
- Passive voice with reporting verbs
- Quantifies: countable & uncountable

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

a bee in your bonnet
a fly in the ointment
a piece of cake
a pinch of salt
bear with a sore paw
bucket list
carbon footprint
chew the fat
cold turkey
count chickens before they hatch
cream of the crop
crocodile tears
cup of tea
dog tired
eat the words
finger in every pie
full of beans
have a whale of a time
have your cake and eat it too
hen pecked
nuts about
rat on
tasting menu
teach an old dog new tricks
utility metres
wipe out



HEALTHY LIVING

– What helps us keep fit and stay healthy? Tick the things you think are most important for a human’s well-being?

- Deep sleep
- Homemade food
- Regular exercise
- A lot of water
- Long walks
- Healthy habits
- Positive mood
- Fun activities
- Relaxation
- Work
- Hygiene
- Medical checkups



VOCABULARY&LISTENING

1. Why do you think we need food? What do we need energy for and where do we get it from? Read the statements and say whether you agree or disagree. Listen to the recording and check your ideas.

- 1) Carbohydrates are a good source of energy.
- 2) Raw foods should be stored above cooked foods in the fridge.
- 3) You must exercise at least twice every day for one hour each time.
- 4) It is best to eat a variety of foods.
- 5) Always wash your hands before preparing food.
- 6) Eggs should be eaten before the sell-by-date.
- 7) Vitamins easily turn into fat.
- 8) Rubbish bins should be emptied before you go on holiday.
- 9) Your heart beats more slowly during exercise.

2. What are the nutrients and their functions? Listen to the recording and match the appropriate nutrient to its function.

fats / proteins / vitamins and minerals / fibre / carbohydrates

- 1) These do most of the repair work to our body cells and they also help us grow. They are found in eggs, milk, meat, poultry, fish, and cheese.
- 2) These give us most of our energy. They are found in bread and potatoes.
- 3) This helps to keep our digestive system healthy and is found in vegetables, cereals, grains and fruits.
- 4) These give us energy and help keep us warm. They are found in butter and meat.
- 5) These are found in all sorts of foods. They are only needed in small amounts, but they are extremely important. They are found in fruit, vegetables, eggs, and milk.

3. What is your idea of “healthy eating”? Do you eat healthily? Match the products to some more positive effects they have on our health.

beef / cake / leek / pear / squid / cucumber / cheese / potato / pork / spinach / mussels / avocado / bread / chocolate / melon / cauliflower

- 1) _____ reduce the risk of heart attack.
- 2) _____ keep the teeth strong and prevents bone loss.
- 3) _____ protect the immune system.
- 4) _____ lower level of stress.
- 5) _____ slow the ageing process.
- 6) _____ reduce the risk of obesity
- 7) _____ make the brain function well.
- 8) _____ help to improve mood.



HEALTH AND ENVIRONMENT

4. Match the adjectives to the nouns to make up different food names. Which of them are healthy/junk? Complete the sentences below using the names of food you've made up.

<i>Adjectives</i>	<i>Nouns</i>
<i>takeaway / fatty / ready-made / frozen / processed / canned / fresh / fizzy</i>	<i>food / pizza / dish / meat / ravioli / tuna / fish / drink</i>

- _____ may taste good when you are very thirsty, but they often have a high sugar content.
- My sister usually buys _____ for dinner – it is so convenient.
- _____ can contain artificial colours to make them look more attractive.
- Pork is a type of _____ and it is unhealthy food.
- I prefer to eat a _____ for supper, because I am on diet.
- I am going to eat _____, because I don't want to cook today.
- Eating _____ has the effect of increasing your protein take.
- My friend likes to order a _____ online, because it's easier and faster.

READING

5. Do you think it is useful to diet? What are the reasons people go on a diet? What kinds of diet do you know? Have you ever tried any? Read the article and express your attitude to this kind of ration.

A raw food diet is actually nothing new. 1) _____. The raw food diet, often called raw **foodism** or veganism, is composed of mostly or completely raw and **unprocessed food**. Raw food is anything that has not been prepared, canned, or chemically processed, and has not been heated above 48C. The diet allows several alternative preparation methods, such as juicing, blending, dehydrating, soaking. The raw food diets are usually **plant-based**, including mostly nuts, grains, seeds, fruits, and vegetables. However, some people also consume raw eggs and dairy products, but everything has to be eaten in its natural state.



People who support this diet believe it to be ideal for overall good health. 2) _____. If you exclude processed food, you avoid excessive fats, which are some of the main causatives of in weight gain and heart disease. The raw food diet may also give you more energy since uncooked food is full of live **enzymes**, nutrients, and vitamins that are easily digested by your body. Eating raw food also requires less of your body's fluid for **digestion**, promoting better **hydration**. Other reported benefits of eating the raw food diet are lower blood pressure, a stronger immune system, less **fatigue**, and improved skin tone. It can also lower your chance of stomach cancer and **stroke**, and stop the progression of kidney disease.

Health experts and **nutritionists** also warn us against the raw food diet as it may lead to some negative effects on our health. If you're on the raw food diet, you may miss essential nutrients such as zinc, iron, calcium, vitamin B12, and vitamin D. 3) _____. It is also known that cooking red-coloured vegetables such as tomatoes increases **lycopene**, which strengthens the immune system, fights cancer, and lowers the risk of heart disease. Live or uncooked food may make a person ill and could lead to other complications such as food poisoning. People with a weak immune system are the most sensitive to foodborne illnesses.



There is no perfect diet out there. The raw food diet is good for the short term, as it contains low-calories, a good quantity of healthy food choices, and is **filling**. 4) _____. You may follow the raw food diet for a short term to lose weight and then slowly move to a healthy, more traditional diet.

6. Choose from the sentences below the one which fits each gap. One sentence is extra.

- 1) One of the main advantages of eating a raw food diet is weight loss.
- 2) But it is a type of diet that is very hard to sustain in the long term.
- 3) The raw food diet has been around since the 1800s, but it has gained a lot of popularity in recent years.
- 4) Therefore, you need to take extra vitamins in capsules or tablets.
- 5) This can increase the wellness and health of the body's cells.

7. Match the following words to their equivalents in colour from the text.

water level / pure / brain attack / dressing / tiredness / metabolism / foodie / dieting expert / ferment / red pigment / natural

GRAMMAR

Grammar bank

QUANTIFIERS: COUNTABLE & UNCOUNTABLE

Great in number		Small in number	
Countable	Uncountable	Countable	Uncountable
MANY is used with plural nouns: <i>E.g: How many calories does this dish contain?</i>	MUCH is unusual in positive sentences: <i>E.g: We didn't spend much money. BUT NOT a lot of</i>	FEW means "not enough" and is used in negative sentences: <i>E.g: There are only few biscuits left.</i> A FEW means "some", "a small number" and is used in positive sentences: <i>E.g: We still have a few biscuits left.</i>	LITTLE means "not much" and is used in negative sentences: <i>E.g: There is little milk, we need more.</i> A LITTLE means "some", "a small number" and is used in positive sentences: <i>E.g: Pour in a little milk and boil for 3 more minutes.</i>
A LOT OF (formal)/LOTS OF (informal) mean "many" or "much" and are used before nouns in both singular and plural forms: <i>(a lot of water, lots of onions, plenty of rice)</i>			
NOTE! (hardly) any, some, no are good for both countable and uncountable nouns. much and many are mostly used in negative and interrogative sentences, and are not so common in affirmative clauses where we tend to use a lot of, lots of.			

8. Choose the best options to complete the sentences. In some both are possible.

- 1) There aren't *many/much* sport facilities in the centre of Oxford.
- 2) Eating out is expensive here. There aren't *any/some* cheap restaurants.
- 3) Liverpool has *many/lots of* great nightclubs.
- 4) Not many children like vegetables, very *few/little* of them eat squash.
- 5) Hurry up! We only have *a little/few* time to have a bite before the coach leaves.
- 6) We saw *some/a little* of street food scene when we went to France.
- 7) There are *a few/some* shops in the city centre.
- 8) I'm sorry, I can't pay for your lunch. I have *little/any* money.
- 9) It's a very nice cafeteria. There are *many/a lot of* delicacies here every day.
- 10) People don't eat *any/much* cheese in this country.
- 11) There were *no/a lot of* fresh fruit and vegetables in the market.
- 12) I always add *much/little* salt to my dishes.
- 13) Luckily I have never been in bad health and had *no/few* medical problems.
- 14) Are there *a lot of/plenty of* good players at your football club?
- 15) How *much/many* bottles of soda are there in the fridge?
- 16) I've unfortunately had *a lot of/many* headaches already because of stress.
- 17) I always put *much/plenty of* salt in my food.
- 18) It's a great pity, but the hospital has little medicine. They can't help *many/much* people.

HEALTH AND ENVIRONMENT

9. Complete the dialogue with *some* or *any*, *much*, *many* or *a lot of*.

- Peter:** Hi Ann. Is the picnic ready?
Ann: Not yet. We've got a bottle of water and _____ fruit. We've got two kilogrammes of apples!
Peter: Wow! That's _____ fruit, but what about sandwiches?
Ann: Hmm. No, we haven't got _____ sandwiches.
Peter: No sandwiches?
Ann: No, but we've got _____ bread and meat.
Jane: Well... I don't eat meat. Have we got _____ cheese or salad?
Ann: There isn't _____ cheese – one small piece – and we haven't got _____ salad.
Jane: OK, I need to buy more cheese and salad. What about drinks?
Ann: Well, there isn't _____ juice; we've only got one bottle. Oh, and we've got ten packets of crisps!
Jane: That's _____ crisps, but we need some juice. What about biscuits?
Ann: We haven't got _____ biscuits. We've only got three!
Jane: OK.



SPEAKING

10. Work in groups. Speak about fast food. Fast food is big business around the world. Each business has a meal that they are well known for. Whether it's a burger, chips, tacos, pizza, or crispy fried chicken, these meals are often high in kilojoules, fat, salt, or sugar. Together with your group list the ingredients in each meal and give the details about kilojoules, fat, salt, or sugar. Comment on its nutritional value.



1



2



3



4

WRITING

11. Do you always make healthy food choices? Prepare a leaflet about a healthy snack using your own recipe. Write about the following:

- 1) Your snack is: _____
- 2) Details about your snack: _____
 – list all ingredients included in your snack: _____
 – how would you describe your snack? (Hot? Cold? Cut? Baked? Flavour? Size? Texture?) _____
 – how to cook your snack? _____
 – are there any toppings on your snack? _____
- 3) What else can you say about your snack? _____
 – why is this snack a healthier choice? _____
 – what are the best aspects of this snack? (made with little or no fat/no topping or non fat/low fat topping/small/medium size/made with little or no added sugar/salt/fruit/vegetable)



- How often do you go out for a meal? Where do you usually go?
- What do you prefer: homemade pasta or takeaway Thai noodles?
- Do you think eating out is a healthy option? What are the most probable dangers of eating away from home?



VOCABULARY

1. Explain the difference between the following words and complete the sentences below.

- a bill / a receipt*
- a cook / a chef*
- a service charge / a tip*
- a dish / a meal*
- eat in / eat out*
- a helping / a dressing*

- 1) "Fish and chips" is a typical British _____.
- 2) You don't need to leave a tip for the waiter – the bill includes a _____.
- 3) When I lived in Greece, I used to _____ all the time. The restaurants were so cheap.
- 4) My _____ was very delicious, so I asked the waiter to bring me another.
- 5) The food at this restaurant is excellent. Compliments to the _____!
- 6) Diego always _____. His wife is a very good _____.

2. Look at the following vocabulary and complete the table.

fried calamari / chocolate cake / ravioli with greens / cheese balls / lasagne / jelly / chicken wings / ice-cream / creamy carbonara / shrimp cocktail / pudding / goulash

<i>Starters</i>	<i>Main courses</i>	<i>Desserts</i>

3. Choose the most suitable options to replace the food idioms in colour.

- 1) Going to restaurants is not my *cup of tea* so I think that I will stay home this evening.
 - a) *idea*
 - b) *wish*
 - c) *lifestyle*
- 2) I knew when Monika told the lie that she would be *eating her words* later.
 - a) *admitting to her untrue claims*
 - b) *talking in the canteen*
 - c) *playing the piano*
- 3) She doesn't want to work hard, but she wants a pay raise. You can't *have your cake and eat it too!*
 - a) *be a good worker*
 - b) *eat a cake*
 - c) *have extra privileges at work without giving up anything in return*
- 4) She is *full of beans* from the moment she gets up to the time she goes to sleep.
 - a) *energetic*
 - b) *rating beans*
 - c) *busy*
- 5) I'm *nuts about* classical music these days.
 - a) *hate*
 - b) *crazy*
 - c) *prefer*
- 6) Take Mandy's advice *with a pinch of salt*. She doesn't always do what she says.
 - a) *ironically*
 - b) *directly*
 - c) *easy*
- 7) Solving math problems is *a piece of cake* for him!
 - a) *nothing difficult*
 - b) *a favourite thing*
 - c) *a problem*
- 8) He was a very influential man, he seemed to *have a finger in every pie*.
 - a) *own restaurant*
 - b) *a role in what is happening*
 - c) *the best recipe of a pie*
- 9) The students at this university are *the cream of the crop*.
 - a) *the best of all*
 - b) *full of energy*
 - c) *good in sports*
- 10) I love to sit around and *chew the fat* with old friends.
 - a) *eat food*
 - b) *talk and chat*
 - c) *play computer games*

READING

4. What is the best cuisine in the world? Which restaurants are usually the most visited? Read the extract from a travel blog and find the names for the dishes in the pictures below.



a



b



c



d

Every country has its own culinary *speciality*. While most people travel to see the wonders of the world, we go mostly for the food. After all, it's a pretty great way to experience the culture of an unfamiliar land. But since this world is so large and diverse, it's hard to decide where to focus your culinary efforts. So, here's our list of restaurants around the world you really have to visit.

1) The three-star Michelin **El Celler de Can Roca** prospered on the endless imagination of the trio of gastronomically talented brothers, whose surname translates as "rock" from the Spanish: Joan, the chef, Josep, the *sommelier*, and Jordi, the *pastry chef*. The cuisine served by the restaurant is traditional Catalan, but a bit more creative. This International Restaurant is praised for its artistic serving of courses and impressive desserts. Dishes include a crayfish soup, paired with spring onions, cocoa, and mint, and with unusual presentations such as caramelised olives served on a bonsai tree.

2) **Osteria Francescana** is a small restaurant in a modest Italian town of Modena, which is also rated with 3 stars by the Michelin Guide and boasts some of the most cutting-edge food in Italy. The restaurant is owned and run by chef Massimo Bottura, who is a real genius when it comes to *flavours* and making food beautiful. Bottura's passion for geometry and colour is reflected in all of his dishes, but his innovative cooking techniques are balanced with some more classic Italian culinary traditions. The famous dish of the restaurant is "camouflage"; a thin layer of foie gras decorated with hare blood, chestnut, and herbs set to look like an army suite.

3) **Eleven Madison Park** deserves to be on every foodie's *bucket list*. It is definitely a special occasion restaurant, with outstanding service and attention to detail. Though expensive and Michelin starred, it does not feel conventional. The restaurant offers guests one multi-course tasting menu inspired by the agricultural *bounty* of New York and its *gastronomy*. There is not an *a la carte menu*, but a *tasting menu* consists of over 16 fresh ingredients from which a meal is prepared. Roast duck with honey and lavender is a *signature dish* of the restaurant.

4) The founder of **Noma** Rene Redzepi has built a culinary dynasty by focusing on ingredients from the Scandinavian region. The 4-time best restaurant in the world, Noma has been synonymous with food revolution for reinventing *long-established* Nordic cuisine. The kitchen divides the year into three seasons, where the menu changes to match the current peak of ingredients. From now to the beginning of summer there is a Scandinavian seafood focus. From then till the beginning of fall a vegetable season. After this and to the beginning of 2020, a game and forest menu. Famous dishes to appear on the restaurant's menu over the years include dried moss, ants, and more recently mould.

5. Match the words in colour in the text to their synonyms.

wine steward / wishlist / unique from chef or restaurant / culinary art / tastes / baker / dishes offered separately / traditional / degustation-menu / generous amount / spoiling / famous food product

LISTENING

6. Are you a good cook? What is your highlight dish? Are there any special ingredients you don't disclose? Read the list of ingredients in the recipe and name the dish. What cuisine does it belong to? Listen to the recording to check your answers.



List of ingredients

- | | |
|---|---|
| • 1/2 kg onions thinly sliced | • 1 piece of celery just a small chunk, not the whole rib |
| • 3 tablespoons of olive oil | • 2 bay leaves |
| • 1/4 teaspoon of sugar | • 8 slices of baguettes |
| • 1/4 teaspoon of salt | • 4 tablespoons of butter melted |
| • 1/2 teaspoon of freshly ground black pepper | • 2 cloves of garlic, minced |
| • 2 tablespoons of flour | • 1/3 cup of freshly grated parmesan cheese |
| • 6 cups of low-sodium beef stock | |
| • 1/2 teaspoon of dried thyme | |

7. Put the following cooking steps in the correct order. Listen to the recording once again and check.

- _____ a) Place the toasted bread on top of each bowl. Depending on the size of your bowls you may need two slices of bread.
- _____ b) Turn the oven to toast.
- _____ c) Preheat the oven to 180°C degrees.
- _____ d) Add the flour and cook for 3 more minutes.
- _____ e) Add olive oil and onions to a large pot over medium heat. Season with a little salt and pepper and cook until softened.
- _____ f) Add sugar and continue to gently stir until onions become golden brown and caramelized, about 25 minutes. Be careful to not let them burn!
- _____ g) Cover the tops generously with both types of cheese. Toast until the cheese is browned.
- _____ h) Add beef stock, thyme, celery, and bay leaves. Cook partially covered for 30 minutes.
- _____ i) Arrange bread on a baking sheet and brush with melted butter on both sides.
- _____ j) Bake for 15 minutes, flipping to the other side half-way through. Remove from oven and rub each piece of bread with fresh garlic.
- _____ k) Remove bay leaves and the piece of celery from the soup and ladle soup into 4 oven proof bowls.

GRAMMAR

Grammar bank

PASSIVE VOICE is used when:

We don't know who does the action: *E.g.: This dish was cooked yesterday.*

The doer of the action is not important or is obvious: *E.g.: These bananas were grown in Africa.*

The action is more important than the doer: *E.g.: Flour is used to make cookies.*

Tense	Present	Past	Future
Simple	am/are/is + past participle	was/were + past participle	will + be + past participle
Continuous	am/are/is + being + past participle	was/were + being + past participle	_____
Perfect	have/has + been + past participle	had + been + past participle	will + have + been + past participle

HEALTH AND ENVIRONMENT

8. Complete the story using the appropriate form of the verb.



Burger King is an American global chain of hamburger fast food restaurants. It 1) _____ (*create*) in 1954 in Miami, Florida, by James McLamore and David Edgerton. More than 34 thousand people 2) _____ (*work*) for the company. Burger King 3) _____ (*own*) mostly by 3G Capital, a Brazilian investment company. But it 4) _____ also _____ (*own*) by shareholders and 5) _____ (*use*) to publicly trade on the New York Stock Exchange under the ticker BKW. In 2014, the chain's operations 6) _____ (*merge*) with that of Tim Hortons from Canada, under the name Restaurant Brands International. Since then more than 15,000 Burger King restaurants 7) _____ (*open*) worldwide in 100 countries, and almost all of them are franchises. But in Australia, since the name "Burger King" 8) _____ already _____ (*trademark*) there, BK franchises 9) _____ (*call*) Hungry Jack's. Over 2.4 billion Burger King hamburgers 10) _____ (*sell*) each year across the globe.

SPEAKING

9. Work in pairs. Use the prompts below to make up a dialogue with your partner. You are in a restaurant and ordering a meal/serving a customer. Act out the dialogues in roles. Add your own phrases.

Customer:

- I'm ready to order.
- I'd like to have some...
- I'll have.../I'll take.../I prefer...
- Could I have the bill, please?
- No thanks. I'm full.
- Can I pay with a credit card?
- Is service included?
- Thank you, the same to you.

Waiter:

- Have you chosen yet?
- Would you like a starter?
- And what would you like for your main course?
- Why don't you try our specialty?
- May I offer you a drink?
- Can I get you a dessert?
- Anything else?
- How would you like to pay?
- You're welcome. Have a good day.

Main Courses		Pizza		Desserts		Fruit		Drinks	
Cheese burger	£4.39	Chicken pizza	£4.55	Ice cream	£1.99	Apple	£0.59	Orange juice	£0.99
Double cheese burger	£4.99	Mushroom pizza	£4.60	(vanilla, chocolate, strawberry)		Orange	£0.59	Apple juice	£0.99
Chicken curry with rice	£3.99	Four cheeses pizza	£4.10	Banana cake	£2.39	Banana	£0.69	Tea	£0.59
Macaroni cheese	£4.19	Meat pizza	£4.75	Fruit cake	£2.29	Pear	£0.69	Coffee	£0.59
Seafood salad	£4.49	Seafood pizza	£4.75			Mixed fruits (3 fruits)	£1.29	Water	£0.49
Egg salad	£3.99								
Fish and mushroom pie	£4.69								

WRITING

10. You and a friend had dinner in an expensive restaurant last night, but it was an unpleasant experience. The waiter at the restaurant was terrible and the food was bad and overpriced. You and your friend had severe stomach-aches the following day. Write a letter to the restaurant manager and explain your dissatisfaction with the service offered by the restaurant, quality/taste of food served, complain about hygiene/cleanliness maintained in the restaurant, and so on. Ask the manager to do something about the situation or ask for your money back.



HEALTHCARE

- How do you feel today?
- How often do you see a doctor?
- Do you have regular check-ups?
- Have you ever been taken to a hospital? Why?

VOCABULARY

1. Match the symptoms with the pictures. Think of some illnesses that cause such conditions. Which specialists would you advise to consult?

- 1) I have a *rotten tooth* and *swollen jaw*.
- 2) She feels *dizzy* and looks *pale*.
- 3) My limbs *go numb*, I'm going to *faint*.
- 4) I have a *rash* all over my body.
- 5) He feels *shivery*/has a *fever*.
- 6) I have a *runny nose* and a *cough*.
- 7) I have *pain* in my stomach and *nausea*.
- 8) She feels *drowsy* and *fatigued*.
- 9) I've been *injured* and I've *twisted* my ankle.
- 10) I'm *sneezing*, *coughing*, my *nose* is *blocked up*.

2. Match the words in A with the words in B. Sometimes there is more than one possible answer. Make up your own sentences.

A

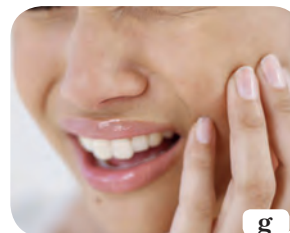
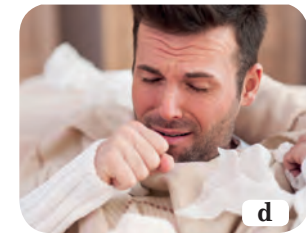
- 1) *arms*
- 2) *nose*
- 3) *leg*
- 4) *ankle*
- 5) *eyes*
- 6) *head*
- 7) *throat*
- 8) *knee*

- a) *blocked*
- b) *sore*
- c) *itchy*
- d) *bruised*
- e) *swollen*
- f) *grazed*
- g) *twisted*
- h) *broken*

B

- 1) *make*
- 2) *give*
- 3) *do*
- 4) *take*
- 5) *have*
- 6) *check*
- 7) *listen to*
- 8) *get*

- a) *an injection*
- b) *some medicine*
- c) *a check-up*
- d) *an operation*
- e) *a pill*
- f) *temperature*
- g) *pulse*
- h) *a chest*
- i) *a blood test*



HEALTH AND ENVIRONMENT

3. Fill in the gaps with the words given below.

hurt / pain / sick / ill / injured / ache / wound

- 1) I've eaten too much chocolate. I feel _____.
- 2) Ten people were _____ in the accident.
- 3) Sometimes I have a terrible _____ in my back. It can really _____. I must see a doctor.
- 4) I've got tooth _____, and a head _____. Do you have an aspirin?
- 5) Its quite a deep _____, you'll probably need stitches, I'll take you to the hospital.
- 6) My aunt is very _____ with cancer. We visited her in hospital yesterday.

*prescription / temperature / symptoms / headache / appointment /
waiting room / ill / examined*

Last week, I felt 1) _____ so I made an 2) _____ to see Dr Smith. I arrived early, and sat in the 3) _____ and read a magazine. I went in to see the doctor, and I told her what my 4) _____ were. I had a bad 5) _____ and a high 6) _____. She 7) _____ me, and gave me a 8) _____ to take to the chemist.

READING

4. Do you have a family doctor or do you go to a general practitioner? What do you think are the main responsibilities of a doctor? Read the article and check.

A physician, medical practitioner, medical doctor, or simply doctor, is a professional who practises medicine, which is concerned with promoting, maintaining, or restoring health through the study, diagnosis, prognosis, and treatment of disease, injury, and other physical and mental **impairments**. For ages, the profession of a doctor has been one of the most prestigious, respected, and rewarding. However, as society keeps changing, the role of the doctor continues to evolve.

Many people have a local doctor or "**GP**" who is their first point of contact for **health concerns**. Advances in science and technology, including increased use of the Internet, and the increasingly multidisciplinary approach to healthcare have also contributed to the changing relationship. Some people have built a relationship with their GP over time, which can be beneficial as the doctor gets 1) _____ and medical history. Your GP must be well trained in medicine to specialize in the area of "general practice". They are qualified 2) _____, such as illnesses or injuries that cannot be treated by **over-the-counter** medication. They can diagnose and treat diseases, pain and other conditions. They can also help with mental health advice. Some specialize in particular areas such as family practice or children's health.

If your health problem is more specific, you may need 3) _____ in a particular area of health. Your GP will usually write a letter of introduction to explain your health problem to the specialist. If you have a **chronic** or continual medical problem, a medical specialist might become a part of your healthcare team.

Medical doctors examine, diagnose, and treat patients. There are many medical specialist areas or "disciplines" recognised in every hospital. Based on their findings, they prescribe treatment and **medications** 4) _____. Some of these include general practice, anaesthetics, surgery, dermatology, emergency medicine, paediatrics, public health medicine, radiology, and **rehabilitation** medicine. Some medical specialists then undertake more training so they can become even more specialized within their chosen discipline.

If you are not confident about doctor's medical advice or a diagnosis, you can seek a second opinion. You may ask for a second opinion if you are unsure about a diagnosis or medical treatment option, or if you just want 5) _____ is your best option. A second opinion is when you visit another doctor, medical specialist, or healthcare professional 6) _____. You can compare the medical advice and see if the second opinion is similar or the same as of your family doctor or specialist. This can give you confidence if both doctors agree or it can provide you with a different view, and you may get a more varied view of your healthcare condition and your medical options. After seeking a second opinion and when you have all the information you need, you may feel more confident 7) _____.

5. Put these phrases into the correct places in the text. There is one extra.

- 1) to confirm that the planned treatment
- 2) to understand particular needs of a person
- 3) to ask for their opinion
- 4) to see a medical doctor who specializes
- 5) to develop new medicines and research cures
- 6) to make a decision about your treatment
- 7) to attempt to heal any illnesses or injuries
- 8) to manage conditions or symptoms



6. Find the synonyms for the words in colour.

drugs / recovery / problems with health / non-prescription drug / constant medical service / general practitioner / physical or mental defects

LISTENING & SPEAKING

7. Read the statements below. Listen to the dialogues and tell whether the statements are about the first (1) or second (2) dialogue.

- 1) The patient has come for a regular check-up.
- 2) The patient has some health complaints.
- 3) The patient has some troubling symptoms.
- 4) The patient is in good physical shape.
- 5) The patient told he had some X-rays before.
- 6) The doctor ordered the patient to take a blood test.
- 7) The patient comes for check-ups every year.
- 8) The doctor has examined the patient.
- 9) The doctor is going to examine the patient.



8. Complete the dialogues. Read the dialogues in roles.

allergies / cold / earache / headache / prescription / sick / sneeze / stomach / ache / symptoms / throat

Dialogue 1

- Doctor:** Good morning. Please have a seat here. What's the problem?
- Kate:** I have a terrible 1) _____.
- Doctor:** Do you have any other 2) _____?
- Kate:** Yes, I feel 3) _____.
- Doctor:** When did the symptoms start?
- Kate:** This morning. I think I ate something bad last night.
- Doctor:** All right. Here's a 4) _____ for indigestion tablets. If that doesn't help, please make another appointment.

Dialogue 2

- Doctor:** How do you feel today?
- Kate:** I feel terrible. I have a 5) _____ and a sore 6) _____.
- Doctor:** Do you feel sick?
- Kate:** No, I don't feel sick. Sorry, I have to 7) _____. ATCHOO!
- Doctor:** Do you have an 8) _____?
- Kate:** No, I don't.
- Doctor:** Do you have any 9) _____?
- Kate:** No, I don't think so.
- Doctor:** I think you have a 10) _____. My advice is: go home and get some rest. Here's a prescription for an aspirin.

9. Make up similar dialogues to the examples above in pairs. State some other diseases and symptoms, give some more advice, add some of the following phrases.

- Feel awful!
- Have complaints!
- Suffer from attacks of ...!
- To take ... (medicine)... three times a day
- Follow a prescription
- Make a quick recovery
- Apply .../undergo ... (a course of vitamin therapy)

GRAMMAR

Grammar bank

PASSIVES WITH MODALS

There are two basic patterns we use for passive modals:

– modal + be + past participle

<i>can/could</i>	<i>E.g.: The virus can be fought off by our immune system.</i>
<i>should</i>	<i>E.g.: Regular physical examination should be done every year.</i>
<i>will/would</i>	<i>E.g.: A child would be protected with vaccination.</i>
<i>may/might</i>	<i>E.g.: Visitors may be allowed to stay with the patients in a ward.</i>
<i>must</i>	<i>E.g.: The patients must be advised to maintain a balanced diet.</i>

– modal + have been + past participle

<i>can/could</i>	<i>E.g.: The consequences could have been more serious.</i>
<i>should</i>	<i>E.g.: He should have consulted the doctor earlier.</i>
<i>will/would</i>	<i>E.g.: A lot of research will have been done to find the cure.</i>
<i>may/might</i>	<i>E.g.: Such symptoms might have been relieved by aspirin.</i>
<i>must</i>	<i>E.g.: He must have been a very good doctor to diagnose such a rare illness.</i>

10. Paraphrase the sentences using the passive voice with modal verbs.

- 1) You *must have read* the patient leaflet carefully before taking the pills.
- 2) You *may not get* the cast off until your bones grow back together.
- 3) You *should call* an ambulance immediately after the accident.
- 4) She is very lazy. If you want her to do anything, you *have to force* her.
- 5) This hospital can no longer serve the needs of the community, they *should have built* a new one years ago.
- 6) No one *is able to explain* UFO sightings easily.
- 7) We *must not give* a child everything he or she wants.
- 8) Hopefully, scientists *will have cured* cancer by the year 2050.
- 9) Benjamin *would have won* the competition if they hadn't canceled it.
- 10) The doctors *could have persuaded* her, but they let her decide.
- 11) The earthquake *might have injured* many people if they weren't evacuated.
- 12) Eventually humanity *will discover* the elixir of eternal life.

11. Put the verbs in parentheses into the active or passive voice. Pay attention to the tense.

A hospital is a place where the sick and the injured people 1) _____ (*can/take*) for treatment. High-quality emergency care 2) _____ (*must/provide*) in the hospitals. The doctors and nurses 3) _____ (*have to/work*) easily in doing their duties to the patients. Every patient 4) _____ (*should/treat*) by doctor with high care. The atmosphere in the hospitals 5) _____ (*should/be*) pleasant so the patient 6) _____ (*can/feel*) comfortable. I'm lucky because I 7) _____ (*never /take*) to hospital till I 8) _____ (*hit*) by a car last month. Luckily no bones 9) _____ (*break*) but the patients after an accident 10) _____ (*should/examine*) by doctors carefully. So I 11) _____ (*must/stay*) there for a night and I 12) _____ (*could/give*) permission to leave the next day.

WRITING

12. Write an opinion essay. Some people say that healthcare and education should be the responsibility of the government but others think that it is the responsibility of the individuals themselves. Discuss both views and give your opinion. Give reasons and include any relevant examples from your own knowledge or experience.



Read the quote and comment on the authors' opinions.

Which of them do you support? Are you for or against of modern medical advancements?

*I don't believe medical advancements are doing much to advance human life.
As fast as we create ways to extend it we are inventing ways to shorten it.*

Christian Barnard

*Thanks to modern medical advances such as antibiotics, nasal spray, and Diet Coke,
it has become routine for people in the civilized world to pass the age of 40,
sometimes more than once.*

Dave Barry

VOCABULARY

1. Think of your last visit to a doctor, what medical equipment and tools did you see in the surgery? Look at the pictures and match the appropriate names. Add to the list more medical equipment.



1



2



3



4



5



6



7

- a) *medical syringe*
- b) *tonometer*
- c) *ultrasound scan*
- d) *stethoscope*
- e) *dental engine*

- f) *X-ray machine*
- g) *crutches*
- h) *wheelchair*
- i) *stretcher*
- j) *medical chart*



8



9



10

2. Tick the items that go in the first aid kit. Explain your choice.

*band aid / cast / bandage / cotton / scissors / thermometer / scalpel / gloves /
oxygen mask / painkillers / vitamins / sling / test tube / antiseptic*

3. What does the doctor prescribe? What do doctors treat with? What were the last medicines you took? Fill in the given words to complete the sentences appropriately.

*tablet / injection / nasal spray / eye drops / cough syrup /
dressing / vitamin pills / massage / brace / antibiotic / ointment /
remedy / stitches / painkiller / plaster / antiseptic / bandage*

- 1) The nurse twisted the _____ round her knee in order to fix it.
- 2) You can prevent pain by taking a _____ at the first warning sign.
- 3) _____ is used to sterilize the skin before giving an _____.
- 4) The doctor put some _____ on the cut after _____ the wound.
- 5) According to the packet, these _____ restore lost vitality, so I always take my daily dose of it.
- 6) Your arm will have to be in _____ for at least six weeks.
- 7) The doctor diagnosed a throat infection and prescribed _____ and junior aspirin.
- 8) The medicine can be taken in _____ or capsule form. Which do you prefer?
- 9) I'll give you some _____ but you can't go swimming until it clears up.
- 10) If you use this _____, your nose should clear a bit.
- 11) _____ may help to increase blood flow to specific areas of the body or remove strain in muscles.
- 12) Hot lemon with honey is a good _____ for colds.
- 13) The surgeon applied some _____ to my burnt fingers.
- 14) Here is the _____. Take one capful every 4 hours until your cough goes away.
- 15) She wore a _____ to correct her gappy teeth.

READING

4. What medical advances of the 21st century can you think of? What was the most useful one? Read the text and tell which of the mentioned medical innovations were known to you?

1) **BRAIN IMPLANTS:** _____. Hearts have long been regulated by electronic implants. Now it's the brain's turn. A new "pacemaker" for the human brain, founded in the US Defense Department, could boost memory, reduce the symptoms of *tremor*, slowness, *stiffness*, and walking problems. It consists of thin electrical wires connected to a battery pack that sends electrical impulses into the brain areas responsible for movement and helps brain cells work better. This device has a wide potential and will be "one more part of the puzzle" in treating epilepsy, Parkinson's, and Alzheimer's disease.



2) **CANCER VACCINE:** _____. Researchers at Stanford University announced in February, 2018, that they would be starting the first human testing of a *novel* cancer therapy. Prior research conducted on mice (it was 90 infected and 87 cured completely) found that injections of *immune*-stimulating agents were able to remove all traces of cancer, and prohibit potential growth of diseased cells. It is an incredible breakthrough, that could present an all-new treatment to fight cancer.



3) **TOOTH SENSORS:** _____. A team from Tufts University School of Engineering has *developed* a sensor that can be worn on your tooth and provides real-time data on your diet. With the device, the Tufts team aims to take *measurements* from inside the mouth, recording what's been eaten and how the body has responded. The biosensor could be of huge benefit to medical professionals when treating patients.



4) **KILLING VIRUSES WITH UV LIGHT:** _____. Since childhood you've been told to avoid ultraviolet (UV) radiation, which is responsible for nearly all skin cancers. But a new study published in 2018's February issue of Scientific Reports has shown that an ultraviolet (UV) lamp can destroy microscopic bacteria and wipe out viruses, but can't travel through the protective outer layers of human skin or eyes. Researchers hope one day the technology will become available for sale to the public. It can help prevent the spread of *airborne* viruses, like seasonal flu, in public places such as schools, hospitals, or airports.



5) **DOUBLE FACE TRANSPLANT:** _____. We're all pretty used to transplant surgery these days, with *livers* and *kidneys* and even hearts being routinely implanted within patients. But a face transplant? In January of 2018, French surgeons performed the world's first re-transplantation. Surgeries of this kind are incredibly difficult, and the risk of *rejection* is high. This landmark discovery proves that face transplant is a possibility; however it also proves how much we have yet to learn about this area of surgery.



5. Fill in the missing parts of the headings.

- The World's First*
- Human Trials Begin*
- A New Way to Fight the Flu*
- Real-time Diet Tracking*
- Improving Human Memory By Up To 15 Percent*

6. Match the words in colour in the text to their meanings below.

- | | |
|---|---|
| 1) <i>when the attached part is not accepted by the whole body</i> | 6) <i>new and original, not like anything seen before</i> |
| 2) <i>transported by air</i> | 7) <i>a large organ in the body that cleans the blood</i> |
| 3) <i>important data, calculations or analysis</i> | 8) <i>a pair of small organs in the body that take away waste matter from the blood</i> |
| 4) <i>design, invent or build something up</i> | 9) <i>the condition of being unable to bend or move easily</i> |
| 5) <i>protected from a particular disease by particular substances in blood</i> | 10) <i>a shaking movement in a person's body</i> |

7. Read the following sentences and tell if they are true (T), false (F) or not given.

- 1) Electronic implants have long been used for hearts, but not for brains.
- 2) Brain implants are made for everyone who wants to improve the abilities of their brain.
- 3) Researchers at Stanford are using the body's own immune system to seek and destroy cancer cells.
- 4) The research team of a new cancer therapy are hold experimental studies with involved human participants.
- 5) UV light might be just as effective at fighting viruses as it is harmful to human skin or eyes.
- 6) Continuous low doses of UV light are harmless to humans.
- 7) A tiny sensor on your tooth doesn't contain any useful information for doctors but can help you keep fit.
- 8) The world's first facial transplant has been rejected by the patient's body.
- 9) Face transplant surgeries are very dangerous and there is still a lot to be discovered in this area.

GRAMMAR

Grammar bank

NOUNS WITH PREPOSITIONS

Some nouns in English are followed by specific prepositions:

addiction, access, damage, threat, reaction, answer/reply/response, solution, attitude	TO	<i>I think he has an addiction to video games. I cannot reply to you right now. There is no solution to this problem.</i>
belief, delay, rise/increase, fall/decrease, changes, differences	IN	<i>There has been an increase in road accidents. Differences in symptoms are too important.</i>
advice, attack, emphasis, focus, report, ban, comment	ON	<i>His focus on success has killed his social life. The report on fast food made people more careful.</i>
demand, reputation, hope, responsibility, cure, preference, respect, reason, talent, regret, search, passion, sympathy	FOR	<i>I have enormous respect for firefighters. Nobody seems to have responsibility for this event. Her talent for learning languages was impressive. You should always have sympathy for strangers.</i>
cause, way, memory, intention, lack, result, fear, sound, smell, taste, knowledge	OF	<i>She presented the results of her research. His fear of flying made travel difficult. I love the smell of freshly baked cookies.</i>
attempt, chance, age, point	AT(+WHICH)	<i>I have no chance at winning this game.</i>
relationship, trouble, problem, date, matter, contact, link	WITH	<i>She has a good relationship with her mother. What's the matter with you?"</i>
protection, transition, break	FROM	<i>It's a kind of protection from infections.</i>
difference, connection, contact	BETWEEN	<i>Is there a difference between these two?</i>
information, story, anxiety	ABOUT	<i>I don't believe the stories about a UFO.</i>

HEALTH AND ENVIRONMENT

Some nouns are capable of combining with more than one preposition:

opinion	of/about/on	<i>My opinion of/about her is the same as yours</i>
expert	in/at	<i>My sister is an expert at/in English.</i>
love	for/of	<i>His love of/for singing developed when he was a child.</i>
transition	from/to	<i>The transition from/to blue to/from orange.</i>
agreement	about/on	<i>This agreement about/on cooperation will be prolonged.</i>
difficulty	with/in	<i>I have difficulty with/in this task .</i>
decision	about/on	<i>This decision about/on moving is difficult for me.</i>
need	of/for	<i>The need of/for rest is necessary.</i>
arguments	for/against	<i>I have no arguments for/against this suggestion.</i>

8. Complete the following sentences with the correct preposition after nouns.

- This is an example _____ international collaboration.
- The word attack _____ teacher is not polite.
- Her skin has a really bad reaction _____ the sun.
- Pollution is a threat _____ the environment.
- We couldn't believe his lack _____ table manners.
- He was responsible for the delay _____ the preparations.
- Tomas is making his third attempt _____ the world record.
- We have to make a decision _____ the wallpaper today.
- Here is no known cure _____ this type of a snake bite.
- I'm taking a break _____ my vacation.
- There are some differences _____ British and American English.
- All information _____ this exhibition must be published.
- She caused huge damage _____ his car when she crashed into it.
- Do you have a good relationship _____ most of your relatives?
- The advantage _____ having free time is that you can do anything you want with it.

SPEAKING

9. Work in pairs. Ask and answer the questions below in turns.

- Do you think people pay enough attention to their health today?
- What costs are involved when you are ill in your country?
- Do older people pay more attention to their health than the younger generation?
- Do you think people have become more health conscious in recent years?
- Why do you think some people continue bad habits when they know that these are damaging their health?
- How can people be encouraged to stay healthy?
- What are the most popular ways of keeping healthy in your country?
- How can children learn to have a healthy lifestyle?
- Do you think the government should promote a healthy lifestyle among citizens?
- Would you say modern science and technology has more of a positive, or a negative influence on people's health?

WRITING

10. Write a letter to your penfriend who came down with some illness. Try to encourage him/her and wish for a quick recovery. Tell him/her about your recent illness or injury experience. You should describe it.

- *What it was, what were the symptoms?*
- *When did it happen, how long did it last?*
- *How you handle it, and how did it affect your life at that time?*



Do a nature quiz.

- 1) Conservation means:
 - a) *renewing natural resources when possible*
 - b) *not using natural resources*
 - c) *protecting nature*
- 2) Climate determines:
 - a) *the type of flora in a particular region*
 - b) *the type of fauna in a particular region*
 - c) *the weather in a particular region*
- 3) Rapid decline of biodiversity is caused by:
 - a) *competition between species*
 - b) *destruction of habitat*
 - c) *climate change*
- 4) The species of plants and animals which are normally found at a place are called:
 - a) *endemic species*
 - b) *extinct species*
 - c) *endangered species*



VOCABULARY

1. What is biodiversity? What is an ecosystem? Put the following living organisms into the correct columns. Add some more examples. Name their habitats.

mallow / linden / heron / turtle / walnut / rhinoceros / daffodil / hawk / lizard / snail / peony / cheetah / aspen / woodpecker / nymphaea / raccoon / squid / owl / lynx / caterpillar / hare / goat / whale / buffalo / grasshopper / stingray / trout / marten

<i>Mammals</i>	<i>Birds and Insects</i>	<i>Trees</i>	<i>Flowers</i>	<i>Fish and Reptiles</i>

2. Describe some animals from the previous exercise using the adjectives below.

furry / violent / dangerous / poisonous / tame / agile / clever / aggressive / tiny / extinct / domesticated / wild / herbivorous / carnivorous / cold-blooded / warm-blooded / endangered

3. Match the animal idioms to their definitions. Make up a few sentences using some of them. Give their Ukrainian equivalents.

- | | |
|---|---|
| 1) <i>You can't teach an old dog new tricks</i> | a) Don't presume anything until it is certain |
| 2) <i>Crocodile tears</i> | b) Someone in a bad mood |
| 3) <i>Bear with a sore paw</i> | c) False tears to give impression of sadness |
| 4) <i>Have a whale of a time</i> | d) Someone who is too accustomed to old habits won't want to change |
| 5) <i>To rat on somebody</i> | e) Husband who is nagged at by his wife |
| 6) <i>Cold turkey</i> | f) Extremely tired |
| 7) <i>Don't count your chickens before they hatch</i> | g) Have an exciting, interesting time. Enjoy oneself enormously |
| 8) <i>Hen pecked</i> | h) One big problem in an otherwise faultless plan |
| 9) <i>Dog tired</i> | i) Be angry, resentful about a certain issue |
| 10) <i>A fly in the ointment</i> | j) Tell a person in authority about the bad behaviour of another person |
| 11) <i>A bee in your bonnet</i> | k) Quitting an addiction suddenly; no tapering off |

HEALTH AND ENVIRONMENT

READING

4. What can you say about Ukrainian nature? What national parks and reserves do you know? Read the article about Ukrainian conservation territories and match their titles to the paragraphs.

a) *Carpathian National Park*

b) *Shatskyi National Park*

c) *National Park "Synevyr"*

d) *National Park "Oleshkovsky Sands"*

e) *Askaniya-Nova Biosphere Reserve*

f) *Podilski Tovtry National Park*

Ukraine consists largely of flat, fertile plains (steppes) and plateaus with intermittent woods. The diverse landscape of Ukraine provides excellent habitats for flora and fauna species. For this reason areas of Ukraine have been declared protected areas, nature reserves, and National parks. National Parks in Ukraine are vital for preserving large natural areas and provide the country with great opportunities to develop ecotourism.

1) _____. We can talk endlessly about the uniqueness of this region, where you may find 15 thousand-year-old archaeological sites, wooden monuments of folk culture and architecture. Among natural objects, the most famous is Rudyak bog with small cranberries and other rare plants. Also, many tourists are fascinated by Dovbush rock or an amazing 12-meter-high waterfall "Prybiy" in Yaremche. All this creates an extremely majestic landscape of the region.

2) _____. This Ukrainian National Park is a biosphere reserve, within the borders of which there are 23 lakes, with the largest of them Svityaz; it is famous for a crystal clarity of water, healing properties of swamps and incredibly beautiful landscapes. Pine forests around the lakes are a home to 61 Red List species, both of fauna and flora, and the surrounding air is filled with the pleasant smell of pine needles; this makes the place a favourite vacation spot for tourists from Ukraine and abroad.

3) _____. It is a majestic mountain range nowadays, however in the past, it was a seabed. There are swamps with a spherical surface in the park. Lake Synevyr itself is considered the most valuable natural treasure of the national park and is the visiting card of the Ukrainian Carpathians. Also there you may see the Museum of Forest and Rafting, and it is the only museum in Europe, where the ancient tools of lumberjacks and raftsmen are exhibited.

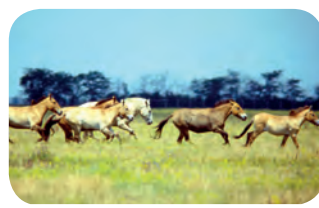
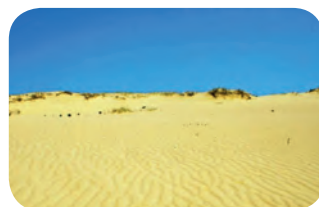
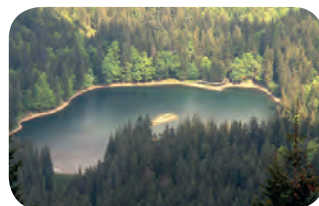
4) _____. This national park features the largest sand massif in Europe, it is a real Ukrainian desert, with oases, sand dunes, snakes, and poisonous spiders, where the sand heats up to 75 degrees in summer. For a long time the park was a restricted zone locating a military testing spot. Now it is a popular touristic destination, unique and unexplored.

5) _____. This reserve in the territory of Ukraine is unique. For every visitor, it offers the opportunity to see the arboretum and the zoo, as well as the virgin steppe. It retained its original inviolability, where animals can be seen in their natural habitat.

6) _____. It was founded in 1996 and is known for its amazing geological formations. Forests, grasslands, meadows, and valleys define this landscape. Approximately 1 700 plant species can be found there. Mineral springs, as well as historical and cultural monuments, attract loads of tourists. This is the place where the mysterious and majestic Ukrainian Carpathians begin.

All Ukrainian national parks are different, but once you see them you will fall in love.

5. Name some more examples of the relief typical for Ukraine.



6. Read the article again and choose the appropriate options.

- 1) Carpathian National Park ...
 - a) is over 15 thousand years old
 - b) is famous for a variety of ancient landmarks
 - c) is not very rich in flora
- 2) Shatskyi National Park ...
 - a) is mostly covered with deciduous forests
 - b) is situated in a lake region
 - c) is not a developed tourist destination
- 3) National Park "Synevyr" ...
 - a) is one of the most attractive European natural sights
 - b) used to be below sea level
 - c) is situated in the highlands and there are plenty of mountain rivers
- 4) National Park "Oleshkovsky Sands" ...
 - a) is a deserted area
 - b) is not open to public
 - c) features rich flora, fauna and climate typical for a desert
- 5) Askaniya-Nova Biosphere Reserve ...
 - a) is a Ukrainian safari
 - b) mostly consists of untouched nature
 - c) amazes visitors with indigenous wildlife
- 6) Podilski Tovtry National Park ...
 - a) borders with Carpathian National Park
 - b) most of the park's land is low
 - c) offers a variety of places of interest, as well as diverse natural world

LISTENING

7. Make a list of animal species typical for the Ukrainian ecosystem. Listen to the recording about Ukrainian fauna and tick the animals the speaker mentioned.

8. Read the sentences and say whether they are true (T) or false (F). Listen to the recording again and check your answers. Correct the false once.

- 1) Different natural conditions of Ukraine caused a rich and varied animal world to develop.
- 2) Ukrainian fauna is classified into three regions.
- 3) Ukrainian Carpathians region boasts wildlife representatives from both the forests and plains.
- 4) In the Crimean mountain region there are also representative areas similar to the Carpathians region.
- 5) The Black and Azov seas are resources of the Ukrainian fishing industry.
- 6) There are 85 types of animal species listed in the Red Book of Ukraine.

GRAMMAR

Grammar bank

COLLECTIVE NOUNS refer to groups of people (*a class of students, a team of players*), animals (*a flock of birds, a school of fish*), or things (*a bunch of flowers, a range of mountains*).

These nouns can be singular or plural depending on the context of the sentence.

Use a **singular verb** when the members of the group are acting together as a unit.

E.g.: A litter of kittens was born in the shelter.

Use a **plural verb** when the members of the group are acting as individuals.

E.g.: A litter of kittens have been running around the shelter making messes.

NOTE! If the collective noun refers to the group as a unit, then it takes a singular verb. If it refers to the individuals in the group or the parts that make up the group, then the verb should be plural.

9. Put the correct nouns from the given words below.

hyenas / fish / singers / people / players / frogs / gorillas / crows / bees / maps / flamingos / stars / wolves / tigers / natives / otters / rats / crocodiles

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1) An ambush of _____ | 7) A colony _____ | 13) A galaxy of _____ |
| 2) An army of _____ | 8) A murder of _____ | 14) An atlas of _____ |
| 3) A stand of _____ | 9) A family of _____ | 15) A tribe of _____ |
| 4) A basket of _____ | 10) A school of _____ | 16) A team of _____ |
| 5) A crowd of _____ | 11) A pack of _____ | 17) A clan of _____ |
| 6) A hive of _____ | 12) A choir of _____ | 18) A mob of _____ |

HEALTH AND ENVIRONMENT

10. Complete the following sentences using the appropriate collective nouns given below. There is one extra option you don't need to use.

herd / bunch / clump / flock / swarm / collection / gaggle / class / set / pack / company / pod / bouquet / comb / flight / band

- 1) The hungry fox saw a _____ of grapes hanging from the vine.
- 2) We were attacked by a _____ of bees.
- 3) A _____ of birds is always a beautiful sight.
- 4) As we drove through the country side, we saw a _____ of sheep grazing in the fields.
- 5) A _____ of musicians was hired to perform at the party.
- 6) She bought a _____ of bananas for her pet monkey.
- 7) In the movie Lion King, a _____ of hyenas attack Simba the lion cub.
- 8) They welcomed the chief guest with a _____ of flowers.
- 9) The farmer thinks he has the biggest _____ of cattle on his farm.
- 10) My friend has a fine _____ of old stamps.
- 11) A _____ of geese found their way into the open country.
- 12) A _____ of dancers will entertain us first.
- 13) We sat down in the shade of a _____ of trees.
- 14) Golf is an expensive game. You 'll need a _____ of clubs.
- 15) We were in awe as we watched the _____ of whales swimming.

11. Some collective nouns are very descriptive. We hear the collective noun and we can imagine what the group looks like. A pride of lions sounds more interesting than a group of lions. Invent a creative collective noun for each of the nouns below, and then write a sentence to show the collective noun in use.

For example: student / babble – We were surrounded by a babble of students.

cell phones / teachers / computers / children / cars / footballs / ice-creams / pencils / roller coasters

SPEAKING

12. Work in pairs. Use additional resources and prepare a brief presentation by the table below. Pick one of the National parks listed in the table and fill in the columns accordingly. Present the information about the destination you've picked to the class.



<i>National Natural Parks</i>	<i>Location</i>	<i>Landscape</i>	<i>Fauna</i>	<i>Flora</i>
Galapagos				
Grand Canyon				
Victoria Falls				
Great Barrier Reef				

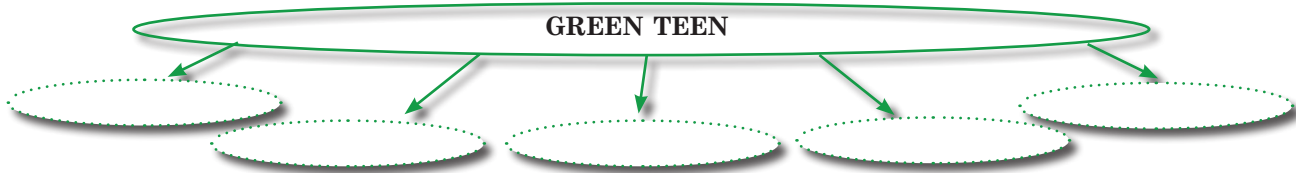
WRITING

13. Imagine you are a travel agent. Prepare a leaflet about one of the touristic destinations of Ukraine. Tell a short prehistory of the place, write about the location and landscape, flora and fauna, describe a few interesting facts, must-see places, activities to try. Give some advice on how to get there, where to stay, and what season is the best for visiting.



DO THE GREEN THING!

- Are you an eco-friendly person? Fill in the empty bubbles with 5 things you do to go green.



- Look at the pictures and describe the issues they show.



VOCABULARY

1. What pollutes our environment? Match the word pairs from the two columns and use them to complete these sentences. There are some phrases you don't need to use.

A

acid / carbon / disposable / solar / endangered / energy / ozone / oil / greenhouse / renewable / suitable / unleaded / bottle / fossil

B

conservation / bank / species / effect / petrol / energy / slick / products / rain / power / monoxide / layer / waste / fuel

- 1) The _____ screens out dangerous ultraviolet rays from the sun.
- 2) _____ stands beside collection points for other recyclable waste like paper, metals and plastics.
- 3) In recent times, agriculture has become a major _____ energy user.
- 4) _____ is the conversion of the sun's energy into heat and electricity.
- 5) From October 1990 all new cars manufactured will have to be able to run on _____.
- 6) The _____ seriously threatens marine life around the islands.
- 7) _____ destroys trees and damages buildings.
- 8) _____ is a highly poisonous gas, mostly produced by cars.
- 9) Society should protect _____ from extinction.
- 10) Global warming is otherwise known as the _____.

2. What are the ways to fight, prevent or avoid? Match the environmental problems to their solutions.

Problems

Solutions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) Lots of <i>poisonous factory emissions</i> - 2) <i>Electricity bills are too high</i> - 3) High amounts of car <i>exhaust fumes</i> - 4) Too much litter in the streets - 5) <i>Destruction of animal habitats</i> by mining - 6) Growing number of <i>endangered or extinct animals</i> - 7) High exposure to <i>toxic air contaminants</i> causing health harms - 8) <i>Illegal fishing and hunting</i> - 9) <i>Overconsumption</i> of natural resources - | <ol style="list-style-type: none"> a) use <i>unleaded petrol</i> b) impose fines for <i>polluting public areas</i> c) restrict <i>mining leases</i> and encourage land <i>reforestation</i> d) draw up laws to control <i>factory waste disposal</i> e) save the wildlife habitats so that <i>species</i> can <i>breed successfully</i> f) stop caring about <i>material things</i> too much g) <i>restrict public access</i> to the areas and <i>strengthen regulations</i> h) drive less, walk more |
|---|---|

READING

3. What do you think of the place you live in? What about the people? Does the way of life in your native area allow its citizens to keep the town (city) clean and safe? Is your community eco-friendly? Do you know any examples of eco-communities or ecovillages? Are there many in the world? How do you think people live there? What are their ways of going green? Read the article and check your answers.

Nowadays more than ever before people all over the planet are seeking new **sustainable** models for living. “Going green” – it’s a phrase that’s becoming more and more common as everyone starts to realize the enormity of the environmental challenges we all face. But what can ordinary people actually do to reduce their **carbon footprint**?

The green movements are catching on with lots of people in all parts of the world, but this is especially true in the construction industry. Purchasing an environmentally-friendly home is a good investment for those who are concerned about their own health and the well-being of our planet. Based on this trend, entire districts, known as eco-communities, are being designed. Their planners and builders have the environment in mind with every choice they make. They ensure proper ventilation and guarantee residents clean air indoors. Interior and exterior building materials, such as paints and wood, are natural and non-toxic.

Energy efficiency is one of the top priorities in eco-communities. Not only do **energy-efficient** appliances and light fixtures reduce the environmental impact of heating, cooking, and lighting, they also save residents money. Each resident has his/her own individual **utility metres** for electricity and gas, and studies show that people use around 20% less energy when they are billed for exactly what they use.

Eco-communities also take the future into account by recycling waste and reducing carbon emissions. In such communities, waste water is treated and reused on-site for flushing toilets, and a **biomass gas plant** converts waste wood into a renewable form of gas for hot water systems, stoves and gas heaters. The residents join the community’s car share program and use local suppliers for all their transport and utility needs.

Similar green communities are now found all over the world, especially smaller ones known as ecovillages or “**intentional communities**”. Most have 50 to 150 residents, all of whom are trying to create a future model for sensible living: in harmony with the environment, protecting vital natural systems, and fostering good relations with neighbours, both of the human and animal variety. They farm, garden and grow healthy organic food within their communities.

Findhorn in Scotland is one such ecovillage. It is internationally known as the home of the Findhorn Foundation – a self-reliant eco-friendly community based on **shared values**. People there promote, and live the vision of creating a better world by starting with themselves. Findhorn is a dynamic experiment; it is home to an award-winning **reforestation** project, Trees for Life. This is the largest intentional community in the United Kingdom, and has been measured as having the lightest ecological footprint of any community in the country.



4. Match the following definitions to the words in colour in the text.

- | | |
|--|---|
| 1) a group of people who have chosen to live together with a common purpose | 6) the amount of carbon dioxide produced by the activities of a person |
| 2) an organic material that comes from plants and animals | 7) a device that measures the amount of electric energy consumed by a residence |
| 3) the act of planting trees on an area of land that has become empty or spoiled | 8) small power station which produces electricity from organic material |
| 4) long-lasting and environmentally-friendly | 9) using as much energy as it is needed without wasting it |
| 5) concepts, beliefs and principles that form the culture of an organisation | |

5. Read the article again and say whether the sentences are true (T) or false (F). Correct the false sentences.

- 1) For modern people it has become a tendency to try living in harmony with nature.
- 2) Going green means existing in a separated area, farming, and promoting a healthy lifestyle.
- 3) People live in eco-communities because they are concerned about environmental issues.
- 4) Eco-houses are built from modern building materials and equipped with high-tech appliances.
- 5) Eco-communities reuse water and recycle waste to provide for themselves.
- 6) The main aim of ecovillages is to know more about environmental problems and create a positive future for themselves.
- 7) The Findhorn ecovillage has received some awards for their nature protecting projects.
- 8) The Findhorn ecovillage is a home for people who want to bring about change in the world, teaching others.

GRAMMAR

Grammar bank

REPORTING VERBS are verbs of speaking, believing or thinking such as *agree, announce, assume, believe, calculate, claim, consider, declare, discover, estimate, expect, find, feel, hope, know, observe, presume, proof, report, say, show, suggest, think, understand, tell.*

Passive structure	For example
Impersonal Passive Construction It + reporting verb in the passive voice + that + subject + verb	<i>It is known that my grandfather likes hot weather.</i>
Personal Passive Construction subject + reporting verb in the passive voice + to + infinitive*	<i>He is said to have visited the most beautiful park in our city.</i>
* REMEMBER!!! There are 4 forms of infinitives:	
Simple	<i>to protect</i> <i>He is said to protect nature.</i>
Continuous	<i>to be protecting</i> <i>He is said to be protecting nature.</i>
Perfect	<i>to have protected</i> <i>He is said to have protected nature.</i>
Perfect Continuous	<i>to have been protecting</i> <i>He is said to have been protecting nature.</i>

6. Change the sentences into Personal or Impersonal Passive Constructions.

- 1) People believed that they had killed the animals during the night.
a) *It* _____ b) *They* _____
- 2) Ancient people thought that the stars would fall on them.
- 3) They agree that the Egyptians have built the pyramids.
- 4) The reporters believed that the meeting would finish soon.
- 5) The newspapers are reporting that the most outstanding sportsmen represent their country.
- 6) Everyone thought that the government had shown no regard for public opinion.
- 7) They proved that the brown bear was an endangered species.
- 8) They expect that the cost of living is going up.
- 9) We have thought the volunteers are arriving today.
- 10) Citizens presume that the government is responsible for the accident.

7. Put a suitable verb in the appropriate form of the infinitive to complete the sentence.

find / drive / rise / come out / finish / hide / happen / cut down

- 1) Temperatures are reported _____ in the next days.
- 2) They are thought _____ under strict protection now.
- 3) The new iPhone is thought _____ next September.
- 4) The big bang is believed _____ 13.7 billion years ago.
- 5) They are thought _____ in a deserted cottage.
- 6) Scientists are believed _____ a possible cure for cancer.
- 7) More and more rain forests are reported _____ nowadays.
- 8) She is claimed _____ at 90km an hour.

HEALTH AND ENVIRONMENT

LISTENING & SPEAKING

8. What are the ways to leave a lesser impact on nature? How can people explore nature without harm? Have you heard of ecotourism? How do you think it differs from traditional tourism? Read the statements about ecotourism and try to predict whether they are true (T) or false (F). Listen to the recording and check.

Ecotourism is...

- a) «responsible travel to natural areas that conserves the environment and improves the well-being of local people».
- b) «the meaning of ecotourism is travel that makes a positive impact on both the ECOlogy and ECOonomy of a given destination».
- c) «tourism directed toward exotic natural environments, intended to help the environment and observe wildlife».

9. Listen to the speaker telling about ecotourism and put the headings a-f in the correct order 1-6, in accordance to the extracts of the recording you are going to hear.

- a) Is more infrastructure always bad?
- b) What is ecotourism?
- c) Is tourism always good?
- d) How popular is ecotourism?
- e) What exactly does ecotourism mean?
- f) Is ecotourism really possible?

10. Work in groups. Look at the two eco-holiday adverts and discuss the questions.

- 1) Which of the two eco-holidays do you think is more eco-friendly?
- 2) Which eco-holiday would your group choose to go on? Why?
- 3) Are there any eco-holidays in your country?



STAY IN NATURE & ECO SRI LANKA

Sri Lanka is full of perfect destinations. Being a small island it gives you the opportunity to travel across the country, taking in as many places as possible in the shortest possible time. A diversity of wildlife parks & nature reserves where you can see elephants, leopards and even the rare red slender loris; Visit the Sinharaja rain forest. Watch the blue whale and killer whales, or the adorable dolphins. Trek-up some scenic mountains, go white water rafting or climb over five thousand steps to the Holy Mountain. The list is endless... fascination never ends.

ACTIVE ADVENTURES NEW ZEALAND

New Zealand offers unique tours and experiences to help make your vacation perfect. Take the tour and let your guide show you the very best of beautiful New Zealand, combining it with your chosen activity: a relaxing cruise or a food & drink tour group. If you have a love for the outdoors – take a nature tour, go camping, stroll through beautiful gardens or hire a motorhome and travel around New Zealand at your own leisure.



WRITING

11. Continue to work in groups. Your task is to prepare a leaflet or an information note with a brief presentation of one of eco-destinations in your country or abroad. For that you have to do a research and check whether the tour agent and the place itself are really eco-friendly. So, where would you advise to go and what to see there?

SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) A liter of milk contains about thirty grams of _____.
a) *cholesterol* b) *vitamin c* c) *iron* d) *protein*
- 2) The doctor advised him to _____ sugar, it can be dangerous for his health.
a) *copping with* b) *cut down on* c) *balanced on* d) *give up*
- 3) He _____ – there's never enough left for everyone else once he's been at the buffet.
a) *chews the fat* b) *eats like a horse* c) *has a cake and eats it* d) *is out to lunch*
- 4) You could choose as much or as little as you wanted from an _____ – menu.
a) *a la carte* b) *tasting menu* c) *appetizer* d) *wishlist*
- 5) The specialist may prescribe a stronger _____ or other medication to help relieve the pain.
a) *injection* b) *bandage* c) *painkiller* d) *ointment*
- 6) The action of restoring someone to health through therapy after illness is _____.
a) *pathology* b) *rehabilitation* c) *anaesthetics* d) *referral*
- 7) Doctors usually _____ the disease after studying the symptoms.
a) *heal* b) *cure* c) *treat* d) *diagnose*
- 8) We had a heavy lunch today, and now I am feeling a bit _____.
a) *ray of sunshine* b) *under the weather* c) *in deep water* d) *drop in the ocean*
- 9) The electricity industry consumes large amounts of _____ fuels.
a) *fossil* b) *ozone* c) *energy* d) *acid*
- 10) Environmental conservation generally works in favour of maintaining _____.
a) *ecovillages* b) *going green* c) *status quo* d) *footprint*
- 11) How much milk do you want in your coffee? Only _____.
a) *a little* b) *a few* c) *much* d) *many*
- 12) Are there _____ cherries left in the bowl?
a) *much* b) *many* c) *a lot of* d) *plenty of*
- 13) It _____ if you could reply as soon as possible.
a) *appreciate* b) *is appreciated* c) *has been appreciated* d) *would be appreciated*
- 14) These statistics _____ revised since 2012.
a) *are not* b) *were not* c) *are not being* d) *have not been*
- 15) This medication _____ taken on an empty stomach.
a) *should be* b) *shouldn't be* c) *should been* d) *shouldn't have been*
- 16) That necklace is no longer in the shop window so it _____ sold.
a) *can be* b) *must be* c) *can have been* d) *must have been*
- 17) There is a real demand _____ new products.
a) *for* b) *in* c) *to* d) *with*
- 18) As we drove through the countryside, we saw _____ of sheep grazing in the fields.
a) *a crowd* b) *a litter* c) *a flock* d) *a clan*
- 19) The fossil is believed _____ back to the Miocene era.
a) *to date* b) *to have dates* c) *that it dates* d) *to be dates*
- 20) Hundreds of people _____ killed in the earthquake.
a) *are reported that they were* c) *are reported to be*
b) *are reported to have been* d) *are reported that they are*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

Opera refers to a 1) _____ art form, originating in Europe, in which the emotional content is conveyed to the audience 2) _____ through music, both vocal and instrumental, as it is through the 3) _____. By contrast, in musical theatre an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theatre such as scenery, costumes, and acting. However, the words of the opera, or libretto, 4) _____ rather than spoken. The singers are accompanied 5) _____ a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

- | | | | |
|----------------------|---------------------|----------------------|---------------------|
| 1) a) <i>drama</i> | b) <i>dramatic</i> | c) <i>dramatized</i> | d) <i>dramatist</i> |
| 2) a) <i>as much</i> | b) <i>much more</i> | c) <i>so much</i> | d) <i>much</i> |
| 3) a) <i>words</i> | b) <i>songs</i> | c) <i>verses</i> | d) <i>lyrics</i> |
| 4) a) <i>sung</i> | b) <i>are sung</i> | c) <i>being sung</i> | d) <i>singing</i> |
| 5) a) <i>with</i> | b) <i>of</i> | c) <i>by</i> | d) <i>along</i> |

Bright neon powder covers 6) _____ in northern India during the annual Hindu celebration called Holi, usually held in March. Known as the festival of colours, Holi is celebrated on the last full moon in the lunar month of Phalguna. Celebrants light bonfires, throw colourful powder called gual, eat sweets, and dance to traditional folk music. 7) _____ this one day societal rankings such as caste, gender, age, and status are eschewed in the spirit of 8) _____ together, and everyone is fair game to be doused with colour. Holi's traditions vary 9) _____ the country and have their roots in Indian mythology. In many places the festival is associated with the legend of a demon king in ancient India and heralded as a 10) _____ of good over evil.

- | | | | |
|--------------------------|----------------------|------------------------|-------------------------|
| 6) a) <i>rioters</i> | b) <i>revellers</i> | c) <i>partygoers</i> | d) <i>precisionists</i> |
| 7) a) <i>At</i> | b) <i>In</i> | c) <i>On</i> | d) <i>For</i> |
| 8) a) <i>jollymaking</i> | b) <i>galamaking</i> | c) <i>funmaking</i> | d) <i>merrymaking</i> |
| 9) a) <i>over</i> | b) <i>among</i> | c) <i>throughout</i> | d) <i>around</i> |
| 10) a) <i>triumph</i> | b) <i>defeat</i> | c) <i>breakthrough</i> | d) <i>conquest</i> |

Shopping on our web site occurs in a few easy steps. Go to our online 11) _____. Select the product and quantity that you want to purchase. A confirmation page is presented to you with the total value of your order after you 12) _____ the products you wish to purchase. You are required to enter your name, email address, and postal address to proceed. The credit card number is taken in the next step on the credit card processor's site, where your credit card details are requested. This is done through a secure connection with 13) _____ encryption. After the transaction is approved and your credit card number and other details verified, you are automatically sent an email by Syvum Customer Service with all the product installation codes. This normally 14) _____ a few seconds, and you can expect to receive this email even before you proceed to the next step. You also receive an email which is an electronic 15) _____ of the order. Once your order is delivered, enjoy the product you have just purchased!

- | | | | |
|----------------------------|----------------------------|-------------------------|------------------------|
| 11) a) <i>store</i> | b) <i>stall</i> | c) <i>outlet</i> | d) <i>magazine</i> |
| 12) a) <i>are selected</i> | b) <i>selected</i> | c) <i>have selected</i> | d) <i>had selected</i> |
| 13) a) <i>up-to-date</i> | b) <i>state-of-the-art</i> | c) <i>progressive</i> | d) <i>high-tech</i> |
| 14) a) <i>needs</i> | b) <i>requires</i> | c) <i>occupies</i> | d) <i>takes</i> |
| 15) a) <i>recipe</i> | b) <i>receipt</i> | c) <i>recap</i> | d) <i>receipt</i> |

The Academy Awards, 16) _____ known as The Oscars, are a set of awards given annually for excellence of cinematic achievements; given each year at a formal ceremony. The Oscar statuette was originally sculpted by George Stanley from a design 17) _____ by Cedric Gibbons. It is officially named the Academy Award of Merit, although more commonly 18) _____ by its nickname "Oscar". The Academy Awards ceremony was first broadcast on radio in 1930 and televised for the first time in 1953. It is the oldest worldwide entertainment awards ceremony and is now seen 19) _____ worldwide. Its equivalents – the Emmy Awards for television, the Stage Awards for theatre, and the Grammy Awards for music – are modelled after the Academy Awards. The 90th Academy Awards ceremony, 20) _____ the best films of 2017, was held on 4 March 2018, at the Dolby Theatre, in Los Angeles, California. The ceremony was hosted by Jimmy Kimmel and was broadcast on ABC. A total of 3,072 Oscars 21) _____ from the inception of the award through the 90th.

- | | | | |
|---------------------------|------------------------|------------------------|-----------------------------|
| 16) a) <i>formally</i> | b) <i>informally</i> | c) <i>uncommonly</i> | d) <i>unofficially</i> |
| 17) a) <i>diagram</i> | b) <i>scheme</i> | c) <i>sketch</i> | d) <i>plan</i> |
| 18) a) <i>referred to</i> | b) <i>addressed to</i> | c) <i>described as</i> | d) <i>qualified as</i> |
| 19) a) <i>lively</i> | b) <i>life</i> | c) <i>alive</i> | d) <i>live</i> |
| 20) a) <i>honoured</i> | b) <i>honouring</i> | c) <i>to honour</i> | d) <i>having honoured</i> |
| 21) a) <i>are awarded</i> | b) <i>awarded</i> | c) <i>have awarded</i> | d) <i>have been awarded</i> |

LITERARY HUB

Dickens' works

Dickens was one of the most prolific authors of the 19th century. His works, including some of the best-loved novels in the English language (*Oliver Twist* 1837-39, *Nicholas Nickleby* 1838-39, *David Copperfield* 1849-1851), were published in serial form in magazines, and his public reading tours of Britain and the US earned him huge popularity. His novels are populated by memorable, often comic, characters from all social classes, and many of his works criticize the social inequality of Victorian England.

The plot

In the novel of the same name, 18-year-old Nicholas Nickleby's father has died, and Nicholas, his sister, and his mother are dependent on the dead man's brother. Nicholas' uncle has secured him a job at Dotheboys Hall, a school for poor boys in Yorkshire, run by Mr. Squeers.

Charles Dickens (1812-1870)**1. Read the text and tell your opinion about the level of Mr. Squeers literacy.*****AN ENGLISH LESSON AT DOTHEBOYS***

He could not but observe how silent and sad the boys all seemed to be. There was none of the noise and clamour of a schoolroom; none of its boisterous¹ play, or hearty mirth². The children sat crouching and shivering³ together, and seemed to lack the spirit to move about. ...

After some half-hour's delay, Mr Squeers reappeared, and the boys took their places and their books, of which latter commodity⁴ the average might be about one to eight learners. A few minutes having elapsed⁵, during which Mr Squeers looked very profound, as if he had a perfect apprehension of what was inside all the books, and could not say every word of their contents by heart if he only chose to take the trouble, that gentleman called up the first class. Obedient to this summons there ranged themselves in front of the schoolmaster's desk, half-a-dozen scarecrows⁶, out⁷ at knees and elbows, one of whom placed a torn and filthy⁸ book beneath his learned eye.

"This is the first class in English spelling and philosophy, Nickleby," said Squeers, beckoning⁹ Nicholas to stand beside him.

"We'll get up a Latin one, and hand that over to you. Now, then, where's the first boy?"

"Please, sir, he's cleaning the back-parlour window," said the temporary head of the philosophical class.

"So he is, to be sure," rejoined Squeers. "We go upon the practical mode of teaching, Nickleby; the regular education system. C-l-e-a-n, clean, verb active, to make bright, to scour¹⁰. W-i-n, win, d-e-r, winder¹¹, a casement. When the boy knows this out of book, he goes and does it. It's just the same principle as the use of the globes. Where's the second boy?"

"Please, sir, he's weeding¹² the garden," replied a small voice.

"To be sure," said Squeers, by no means disconcerted. "So he is. B-o-t, bot, t-i-n, tin, bottin, n-e-y, ney, bottinney¹³", noun substantive, a knowledge of plants. When he has learned that bottinney means a knowledge of plants, he goes and knows "em. That's our system, Nickleby: what do you think of it?"

"It's very useful one, at any rate", answered Nicholas.

"I believe you," rejoined Squeers, not remarking the emphasis of his usher¹⁴. "Third boy, what's horse?" "A beast, sir," replied the boy.

"So it is," said Squeers. "Ain't it, Nickleby?"

"I believe there is no doubt of that, sir," answered Nicholas.

“Of course there isn’t” said Squeers. “A horse is a quadruped, and quadruped’s Latin for beast, as everybody that’s gone through the grammar knows, or else where’s the use of having grammars at all?”

“Where, indeed!” said Nicholas abstractedly¹⁵.

“As you’re perfect in that,” resumed Squeers, turning to the boy, “go and look after MY horse, and rub him down well, or I’ll rub you down. The rest of the class go and draw water up¹⁶, till somebody tells you to leave off¹⁷, for it’s washing-day tomorrow, and they want the coppers¹⁸ filled.”

So saying, he dismissed the first class to their experiments in practical philosophy, and eyed Nicholas with a look, half cunning and half doubtful, as if he were not altogether certain what he might think of him by this time.

“That’s the way we do it, Nickleby,” he said, after a pause.

Nicholas shrugged his shoulders in a manner that was perceptible, and said he saw it was.

“And a very good way it is, too,” said Squeers. “Now, just take them fourteen little boys and hear them some reading, because, you know, you must begin to be useful. Idling about here won’t do.”

From *Nicholas Nickleby*, Chapter 8

GLOSSARY

- | | |
|---|--|
| 1) <i>I rough</i> | 10) <i>clean vigorously</i> |
| 2) <i>sincere happiness</i> | 11) <i>Squeers’ misspelling of window</i> |
| 3) <i>bent and shaking with cold</i> | 12) <i>pulling out the unwanted plants</i> |
| 4) <i>a reference to the books</i> | 13) <i>Squeers’ misspelling of botany</i> |
| 5) <i>passed</i> | 14) <i>assistant</i> |
| 6) <i>figures made by farmers to frighten birds</i> | 15) <i>with indifference</i> |
| 7) <i>with holes in their clothes</i> | 16) <i>pull water up from a well</i> |
| 8) <i>very dirty</i> | 17) <i>stop</i> |
| 9) <i>indicating to</i> | 18) <i>large pans</i> |

2. Answer the questions according to the text.

- How is the atmosphere in the classroom at Dotheboys Hall different from a normal classroom?
- What do the boys there look like?
- What does Squeers make the boys do when they have learned to spell a word?
- What four tasks does Squeers make various boys do?
- What details in the text show that: a. the school has no money? b. Squeers is uneducated?
- What is Nicholas’ reaction to Squeers’ teaching methods? How does Dickens show this?
- What serious message does Dickens intend to convey in this scene? Why, then, does he make in a humorous scene?

3. Prepare a report about how today’s classrooms and teaching methods are different from the classrooms and methods 100 years ago? What do you think makes a good and a bad teacher?



UNIT 6

UKRAINE

WORD BANK

accession	embroidery
acquire	flashy
ambassador	gloomy
amiable	hijacking
arson	kidnapping
artificial	mischievous
assembly	mugging
attire	opposition
campaign	pickpocketing
commissioner	policy
commitment	poll
conduct	refugee
constituency	sacred
contradict	sanction
cowardly	smuggling
dictatorship	summit
discrepancy	superstition
dutiful	treaty
electorate	worldly-wise

GRAMMAR

- Articles review
- Conditionals review
- Question tags
- Time clauses
- Inversion

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

borne out
break out
bring about
bring round
come into
gear toward
get by
go all-out
groan with food
look down on
pose a danger
put out
put up with
rule of thumb
run over
social ties
stand aside
turn to
turn up



UKRAINE

UKRAINIAN IDENTITY

- What first comes to your mind when people ask you about Ukraine?
- What are the things that best describe Ukrainian identity?
- Look at the pictures and tell about these national Ukrainian symbols.



VOCABULARY

1. What personality traits can you use to describe Ukrainian nationality? Put the following adjectives into the correct columns. What adjectives can you add to the list? Think of some Ukrainian traditions, customs, habits, that can justify the stated adjectives as true characteristics of the Ukrainians.

loyal / hospitable / amiable / superstitious / chaotic / emotional / weak-willed / carefree / open-minded / mischievous / dutiful / genuine / obstinate / resourceful / humorous / practical / modest / ignorant / tolerant / worldly-wise / arrogant / jealous / adventurous / sly / bossy / patriotic / capable / cowardly / frank

Positive traits

Negative traits

2. Here are some sets of words. Cross one word out of each line. Explain your choice.

- 1) varenyky – lard – borsch – spaghetti
- 2) trident – flag – stork – anthem
- 3) nightingale – crane – eagle – swallow
- 4) sunflower – rose – poppy – marigold
- 5) apron – wreath – espadrilles – vyshyvanka
- 6) sable – chub – Cossacks – polka
- 7) rushnyk – pysanka – dreamcatcher – motanka
- 8) bandura – kobza – piano – lyre
- 9) embroidery – pottery – weaving – knitting



3. Fill in the blanks in the paragraph using the words given below.

kingdom / values / traditions / character / mentality / language / identity / culture / stereotypes / heritage / self-determination / territory / symbols / commitment / nation

The national 1) _____ is a set of stable spiritual 2) _____, habits, 3) _____ of behaviour, way of thinking, and 4) _____, which are typical for a particular 5) _____. A nation is a community constituted by shared belief and mutual 6) _____, extended in history, active in 7) _____, connected to a particular 8) _____, and marked off from other communities by its distinct public 9) _____. Ukraine is a self-contained state that has its national emblem, flag, and anthem. The history of Ukrainian nationality can be traced back to the Kiev-based 10) _____ of Kyiv Rus' of the 9th to 12th centuries. National identity arises from personal 11) _____ shared with others on the basis of a common 12) _____, cultural and family 13) _____, religion, and historical and mythical 14) _____. There is a lively review of these elements in contemporary Ukraine in a new stage of 15) _____ development.

READING

4. How much do you think foreigners know about Ukraine? Read some of the most popular stereotypes about Ukraine and Ukrainians and tell which of them are actual. Fill the extracts into the suitable paragraphs. There are two you do not need to use.

- a) *which became a symbol, and a way to express national identity and pride*
- b) *it is not even in the top 30 in the world, and is far below most Western countries' rates*
- c) *in Ukraine people keep a neutral expression just to protect themselves at first*
- d) *sweatpants and hoodies would generally be last out of the closet when they are deciding what to wear*
- e) *it was given to each other as a symbol of a happy life*
- f) *because teenagers and young adults mostly can carry a conversation quite easily and fluently*
- g) *and definitely has much to do with reality*
- h) *this is no longer relevant for Ukrainians, as they are really patriotic and hard-working*
- i) *and hands down from generation to generation for centuries*

Ukrainians have struggled through the centuries to maintain their distinct identity, traditions and culture, and largely succeeded in doing so. However there are still a number of **misconceptions** about the country. So, here are some typical stereotypes about Ukraine, that's how foreigners see our country:

1. Ukrainians are highly traditional; the observance of certain customs and practices plays a central role in their culture. One of the essential parts of Ukraine's national **attire** is vyshyvanka 1) _____. Ukrainians used to wear them mostly on big occasions, but now many are proud to have it everyday wear. Moreover, the vyshyvanka is now a very popular fashion item in Ukraine and beyond. World famous brands, from Valentino to H&M, now use elements of Ukrainian **embroidery** in their collections.



2. Anyone who attends a Ukrainian birthday party or other family celebrations will have **encountered** a table bursting with huge amounts of food, and one might get the impression Ukrainians always **overindulge** at mealtimes. In fact, the Ukrainian diet is rather healthy and modest, which is confirmed by the country's obesity rate: at around 20 percent; 2) _____.



3. Hospitality is definitely the king of all stereotypes about Ukrainian mentality 3) _____. Since ancient times, guests here, even if uninvited, have been treated with greatest respect and a homely atmosphere. However there is also a widespread perception about **gloomy** and reserved Ukrainians. This might have appeared because of the Ukrainian habit not to be open and smiling with strangers. But unlike any other cold and unemotional Eastern Europeans or the Americans, who often smile **artificially** as a way of hiding true emotions, 4) _____. Once you get to know them better, Ukrainians express their feelings much more and can then strike their guests as being more straightforward and sincere. They are always affectionate and welcoming to people around and love large, noisy gatherings. Thus, if you happen to come to a party in Ukraine, you'll definitely make friends, chat, laugh, and sing your favourite songs till dawn.



4. There's no denying that most Ukrainians still have trouble with **getting by** when a foreigner approaches them on the street. Most people aren't used to be addressed in English by a native and get shy about their communication skills. Some, on the contrary, try to explain themselves with **all it takes**, including the language of gestures. The general principle about addressing Ukrainians in English is seeking someone young-looking, 5) _____.

UKRAINE

5. Ukrainians are **flashy**, so when Ukrainian people dress up, they **go all-out**. Sky-high heels, glittery skirts, and fur coats on ideally made-up girls, the latest in **crisp**, bright, or loud men's fashion on guys. Even when they're not dressing to go out, Ukrainian women always seem as though they've stepped out of a fashion magazine. Maybe that is the reason for Ukraine being ranked among the top 10 countries in the world in terms of the beauty of its women, who are proud of their femininity and dress accordingly: 6) _____.

6. People in Ukraine have a lot of "**superstitions**" that are mostly habits like "knock on wood" is in many cultures. Though most Ukrainians don't believe these things "work", they will sit down inside their house before leaving for a trip to ensure a good journey. Apart from such common beliefs there are symbols and rituals at the national level, originated since ancient times. For example, Ukrainian pysanka, a painted Easter egg, has a very deep symbolic meaning. Every detail of its **sacred** signs and patterns means something: the red colour symbolizes the good and the joy of living, yellow is for warmth and crops, while green means hope. Pysanka has always been a symbol of the sun, the beginning of a new life; 7) _____. Superstitious Ukrainians have been observing the tradition for many centuries and gladly continue **to put heart and soul into** this activity.



Ukraine is the country with seas of sunflowers stretching below blue sky. It is a country of beautiful women, picturesque nature sceneries, delicious cuisine, and friendly people. Words come easy. You'd better visit Ukraine and find out. Foreigners love Ukraine!

5. Look at the words in colour in the text and match them to their synonyms below.

meet / holy / beliefs / impressive / fresh / cope / make great effort / any possible ways / insincerely / drink and eat too much / to make a lot of effort to do something / decoration / clothing / false impression / unhappy

6. Read the pairs of headings and pick the best for each paragraph. Which of the stereotypes were approved in the article? Which of them were unrealistic?

- 1) *Ukrainians prefer national folk style / Ukrainians are extreme nationalists*
- 2) *Ukrainians eat a lot / Ukrainian cuisine is rich and fatty*
- 3) *Ukrainians are overemotional and loud / Hospitality is a Ukrainian national feature*
- 4) *Nobody speaks English in Ukraine / Ukrainians are ignorant*
- 5) *Ukrainian women are among the most beautiful / Ukrainians like beautiful clothes*
- 6) *Ukraine is one of the most religious countries / Ukrainian customs and beliefs play a big role in social life*

GRAMMAR

Grammar bank

ARTICLES REVIEW

A, AN, and THE can all be used for a noun referring to the whole class to which individual countable nouns belong:

E.g.: A dog is an excellent companion. (any individual dog)

The dog is a loyal and affectionate pet. (all dogs as a category)

Dogs are loyal and affectionate. (all dogs)

Indefinite "a"/"an"

- nationalities and religions in singular: *E.g.: John is an Englishman. Kate is a Catholic.*
- meaning "one": *E.g.: You can't run a/one mile in 5 minutes!*
- instead of "per": *E.g.: Cheetahs can run 60 miles an/per hour.*
- expressions of time, quantity, frequency: *E.g.: two times a day, in a week, once in a while*
- expressions of quantity: *E.g.: a couple of, a number of, a great deal of, a few/little*
- idiomatic expressions: *E.g.: in a hurry, an only child, two of a kind, one in a thousand*

NOTE! Use "an" if the word begins with a vowel sound immediately after the article:

E.g.: an apple, an egg, an hour, an umbrella, an odd couple, an interesting result

BUT! *E.g.: a university, a euphoria, a European, a young man*

Definite "the"	<ul style="list-style-type: none"> - to talk about a specific person or object defined in a clause: <i>E.g.: That's the man I told you about.</i> - the only one in that context: <i>E.g.: Our house is across from the Italian restaurant.</i> - unique people, places, organizations: <i>E.g.: the EU, the Parliament, the equator</i> - names of famous buildings, works of art, museums, monuments, newspapers, hotels and restaurants: <i>E.g.: the Guardian, the Hilton, the Eifel Tower</i> - nationalities and plural family names: <i>E.g.: the Ukrainian, the Smiths</i> - adjectives for a group: <i>E.g.: the rich/blind</i> - musical instruments, services, systems, inventions, currencies, nouns in of-phrase: <i>E.g.: the euro, play the guitar, surf the Internet, tell the police, the history of the USA</i> - decades of years: <i>E.g.: the twenties/1920s</i> - adverbial modifiers of time: <i>E.g.: in the afternoon, the other day</i> - adverbial modifiers of place: <i>E.g.: in the corner, on the street, across the river</i> - titles, job titles, ranks: <i>E.g.: the Queen of England, the mayor, the President of the USA</i> BUT! <i>E.g.: Queen Elizabeth, President Clinton</i>
"no article"	<ul style="list-style-type: none"> - when generalizing: <i>E.g.: Books are important.</i> - time expressions like: <i>E.g.: at night, all month, every day, last/next Wednesday, yesterday</i> - names of sports, academic subjects, holidays, meals, languages, nationalities: <i>E.g.: in Chinese, play volleyball, at Christmas, for dinner, from Math</i> - singular countries, cities, states, continents: <i>E.g.: We are from Ukraine.</i> - proper names of streets, shops, stations, airports, colleges, public places and buildings: <i>E.g.: in prison, at school, to university; Cambridge University, City Hall, Victoria station, Times Square, Westminster Palace, Disneyland</i> - separate lakes, waterfalls, islands, beaches, mountains: <i>E.g.: Lake Titicaca, Mount Fuji, Khortytsia island, Shypit waterfall</i> - direction followed by a verb: <i>E.g.: We need to walk south.</i> BUT! <i>E.g.: We need to walk to the south (if it follows a preposition)</i>

7. Choose the most suitable article *a/an/the/0* (no article) to complete the sentences.

- 1) Last month they visited St. Paul's Cathedral and *a/an/the/0* Tower of London.
- 2) Carol's father works as *a/an/the/0* electrician.
- 3) I'd like *a/an/the/0* orange and two lemons please.
- 4) *A/An/The/0* President of *a/an/the/0* Ukraine is giving a speech tonight.
- 5) We went to *a/an/the/0* most expensive city in the world.
- 6) *The/A/An/0* British Prime Minister lives in *a/an/the/0* Downing Street 10.
- 7) *A/An/The/0* Japanese language is often heard in the countryside.
- 8) It was *a/an/the/0* cold Saturday morning at beginning of *a/an/the/0* month.

LISTENING&SPEAKING

8. Read a paragraph about the Ukrainian language and complete it using the appropriate articles. Change capital letters to lower case letters at the beginning of a sentence if necessary. Listen to the recording and check your answers.

1) ___ Ukrainian belongs to 2) ___ Indo-European family, 3) ___ Slavonic group, and is spoken by over 50 million people throughout Ukraine and 4) ___ world. 5) ___ modern literary Ukrainian developed from 6) ___ colloquial language of 7) ___ 17th and 18th centuries and shares some traits with 8) ___ Belorussian, another East Slavic language. 9) ___ written Ukrainian uses 10) ___ Cyrillic alphabet. 11) ___ Ukrainian is accepted to be 12) ___ official language of 13) ___ Ukraine, since it was declared 14) ___ independent in 1991, but 15) ___ vast majority of 16) ___ population is functionally bilingual. 17) ___ Ukrainian is 18) ___ very melodic and beautiful language and is worth being learnt. 19) ___ Ukrainian, as well as 20) ___ Italian, is considered to be one of 21) ___ most romantic languages in 22) ___ world. So, if you want to declare your love in 23) ___ unique way you should learn Ukrainian phrases. 24) ___ standard 25) ___ Ukrainian language is regulated by 26) ___ National Academy of 27) ___ Sciences of Ukraine (NANU), particularly by its Institute for 28) ___ Ukrainian Language, Ukrainian language-information fund, and 29) ___ Potebnya Institute of Language Studies.

UKRAINE

9. Look at the pictures and tell what you know about them. Read the fact sheet of Ukraine and fill in the blank spaces using *a/an/the/-* appropriately. Note, there is some more information missing. Listen to the recording to complete the facts and check whether you used the articles correctly. Did you know this information before?



1. *The/A* name Ukraine is believed to originally mean 1) _____ or 2) _____ Ukrainian civilizations date back to *the/-* 4800 B.C. when *the/-* Trypillians and Scythians settled in *the/a* region and thrived.

2. *The/A* country shares ties with *the/-* Western Europe, when 3) _____, *the/a* daughter of *the/-* Grand Prince Yaroslav helped pave the way for strengthening of relationships when she became *a/the* Queen Consort of 4) _____ in 1051.

3. Ukrainian currency is called *the/-* Hryvnia. As of 2011, Ukraine was the world's 3rd largest 5) _____ exporter. *A/-* Bread plays a large part in *the/-* Ukrainian history. The country was once known as *a/the* breadbasket of 6) _____, owing to its large agricultural industry.

4. Food in Ukraine is *a/-* typical Eastern European, such as *the/-* cottage cheese, homemade sausages, varenyky with different fillings, holubtsi, and borsch, which is *the/a* national 7) _____ of Ukraine.

5. In 1710, *the/-* Ukrainian Hetman 8) _____ introduced "Pacts and Constitutions of Rights and Freedoms of *the/a* Zaporizhian Host", which researchers believe is the world's first 9) _____.

6. *The/-* Arsenalna 10) _____ Station in Kiev is the deepest in the world (105 meters). The station was built in 1960, very close to *the/-* House of Parliament. According to some reports, *the/-* tunnels near Arsenalna house secret 11) _____ built specially for *the/a* political elite.

7. The third most 12) _____ McDonald's in the world is in Kyiv, near *the/-* train station. This restaurant has always been in *the/a* top five most crowded in the world.

8. *The/-* Khreshchatyk Street in Kiev is the shortest yet *the/-* widest 13) _____ in the world. At only 1.2 km long but remarkably broad, *a/the* street, which was destroyed in *the/-* 14) _____ War, is a focal point of *the/a* capital.

9. *The/-* National University of Ostroh 15) _____ is the successor of *the/-* Ostroh Slavic, Greek and Latin Academy, the first higher 16) _____ establishment of *the/-* Eastern Slavs. It was founded in 1576 by *the/-* Prince Vasyl-Kostiantyn of Ostroh.

10. The world's heaviest 17) _____ AN-225 Mriya was created by *-/the* Kyiv-based Antonov design bureau. It was designed to airlift space 18) _____ and 19) _____ boosters, but is now used for carrying oversized payloads.

11. Stalin, Churchill, and Roosevelt met at *a/the* Yalta Conference in 20) _____, which was hosted by 21) _____. *The/A* venue, *the/a* Livadia Palace, is now a museum.

12. 22) _____ boasts *a/the* Hero City status, which was conferred by *the/-* Soviet Union in *an/-* honor of its fierce resistance to *-/the* Nazis in 1941. *The/-* 23) _____ surrounded the city in what became known as *the/-* Battle of Kyiv.

10. Work in pairs. Use the materials of the lesson to prepare a list of questions to interview your partner about Ukraine. Talk about general facts, well-known historical and cultural events and figures. If you wish, you are free to ask about some specific details. Ask and answer your sets of questions in turns. Together with your partner check how much new you have learnt from the lesson.



POLITICS AND GOVERNANCE

- Look at the pictures and tell what these buildings stand for. Where are they?
- What kind of people work there and what are their main functions and role in the society?



1



2



3



4

VOCABULARY

1. What types of government do you know? Match the terms to their definitions.

- | | |
|------------------------|---|
| 1) <i>Republic</i> | a) is a group of countries that have united to form a larger government |
| 2) <i>Democracy</i> | b) is a country that has a king or queen |
| 3) <i>Monarchy</i> | c) is a country ruled by a dictator |
| 4) <i>Independent</i> | d) is a country without being governed or controlled by another country |
| 5) <i>Federation</i> | e) is a country in which power is held by elected representatives |
| 6) <i>Dictatorship</i> | f) a nation, state or other political entity founded on law and united by the people for the common good. |
| 7) <i>Commonwealth</i> | g) is a country that is governed by elected representatives and an elected leader |

2. Choose the most appropriate words.

- The *judge/president* ordered the company to pay compensation to the claimant.
- This famous politician often attacks his *opposition/opponents* in the newspaper.
- They went into *politics/party* in the hope of changing society.
- The government has limited legal *powers/control* over television.
- Each deputy represents an area of the country that is called a *government/constituency*.
- He has now been formally nominated as presidential *candidate/politician*.
- The most important members of the government are all in the *cabinet/assembly*.
- A popular *election/referendum* showed that the majority of people want reform.
- On *voting/polling* day electors cast their votes.
- The country has a new supreme *electorate/representative* body.

3. Complete the following table with the appropriate derivatives.

	noun (people)	noun (other)	adjective	verb
1	<i>politician</i>			
2		<i>independent</i>		
3			<i>electoral</i>	
4				<i>vote</i>
5			<i>united</i>	
6	<i>campaigner</i>			
7				<i>ratify</i>
8		<i>government</i>		
9			<i>able</i>	
10		<i>peace</i>		

UKRAINE

4. Put the following words/phrases in the open places to complete the paragraph.

the parliament / executive / the Cabinet of Ministers / the Chairman / principle / republic / the President / secret ballot / independent / branches / the Supreme Court / sovereignty

Ukraine is a unitary, sovereign, and 1) _____ democratic, social, and legal state, a parliamentary-presidential 2) _____. The people are the bearers of 3) _____ and the only source of power in Ukraine. The people exercise power directly and through state 4) _____ and local self-government bodies. The power in Ukraine is carried out according to the 5) _____ of its division into legislative, 6) _____, and judicial. The executive power in the country belongs to 7) _____, and the legislative power – to the 8) _____. It is called the Verkhovna Rada of Ukraine that is headed by 9) _____ and is responsible for making laws. The supreme body of the judiciary in Ukraine is 10) _____ of Ukraine. The head of Ukraine is 11) _____ and can influence the work of all three branches of power. Voting is organized in the form of 12) _____ from the age of 18.

READING

5. What is your attitude to a visa-free regime for Ukrainians with Europe? What EU countries can Ukrainians visit without a visa? Look at the map below and name those countries? Have you tried using it yet? What pros and cons can you name? Read the article by UNIAN, information agency of Ukraine, and check your ideas.

On June 11, 2017, the decision of the Council of the European Union introduced a visa-free regime for short trips of Ukrainian citizens to 30 countries of the European Union and 1) _____. A visa-free regime allows Ukrainians who have a biometric passport of a citizen of Ukraine to stay and freely travel across Europe 2) _____. So, from now on, Ukrainians can travel to Europe for tourism, visiting relatives, search for business partners, attending seminars, conferences, concerts, music and 3) _____. In case a person should stay in the EU for a long time, more than 90 days, 4) _____.

At the same time, the visa-free regime does not apply to economic, commercial activities, 5) _____. In this case, a person must apply for working visa. Although, visa-free regime allows studying in the EU in the framework of short-term programs lasting no more than 90 days. For a longer period of study, a person will have to apply for a special visa, but short internships, courses, seminars, participation in scientific conferences, as well as the choice of a university or college – 6) _____.

When entering the EU countries, a Ukrainian citizen must have documents confirming the purpose of the trip, the place of residence, the availability of financial means for this period of stay and 7) _____. In addition, Ukrainian citizens must have a health insurance policy for visa-free border crossing, and the vehicle owner's liability insurance policy 8) _____.



Thanks to the introduction of the regime, Ukrainians are allowed to travel without visas to those countries of the European Union that are members of the Schengen zone: Austria, Belgium, Greece, Denmark, Estonia, Spain, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, France, the Czech Republic and Sweden. In addition, these are four EU member states that are members of the Schengen area but have not yet withdrawn control on their internal borders: 9) _____. Also, these are four other states that are not included in the EU but are parties to the Schengen agreement – 10) _____.

In addition, visa requirements for Ukrainian travellers will be removed by those countries and territories that now require Ukrainians to have a Schengen visa or those that can only be entered by transit through the member states of the Schengen agreement, for example, 11) _____. Visa-free travel does not apply to travel to the UK and Ireland, which conduct their own migration policies. Ukrainians still need visas to visit these two countries. The need to get visas also applies to the non-European territories of 12) _____.

6. Put the following extracts into the correct places in the article. One phrase is extra.

- a) *theatre festivals, sports competitions, beach recreation*
- b) *France and the Netherlands*
- c) *the Schengen zone came into force*
- d) *employment, contract work, etc*
- e) *Bulgaria, Cyprus, Romania, and Croatia*
- f) *for no more than 90 days during any 180-day period*
- g) *Monaco or the Vatican*
- h) *all this becomes available without a visa*
- i) *in case of travelling by car*
- j) *Iceland, Liechtenstein, Norway, and Switzerland*
- k) *before the consent to work is given*
- l) *he/she should apply for a visa*
- m) *the intention to return to the place of permanent residence*



7. Look through the text again and tell whether the following sentences are true (T) or false (F). Correct the false ones.

- 1) From June 11, 2017, Schengen visas have been cancelled for the owners of biometric passports.
- 2) You can work in the EU, but no more than 90 days during any 180-day period.
- 3) Totally, you can move freely across 22 European countries only with your biometric passport.
- 4) Visa-free travel is applied to all EU countries, except for Ireland and the UK, plus Iceland, Liechtenstein, Norway and Switzerland.
- 5) A visa-free regime provides you with biometric passports travelling to the EU for up to 90 days in any 180-day period, for tourism, to visit relatives or friends, or for business purposes, commercial activities, and work.
- 6) You should apply for a Schengen visa if you want to travel to Monaco or the Vatican.
- 7) You need to get a visa if you want to visit France or the Netherlands.
- 8) You should have a health insurance policy and show it at border crossings.

8. Complete the following table accordingly.

<i>I need a visa to visit the EU if/when</i>	<i>I don't need a visa to visit the EU if/when</i>

CONDITIONALS REVIEW

Zero conditionals are used to refer to general truths, scientific facts and the predictable results of particular actions. One thing happens and because of this something else happens.

E.g.: If you multiply ten by twelve, what do you get? – When it rains, the ground gets wet.

First conditionals are used when we want to talk about something that is likely to happen in the future after a specific set of circumstances, the condition.

E.g.: If you don't go to bed on time, you'll have trouble waking up.

Second conditionals refer to an imagined present result of an unlikely or impossible present condition.

E.g.: If I had that much money, I'd give up my job immediately.

Third conditionals refer to an imagined past result of something that didn't happen in the past.

E.g.: If I hadn't missed the bus, I wouldn't have met the love of my life.

Mixed conditionals combine the structure of type 2 and type 3 conditionals when the time (past, present and future) referred to in the if and result clauses are not the same.

Mixed conditionals can refer to:

– something that didn't happen in the past and the result of that condition in the present:

E.g.: If you hadn't left the map at home, we wouldn't be lost.

(You left the map at home in the past. We are lost now.)

– something that won't happen in the future and the result of that condition in the past:

E.g.: If I weren't going on holiday next week, I could have accepted that offer of work.

(I am going on holiday in the future which is why I didn't accept the offer of work in the past.)

9. Put the verbs in brackets into the correct tenses.

- 1) He _____ (*receive*) my e-mail if he'd been online yesterday evening.
- 2) If I were him, I _____ (*not/have*) quit my job until I'd found another.
- 3) Go now if you _____ (*feel*) tired.
- 4) What _____ (*she/do*) if she _____ (*fail*) the exam?
- 5) If Alice were more creative, the company _____ (*send*) her to Paris to work on the new advertising campaign.
- 6) You can go now if you _____ (*finish*).
- 7) My father would have died if the doctors (*not operate*) _____ on him straight away.
- 8) Mmm! This meal's delicious! If I _____ (*can*) cook as well as this, I _____ (*open*) a restaurant.
- 9) If Kate _____ (*give*) a speech tomorrow, she would be very nervous.
- 10) What would have you done if the boss _____ (*ask*) you to work overtime?
- 11) If you _____ (*not/manage*) to finish the catalogue on time, we'll have to postpone the printing until next month.
- 12) The accident _____ (*might/not/be*) so bad if you'd been driving more slowly.

10. Match the beginnings with endings to complete the mixed sentences.

- | | |
|---|---|
| 1) I'd have been able to translate the letter | a) if my Italian was better. |
| 2) If I didn't have this homework to do, | b) she wouldn't be stuck in a war torn country. |
| 3) If I had gone to university, | c) I would have gotten sick a long time ago. |
| 4) If he'd taken the medicine | d) I would be a lawyer now. |
| 5) If I always ate too much, | e) it should work. |
| 6) If Philip thought about it, | f) if you were better at speaking in public. |
| 7) If Monika had only planned ahead, | g) he wouldn't still be sick. |
| 8) The presentation would have been more successful | h) if I had stopped at the traffic lights. |
| 9) If you switch the photocopier off and on again, | i) I would have gone out with my friends. |
| 10) If I'd won the competition | j) he would have come to the same conclusion. |
| 11) If we didn't trust them, | k) I'd be going to Berlin next week. |
| 12) I'd have my driving licence | l) we wouldn't have asked them to stay with us last summer. |

11. Make up mixed type conditionals using the sentences below.

- 1) James is always lazy. He failed a test last week.

- 2) You forgot to bring the map. We got lost.

- 3) I don't have a degree, so I didn't get the job.

- 4) Nicole speaks Chinese fluently because she lived in China for ten years.

- 5) Tom is not going to come to dinner tomorrow because you insulted him yesterday.

- 6) She wasn't born in the United States and she does need a visa now to work here.

- 7) I am not rich and that is why I didn't buy the Ferrari instead of Ford.

LISTENING**12. Are you interested in politics? Why/not? What change can the youth make for the world when involved in politics? Listen to the recording and note down the ideas.***Speaker 1:* _____*Speaker 2:* _____*Speaker 3:* _____**13. Complete the sentences. Use only one word in each gap. Listen to the recording and check your answers. Do you agree with the statements below? Support your opinion.**

- 1) In order to become engaged in politics in the most _____ ways, young people can learn about political _____, political actions, political _____, and other realities within and _____ the political system.
- 2) These include communication, _____, change management, and conflict _____ skills. It also means participating in _____ activities designed to build their capacity for _____ action.
- 3) Never in _____ have children and youth been seen or _____ as serious political actors; given the _____, they will be.

SPEAKING&WRITING**14. Work in pairs. Ask and answer the questions in turns. Discuss the following:**

- 1) What is the political system of Ukraine?
- 2) What are the main political parties in Ukraine? Which party is now in power in Ukraine?
- 3) Have you ever read the party's policies? Which ones do you support?
- 4) How often are elections held in Ukraine? How important is it to vote in elections?
- 5) Would you like to be the president of Ukraine? Why/not?
- 6) Do you think being a politician is a hard job? Why/not?
- 7) What do you think are the main functions of the politicians and the government?
- 8) Do they fulfil their responsibilities in Ukrainian government?
- 9) How old do you have to be to vote in Ukraine? What are the ways to encourage young people to vote?

15. Write a letter to the president or the government. Express your idea of Youth Participation in Today's Politics. Should young people be enabled to influence key decisions that affect their state and society? Should the voting age be lowered? Do you think the opinions of young people are valued at school and in society in general? Write about some other possible ways to make young voices be heard.



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SOCIAL ISSUES

– Complete a quiz below:

- 1) What is a problem that influences a considerable number of the individuals within a society?
a) *social issue* b) *global problem* c) *environmental concern*
- 2) What is a population of humans with patterns of relationships between individuals that share a distinctive culture and/or institutions?
a) *society* b) *culture* c) *country* d) *nation*
- 3) Find only SOCIAL ISSUES.
a) *Poverty and Welfare, Immigration, Antisocial behaviour, Human Rights, Family issues*
b) *Censorship, Crime rate, Marine pollution, Nuclear Weapons, Global education, AIDS*
c) *Agriculture, Overpopulation, Water pollution, Atomic Energy, Gender equality, Bullying*
- 4) What does DISCRIMINATION mean?
a) *treating a group of people differently because of their race, gender, age, or religion*
b) *a group that has different national or cultural traditions from the majority of the population*
c) *the traditions, features or qualities of a country that have continued over many generations*

VOCABULARY

1. Match the words in the columns to make up pairs and complete the following sentences using them.

A	B
<i>single-parent / ethnic / race / drug / social / voluntary / gender / domestic</i>	<i>abuse / equality / class / families / violence / work / minority / relations</i>

- 1) _____ is a good idea because it brings you into contact with different people, and helping others is good for self-confidence.
- 2) _____ are the ways in which people of different races living together in the same community behave toward one another.
- 3) _____ is a serious public health problem that affects almost every community and family in some way.
- 4) _____ can be defined as groups where a parent lives with dependent children, either alone or in a larger household, without a spouse or partner.
- 5) _____ refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.
- 6) _____ refers to a group of people with similar levels of wealth, influence, and status.
- 7) An _____ is a group of people who differ in race or colour or in national, religious, or cultural origin from the dominant group — often the majority population — of the country in which they live.
- 8) _____ is any behaviour the purpose of which is to gain power and control over a spouse, partner, girl/boyfriend, or intimate family member.

2. Match the two parts to make up phrases. Choose one of the issues mentioned in the previous exercise and tell which actions can be taken to fight the problem.

- | | |
|-------------------|---|
| 1) <i>protest</i> | a) a demonstration to defend my point of view.... |
| 2) <i>boycott</i> | b) the petition to support people holding the same views... |
| 3) <i>go on</i> | c) against the illegal actions of the ... |
| 4) <i>sign</i> | d) an effective social media campaign about ... |
| 5) <i>raise</i> | e) money for charity to help ... |
| 6) <i>hold</i> | f) in the initiative for the protection of... |
| 7) <i>spread</i> | g) informational leaflets about ... |
| 8) <i>join</i> | h) the products/services/business that ... |



3. Match the phrasal verbs to their definitions.

- | | |
|-------------------------|--|
| 1) <i>look down on</i> | a) to be lack of something |
| 2) <i>go/do without</i> | b) to accept a bad situation or person without complaining |
| 3) <i>give in</i> | c) to stop fighting or arguing, admit defeat |
| 4) <i>break out</i> | d) to support in an argument or fight |
| 5) <i>bring about</i> | e) to consider yourself better than someone |
| 6) <i>pick on</i> | f) to start to do or use something new as a way to solve a problem |
| 7) <i>put up with</i> | g) to happen unexpectedly |
| 8) <i>put down</i> | h) to cause something happen |
| 9) <i>stand up for</i> | i) to keep treating someone badly or unfairly |
| 10) <i>turn to</i> | j) to criticise, make someone feel stupid |

4. Complete the sentences using the phrasal verbs from the previous exercise. Pay attention to the tense forms.

- Developing countries won't _____ the situation for much longer.
- After a heated debate, the employersto the union's demands.
- The government refused to _____ to the hijackers' threats.
- We were only freshmen, so the older kids liked to _____ us.
- The Renaissance was a period of "rebirth" and _____ great changes in arts, science and European society.
- When World War I _____ and the men went off to fight, it was women who took on their jobs and kept things running.
- Don't put peolpe down for their mistakes—if you don't have anything nice to say, don't say anything.
- He thinks they _____ him because he didn't get any formal qualifications and so does a menial job now.
- Having their families long way away, they had no one to _____, so they _____ crime, which was unavoidable in the environment the lived in.
- For such a long time she had to _____ his violent temper and a lot of other hardships.

READING

5. What do you think are the main reasons for migration? What types of migration do you know? Is migration an issue in your country? Read the article and check your ideas. Support your answer.

Migration is a reality for present-day Ukraine – and a serious challenge for the country's future. According to State Statistics Service data, over the past 12 years Ukraine has been experiencing migration population growth – over the said period 230,000 more people entered the country as compared to those who left. At the same time, according to UN (United Nations) statistics, Ukraine is among the top ten countries with the highest *emigration* levels and the numbers have increased in recent years. State Statistics Service *estimates* the number of migrant workers at 1.3 million, while experts say the number varies between 2 and 4 million. The *discrepancies* emerge both because of different understanding of what "migrant" means and different data collection methods.

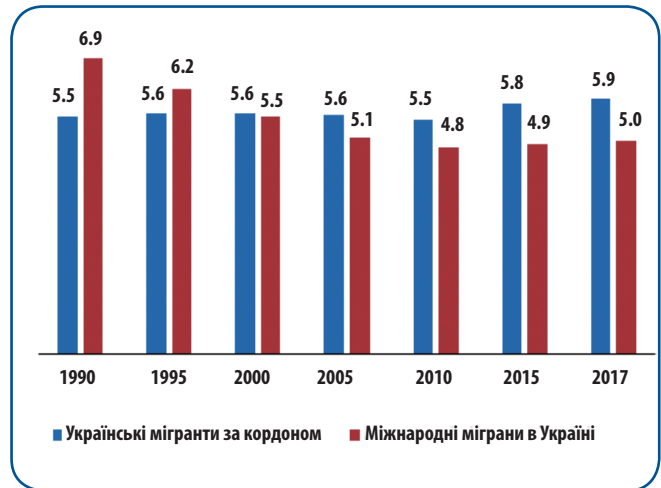


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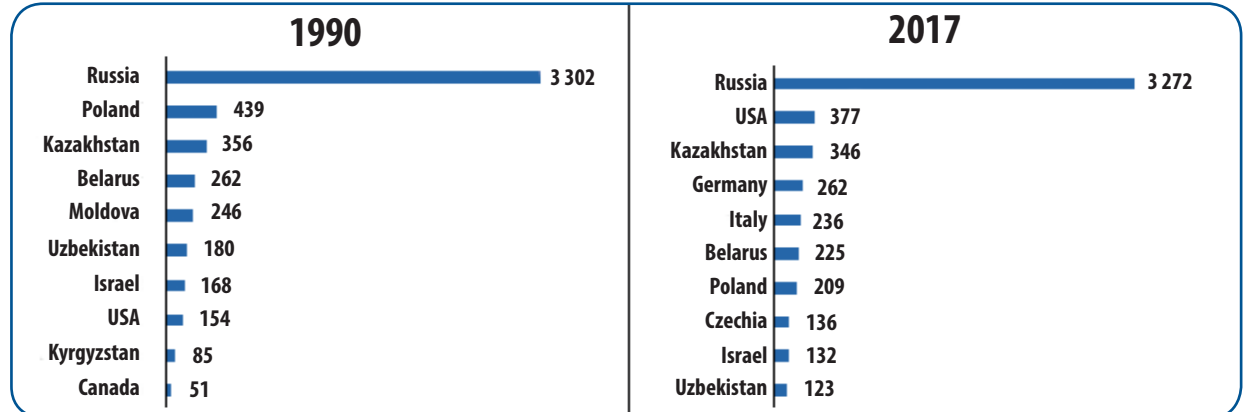
According to UNESCO the definition of a migrant is “a person who lives temporarily or permanently in a country where he or she was not born, and has *acquired* some significant *social ties* to this country”. It is essential that a migrant decides to move voluntarily. This means that refugees and persons *forced* to leave a country are not migrants under this definition.

Various sources indicate opposite migration trends in Ukraine. UN data show that the number of Ukrainians who are living abroad is constantly increasing and the number of foreigners who are living in Ukraine decreased during the first 15 years of independence and then remained practically steady (*picture 1*). But according to State Statistics Service the number of those coming to live in Ukraine is higher than the number of those who have left.

According to UN data, during independence migration *destinations* of Ukrainians have changed significantly (*picture 2*). In the first years almost 85% of Ukrainian migrants lived in the *former* USSR countries and mostly those were people born in the Ukrainian SSR, who, at a certain, moved to a different republic of the former Soviet Union. In 27 years, the number of Ukrainians in those countries has decreased and their share in the general number of migrants *dropped to* 70%. However, the number of Ukrainian emigrants in the USA, Canada, Western and Central Europe, and Australia has increased twice and their share in total number of Ukrainians, who moved abroad, has risen respectively.



Pic.1



Pic.2

The number of migrant workers in Ukraine also varies. For instance, IOM (International Organisation for Migration) estimates their number at 688k people. State Statistics Service is also *conducting* periodic *surveys* in order to determine the number of migrant workers using IOM methods. Based on its report survey for the period of 2015-2017, the established number of migrant workers makes up 1.3 million people (approximately 8% of the total workforce). Although experts doubt these *figures*.

(credit: VoxUkraine, author: Tetyana Tyshchuk)

6. Match the words in colour in the text to their synonyms.

decrease / numbers / connections between people / analysis / organize / receive /
difference / moving the country / a place one wants to go /
previous in time, ex / make smb do smth / weigh

7. Use the prompts below to give the argument for and against the migration trend.

skills exchange / foreign language fluency / brain drain / exploitation / family split up / cultural diversity / violation of rights / educational and health resources / over-population / patriotism / disease spread / pay gap / global market / pension and taxes / unemployment / workforce loss

ADVANTAGES

DISADVANTAGES

GRAMMAR

Grammar bank

CONDITIONAL CLAUSES

Conditional clauses can begin with alternative expressions to *if*, like: *as long as, unless, only if, on condition that, provided/providing (that), supposing/supposed (that), otherwise, in case*.

- **Unless** means something similar to *if ... not* or *except if*.
E.g.: There soon will be lots of protests unless the government lowers food prices.
- When we need to impose specific conditions or set limits on a situation we can begin with **as long as, so long as, only if, on condition that, providing (that), otherwise, provided (that)**.
E.g.: You can play in the living room as long as you don't make a mess.
We'd better send it express, otherwise it'll take days to be delivered.
They may do whatever they like provided that it is within the law.
- **Supposing** may be used with a conditional meaning. It can be used in first, second or third conditional sentences. The speaker invites the listener to imagine a situation:
E.g.: Supposing you lost your passport, you'd have to go to the embassy, wouldn't you?
- **In case** is used to talk about things we should do in order to be prepared for possible future situations: *E.g.: I'll buy a sandwich in case I get hungry.*

8. Complete the sentences with the verbs in parentheses in the correct form.

- 1) Aunt will bring us cakes when she _____ (go) out.
- 2) When she _____ (call), he had already eaten lunch.
- 3) Whenever I _____ (hear) that song, it reminds me of my student days.
- 4) The fans _____ (get) impatient when their favourite star came on the stage, at last!
- 5) After she _____ (finish) her degree, she got a job in marketing.
- 6) When I _____ (ask) him to help me, he immediately stopped what he was doing.
- 7) You won't go until I _____ (know) the truth.
- 8) Tim will come every day to help you with your work while I _____ (be) away.
- 9) When you _____ (finish) your tea you can go out to play.
- 10) As soon as you _____ (have) your lunch, you can go out.
- 11) We knew it was the house for us as soon as we _____ (see) it.
- 12) I am going to take the exam after I _____ (study) all these books.

9. Rewrite the following sentences using the suggested alternative conditional words.

- 1) I went to the concert. I had finished my training exercises. (*only if*)
- 2) Children cannot watch this film. They are accompanied by an adult. (*unless*)
- 3) You can borrow my car. You drive carefully. (*provided*)
- 4) We will make our decision. We will let you know immediately. (*in case*)
- 5) The research will continue if there is enough funding. (*as long as*)
- 6) If there is a fire, leave the room. (*in case*)
- 7) Don't vote unless you like this person. (*only if*)
- 8) You can only do the quiz if you have access to the Internet. (*otherwise*)
- 9) As long as I have all my data I will finish my thesis next year. (*providing that*)
- 10) If you were interested in language you could study linguistics. (*supposing*)

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10. Match the beginning of each sentence with the correct ending. Then complete the sentences using *if, provided, supposing, in case, or unless*.

For example: You can borrow the car provided you fill it with petrol.

Beginnings

- 1) you/borrow/the car
- 2) you/travel/anywhere
- 3) you/not do as you are told
- 4) give/phone number
- 5) I/not help you with your homework
- 6) I/cook the dinner
- 7) I won the lottery
- 8) temperature rise
- 9) ask for receipt
- 10) earn enough

Endings

- a) the ice/melt
- b) you fill it/petrol
- c) you/not get a treat
- d) buy/new house
- e) need to/call back
- f) you want a refund
- g) you wash up
- h) in the world/to go/where
- i) you promise to concentrate
- j) spend money for

SPEAKING

11. Work in pairs. Some of you will be the presenters and the others will be the listeners. Match the two parts of a phrase in the two columns of the table and speak on the issue.

GROUP 1	GROUP 2
<i>human, animal / gun / tobacco, alcohol / illegal cyber / child / environmental / free / freedom of economic / health / intellectual / capital</i>	<i>control / bullying /property / trafficking / labour use / immigration / trade / care / speech, religion / rights development / punishment</i>

Complete the chart below:

Problem: _____

Causes of the problem: _____

Presenters: Use the language for presentations to explain your problem clearly. The first person should introduce the talk. The second person should explain the causes of the problem.

Listeners: Take notes. After the presentation, give suggestions for how to solve the problem.

LANGUAGE FOR PRESENTATIONS

Stating the purpose:

- *Today, I'd like to talk to you about ...*
- *I'll begin by (talking about the issue)./*
- *I'll provide an overview of (the issue).*
- *Then I'll list the (two/three/four) ...*

Stating important points:

- *Let's talk first about ...*
- *One of the main causes of ... is ...*
- *Another/A second cause of ... is ...*
- *And finally ...*

WRITING

12. Imagine you are running for mayor of your town or city. Write the ad and describe the issues your community faces today, say what you are going to do about them. Mention the following:

- *the economy;*
- *education and healthcare;*
- *crime rate;*
- *public transportation;*
- *pollution.*

Create solutions to the problems



"I think the most valuable change we can make as a town is ensuring that our teaching staff is filled with individuals who strive for perfection rather than settling for what's merely acceptable."





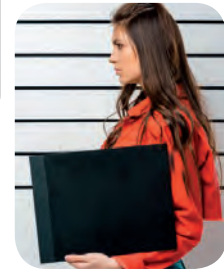
UKRAINE

CRIME AND PUNISHMENT

- Do you think the crime rate is high in your country?
- What kinds of crime are most common in the area where you live?
- Talk about the following these crimes with your partner. Order them from the most to the least serious. Explain your point of view.

___ *tax evasion*
___ *vandalism*
___ *terrorism*
___ *corruption*

___ *smoking in public places*
___ *downloading music illegally*
___ *drug dealing*
___ *speeding*



VOCABULARY

1. Match the following vocabulary to the correct definitions.

- | | |
|--------------------------|---|
| 1) <i>Arson</i> | a) unlawfully and deliberately killing someone |
| 2) <i>Theft</i> | b) taking somebody and demanding money to free that person |
| 3) <i>Hijacking</i> | c) to enter a building, often while no one is in it, and steal money or objects |
| 4) <i>Kidnapping</i> | d) to take something by force from someone, often in the street |
| 5) <i>Mugging</i> | e) to steal from someone's pocket etc, without their realizing |
| 6) <i>Burglary</i> | f) to set fire to a building illegally |
| 7) <i>Robbery</i> | g) to use force to take control of a plane, ship, train, etc. |
| 8) <i>Smuggling</i> | h) the crime of stealing from somewhere or someone |
| 9) <i>Murder</i> | i) stealing-usually secretly and without violence |
| 10) <i>Pickpocketing</i> | k) to bring goods into a country illegally or without paying taxes |

2. Look through the list of possible punishments. Which crimes do you think deserve such measures?

- | | |
|--|---|
| 1) <i>a fine</i> : _____ | 6) <i>life imprisonment</i> : _____ |
| 2) <i>community service</i> : _____ | 7) <i>the death penalty</i> : _____ |
| 3) <i>driving ban</i> : _____ | 8) <i>property confiscation</i> : _____ |
| 4) <i>rehab/probation</i> : _____ | 9) <i>house arrest</i> : _____ |
| 5) <i>a 5-year prison sentence</i> : _____ | 10) <i>a warning</i> : _____ |

3. Choose the most appropriate word in italics. Sometimes both options are possible.

- 1) The police arrested Jack and took him to *prison/detention*.
- 2) The two football fans were later *charged with/banned from* stadium for hooliganism.
- 3) The case can be dismissed for lack of *evidence/witnesses*.
- 4) In a court the witness swears *on a bible/under oath*.
- 5) He refused to provide a (an) *alibi/disguise* for his son, who was *wanted/investigated* by the police.
- 6) It can be difficult to *make/do* a statement to the police, especially if you are reporting a crime that may have been committed by a family member.
- 7) A *ransom/reward* is the amount of money that is demanded in exchange for the release of someone from captivity.
- 8) If you *get away with/escape* doing something wrong or risky, you do not suffer any punishment or other bad consequences because of it.
- 9) If a citizen commits *a crime/an offence*, the law is applied and they will *go on trial/serve punishment* in court.
- 10) Young people aged 10-17 years old can avoid jail if they *admit/confess* to a crime and if the offence is not serious.

UKRAINE

4. What do people do in a court of law? Use the table below to tell about the functions of these people. Think about a well-known court case.

a defence lawyer / a judge / the jury / a prosecutor / a defendant / a witness

- 1) *plead guilty/not guilty* – state that you are guilty/not guilty of a crime
- 2) *sentence somebody* – order punishment for a person who is found guilty of a crime
- 3) *give testimony* – tell the court what you saw/know
- 4) *reach a verdict* – arrive at a decision about whether a person is guilty or innocent
- 5) *acquit somebody* – decide that someone is not guilty of a crime
- 6) *convict somebody* – decide that someone is guilty of a crime

READING

5. What do you know about your rights and duties? Do you know the criminal law and responsibilities of children in Ukraine? Read the article and check them.



We know that children are physically and mentally not as mature as adults. Approaches being used in specialized justice systems for *minors* recognize that young people are not adults and they have a different level of development or maturity.

In the legal sense, under Ukrainian legislation, young people have limited *legal capacity* until they reach the age of majority. For example, young people cannot vote until the age of 18, nor can they be employed until they reach the age of 16 because we know that young people need to reach a certain level of development before they take on responsibility for voting or employment.

The same principle applies to youth who break the law. In Ukraine, the current age for full criminal responsibility is 16. Young people also are responsible for administrative *offences* from the age of 16. In some serious cases specifically *proscribed* by law, a young person can be held *criminally liable* before they reach the age of criminal responsibility, such as in the case of murder:

“Generally, any person who commits a criminal offence from the age of 16, can be held criminally liable. Persons who have committed a number of specifically listed offences can be held criminally liable from the age of 14. These offences are largely violent in nature, but also include certain *property offences*.” [*Criminal Code, Article 22(1) and (2)*].

Even though the young person may be held criminally and administratively liable for their actions, Ukrainian legislation recognizes that young *offenders* are not adults and therefore, deals with them in a special manner that is most appropriate for their age and level of development.

While approaches in the justice system for minors aim to ensure that young people are held *accountable* for their actions, they also strive to give young people another chance, by *emphasizing rehabilitation*, rather than just punishment. The reason for this is not only for the good of the young person, who should have a second chance simply because of his/her age, but also for the good of society. Young people need to be given an opportunity and the tools to become citizens who contribute to society, rather than *pose a danger* to their communities through further criminal activity.

At this time, the level of youth criminality in Ukraine is high: each year, approximately 22,000 young people under the age of 18 *come into conflict with the law*.

More than 8,000 youth across the country are sentenced *under the Criminal Code* of Ukraine, of whom, 6,000 received *non-custodial* sentences and more than 1400 youth are currently *incarcerated* in youth colonies. Many of these young people already have previous *convictions*.

(Materials and data credit: www.youthjustice.org.ua)

6. Find the synonyms from given below for the words in colour in the article.

quantity / try / developed / imprison / act / under age / sentence / suspended / outlaw / indicating / responsible / enter / provide / crime / improvement / criminal

7. Look through the article again and do the test. Sometimes more than one answer is possible.

- 1) It is widely known that children are mentally weaker than adults and _____.
 - a) have less legal powers and rights
 - b) don't have to take responsibility for their actions
 - c) lack legal capacity while being under age
- 2) Under the Criminal Code of Ukraine young citizens can be charged with a criminal offence _____.
 - a) from the age of 14
 - b) from the age of 16
 - c) from the age of 18
- 3) _____, the young people are held criminally liable before they reach the age of criminal responsibility.
 - a) In the case of administrative violation
 - b) In the case of law breaking
 - c) In the case of intentional homicide
- 4) The justice system for minors in Ukraine tries _____.
 - a) to help them get over the difficulties they face
 - b) to improve their life chances
 - c) to assure they get the punishment they deserve
- 5) The main aim of Ukrainian legislation is _____.
 - a) to protect the communities from young offenders
 - b) to support the young to avoid negative pathways
 - c) to make investments in helping young people create positive changes
- 6) Although the level of youth criminality in Ukraine is high, most young people _____.
 - a) are imprisoned
 - b) get a suspended sentence
 - c) break the law again
- 7) Nevertheless, general principals of criminal liability set by Ukrainian Law _____.
 - a) are the same for the offenders of all ages
 - b) are not applied to the young age offenders
 - c) do not release young people from responsibility

GRAMMAR

Grammar bank

QUESTION TAGS

Question tags are short general questions we add at the end of a statement when we want to clarify, check or confirm that what we are saying is correct: *E.g.: It was Friday yesterday, wasn't it?*

- 1) If the sentence is negative, the tag is affirmative: *E.g.: Tim won't be late, will he?*
- 2) If the sentence is affirmative, the tag is negative: *E.g.: It was a good film, wasn't it?*
- 3) If there is "**never, nobody, seldom**", the tag is affirmative: *E.g.: She never plays football, does she?*
- 4) If there is a modal verb in the sentence, we use the same modal verb in the tag:
E.g.: She cannot swim, can she?
- 5) The question tag for "**Let's**" is always "**shall we**"?: *E.g.: Let's go to the cinema, shall we?*
- 6) The question tag for the imperative sentence is "**will you**"/"**won't you**"?: *E.g.: Don't talk, will you?*
- 7) If the subject is "**nothing**", use "**it**" in the question tag: *E.g.: Nothing special was there, wasn't it?*
- 8) If the subject is "**somebody, nobody, anyone**", we use "**they**" in the tag: *E.g.: No one came, did they?*
- 9) If there is "**used to**", we use "**did not**" in the question tag: *E.g.: We used to live here, didn't we?*
- 10) In the exclamatory sentence, the tag contains the auxiliary verb:
E.g.: How nicely the birds sing, doesn't it?

NOTE!

- 1) If the sentence goes with "**I'm**" use "**aren't**" NOT "**am not I**" in the tag:
E.g.: I'm a bit careless, aren't I?
- 2) To express a surprise or interest use the affirmative question tag:
E.g.: You are winning the prize, are you?
- 3) If "**have**" is used as a principal verb, both "**have**" and "**do**" can go in the tag:
E.g.: We have a parrot, haven't we/don't we?

UKRAINE

8. Read the sentences and choose the one option which best fits each space.

- 1) If you can't access your account, you have to call the service centre, *can you?/can't you?/have you/don't you?*
- 2) It's really annoying when people push in front of you in a queue, *don't they/aren't they/isn't it/does it?*
- 3) You don't know if Freddy speaks German, *don't you/do you/does he/doesn't he?*
- 4) We hadn't been there very long, *had we/didn't we/hadn't we/have we?*
- 5) She can't afford any foreign travels, *can you/can she/does she/is she?*

9. Complete the sentences below with the correct question tags.

- 1) He made a good impression, _____?
- 2) If he spoke better English he would look for a job abroad, _____?
- 3) She's his half-sister, _____?
- 4) They don't really see eye to eye, _____?
- 5) You are moving to Brazil, _____?
- 6) Your little Angie can't walk yet, _____?
- 7) I'm a responsible person, _____?
- 8) Let's try and get on with him, _____?
- 9) Don't do that, _____?
- 10) He used to come here, _____?
- 11) Nobody in that group had much in common, _____?
- 12) You just can't get on with your step-brother, _____?
- 13) How beautiful the garden is, _____?
- 14) He had a bad headache, _____?
- 15) There is neither electricity nor gas on the island, _____?
- 16) Have a cup of tea, _____?
- 17) Nothing can stop us now, _____?
- 18) Tourists used to come here, _____?
- 19) Most people cannot go to Africa, _____?
- 20) I should ring him up after our quarrel, _____?

10. Complete the sentences using the clue tags.

- 1) _____, *aren't I?*
- 2) _____, *don't they?*
- 3) _____, *hasn't she?*
- 4) _____, *shall we?*
- 5) _____, *can you?*
- 6) _____, *will you?*
- 7) _____, *didn't you?*
- 8) _____, *are they?*
- 9) _____, *have you?*
- 10) _____, *wasn't it?*

LISTENING & SPEAKING

11. Do you often read or watch criminal news? What was the last news you heard? Listen to the short reports and number the headings in the order you hear them.

__ UNLUCKY BURGLAR

__ PLANE DRAMA

__ STABBED IN THE BACK

__ CAMPER DIES

__ WANTED MAN JAILED

__ POLICE THEFT

12. Listen to the recording again and make up one question to each report to help specify the incident details: *crime type/scene, weapon, motive, suspects, and victims*. Use tag questions where possible. Ask and answer the questions in class.

- 1) _____.
- 2) _____.
- 3) _____.
- 4) _____.
- 5) _____.
- 6) _____.

13. Research time. Recall some of the famous criminals (like Bonny and Clyde, Al Capone, Zodiac Killer) or some of the most shocking crimes (like The Assassination of JFK, Stealing the Mona Lisa, The Eiffel Tower Sale) and, choose one and find the news report in English about it. Write out all the vocabulary in the text related to the topic of crime and punishment into the word wheel as in the example. Use it as a plan and retell the story to the class. Together with your classmates, decide on the best story presenting.



WRITING

14. Have you ever witnessed a crime? Or been a victim?

Look at the picture, imagine you are walking along the street and see a group of robbers running out of the bank and shooting the policeman. It takes some minutes and the robbers disappear. Later in time the police call you and ask to describe in detail what you saw as a witness. So, you have to write a report, giving as many helpful evidence and significant details as possible, in order to help them solve the crime.



To organize your text follow the plan:

- 1) *When?* What time/day/time of year ... did the murder take place?
- 2) *Where?* Where did the murder take place?
- 3) *Who?* Who was the murderer/victim?
- 4) *How?* What was the weapon/manner?
- 5) *Why?* What was the motive for the murder?

Linking words and expressions:

First-
After that-Then-
Meanwhile-
Eventually-
In the end-...



UKRAINE

INTERNATIONAL MEMBERSHIP

- What is the European Union and how many countries belong to it?
- What are the benefits of joining the EU? Are there any drawbacks?
- What does the EU flag symbolize?
- What are some other international unions or organizations you can think of?



VOCABULARY

1. What do international organizations do? Match the words to make collocations.

*peace / a campaign / sanctions / order /
an agreement / a summit / a dispute /
volunteers / a decision*

*community / campaign / assistance / relief /
loans / aid / relations / fire / treaty*

- 1) *hold* _____
- 2) *settle* _____
- 3) *reach* _____
- 4) *resolve* _____
- 5) *impose* _____
- 6) *recruit* _____
- 7) *run* _____
- 8) *maintain* _____
- 9) *veto* _____

- 1) *humanitarian* _____
- 2) *financial* _____
- 3) *fund-raising* _____
- 4) *international* _____
- 5) *emergency* _____
- 6) *world* _____
- 7) *low-interest* _____
- 8) *cease* _____
- 9) *peace* _____

2. Who works for international organizations? Where do they sit? What documents do they rely on? What do they deal with? Match the columns with the questions and discuss the words with your teacher, look up if necessary.

*Spokesman
Diplomat
Ambassador
Secretary-general
Commissioner*

*Agency
Court
Council
Assembly
Congress*

*Charter
Declaration
Resolution
Constitution*

*International Law
Labour rights
Stability
Wars
State*

3. Look at the acronyms, are any of them familiar to you? What do they stand for? Match the abbreviations to the full names of the organizations. What do you think each of them deals with?

- a) *NATO* c) *WHO* e) *WB* g) *IMF*
b) *UNESCO* d) *ICRC* f) *UN* h) *EU*

- 1) The World Health Organization: _____
- 2) The World Bank: _____
- 3) The United Nations Educational Scientific and Cultural Organization: _____
- 4) The United Nations: _____
- 5) The North Atlantic Treaty Organization: _____
- 6) The International Red Cross and Red Crescent: _____
- 7) The International Monetary Fund: _____
- 8) The European Union: _____

4. Match the logos below to the organisations above.



5. What do you think are the main roles of these organisations? Read the description of missions and match them to the appropriate organisations.

- Keeping the peace, developing friendly relationships among countries, and improving the quality of life for the world's poor people.
- A group of countries that will protect each other in case of attack, they help keep peace and security around the world and help countries after a natural disaster.
- Help poor and middle-income countries get money to build improvements and reduce poverty
- Work to improve health around the entire world.
- Help people around the world: respond to disasters, run programmes in local communities, visiting prisoners of war.
- Gives loans to poor and developing countries to promote economic development.
- Help European countries avoid conflict by making them dependent on each other: create a single economy, act as a single voice in the world for, give aid to countries around the world.

READING

6. Do you know what international organisations Ukraine is a member of? What do you know about their cooperation? Read the article and check your ideas.

Ukraine has formal relations with many nations and in recent decades it has been establishing diplomatic relations with an expanding circle of nations. The foreign relations of Ukraine are guided by a number of key priorities outlined in the foreign *policy* of Ukraine. 1) _____.



The most important step toward the *accession* of our country to the EU was WTO Membership. Since Ukraine became a member of the WTO, there have been a number of particular changes in Ukrainian legislation. The list of changes, which have been made in Ukrainian legislation since the state became a member of the WTO in May 16, 2008, includes creating a free *trade* zone between Ukraine and the EU; bringing the standards of statistics, tax, pension, insurance, medical, educational, and other systems in accordance with European; political and military-political joining in the Euro-Atlantic structures.

The World Trade Organization is the only global international organization dealing with the rules of trade between nations. 2) _____. Trade-related disputes are resolved by independent judges at the WTO. The goal is to ensure that trade flows as smoothly, predictably, and freely as possible. Ukraine's WTO membership provided necessary conditions and opened new prospects for the development of national economy.

The Energy Community is an international organisation which brings together the European Union and its neighbours to create an integrated *pan-European* energy market. The organisation was founded by the Treaty establishing the Energy Community signed in October 2005 in Athens, Greece, in force since July 2006. The key *objective* of the Energy Community is to extend the EU internal energy market rules and principles to countries in South Eastern Europe and the Black Sea region. 3) _____. Ukraine has been a member of the Energy Community since February 1, 2011. Naturally, this status *entails* certain benefits as well as responsibilities.



The Council of Europe is an international organisation whose stated aim is to protect, human rights, democracy, and the *rule of law* in Europe and to promote European unity by *fostering* cooperation on legal, cultural, and social issues. The Council of Europe is an official United Nations Observer. 4) _____. Ukraine became the 37th member State of the Council of Europe on November 9, 1995.

UKRAINE

The Organization for Security and Co-operation in Europe (OSCE) is the world's largest security-oriented intergovernmental organization. Its areas of work include issues such as *arms* control, promotion of human rights, freedom of the press, and fair elections. 5) _____. Ukraine is a full participating State of the OSCE since January 30, 1992. The Mission *monitors* and reports on the security situation with daily reports, and in response to specific incidents on the ground with *spot* reports.

osce

Organization for Security and
Co-operation in Europe

7. Match the words in the text in colour to their synonyms below.

*weapons used in fighting wars / when the laws are equally obeyed by everyone /
entrance / goal / strategy / buying and selling / require /
check / placement / encourage / European-wide*

8. Read the sentences below and fill them into the gaps in the text appropriately. There is one you do not need to use.

- Its best known body is the European Court of Human Rights, which enforces the European Convention on Human Rights.
- It operates in disaster management, health and care, tracing service, youth activities/volunteers, and protection of human dignity.
- It is concerned with early warning, conflict prevention, crisis management, and post-conflict rehabilitation.
- It aims to create a multi-vector system cooperation that would ensure its political, economic, and energy safety by increasing international contacts.
- It prohibits discrimination between trading partners, but provides exceptions for environmental protection, national security, and other important goals.
- It now also includes legislation in relation to security of supply, energy efficiency, oil, renewable energy, and statistics.

LISTENING

9. Do you know a motto or hymn of any international organisation mentioned above? Which one? Listen to the extract and tell which organization it belongs to?

10. a) Read the non-official hymn to the United Nations, look up unknown words if needed. Think of the words to complete the gaps. Listen and fill in the missing blanks appropriately.

Eagerly, musician.
_____ your string,
So we may _____.
Elated, optative,
Our several _____
Interblending,
_____ contending,
Not interfering
But co-inhering,
For all _____ -

The cincture
of the _____,
Is _____ ground
Where all are brothers,
None _____ Others,
Let mortals beware
Of _____, for
With words we lie,
Can say _____

(Music: Pablo Casals, Words: W. H. Auden)



b) What is the main idea of the hymn? Translate it into Ukrainian.

GRAMMAR

Grammar bank

INVERSION

Inversion happens when we invert the normal word order of a structure, most commonly the subject-verb word order. The most common type of inversion is question word order, however it also happens in other situations:

The most common types of inversion are:

– in exclamation: *E.g.: Here comes my brother!*

NOTE: No inversion when the subject is a pronoun: *E.g.: Here he comes!*

– after “*so, neither/nor, as*”: *E.g.: She won't wait for them. – Neither will I.*

– after adverbs of place/direction: *E.g.: Away ran the thief!*

– with “*should, were, had*” in conditionals when “*if*” is omitted.:

(I) *E.g.: Should my son call, ask him to wait for me. – If my son calls, ask him to wait for me.*

(II) *E.g.: Were he to ask her, she would surely help you. – If he asked her, she would surely help you.*

Were I not so tired, I would go there with you. – If I weren't so tired, I would go there with you

(III) *E.g.: Had he known, he would have resolved it. – If he had known, he would have resolved it.*

– in emphatic sentences with a negative word or idea:

E.g.: Seldom do they visit us. = They seldom visit us.

Never before have I felt such fear. – I have never felt such fear before.

– in adverbial expressions placed at the beginning:

E.g.: Often have I heard that corruption doesn't pay. =

I have often heard that corruption doesn't pay.

NOTE: Inversion also occurs with other expressions like:

*only afterwards / later / seldom / rarely / hardly / little / barely / never before /
not only ... but / yesterday / last week / ... only if / only when / only after / only them /
only in this way / not since / in no way / nowhere / not until / till / no sooner ... than*

11. Rearrange the word order of the following statements to make the correct sentences.

- 1) were relaxing/when/on deck/The passengers/a loud bang/suddenly/heard/they/.
- 2) the steamship/was pouring/at/an alarming speed/into/Water/.
- 3) any/a/haven't/you/circumstances/You/sign/read/under/contract/shouldn't/thoroughly.
- 4) can/,/do/of/you/If/your/more/nobody/you/best/anything/ask.
- 5) which/They/in the side of/some hard object/had hit/had torn/a hole/the ship/.
- 6) had/later/would/only/that/We/night/understand/what/happened.
- 7) Acropolis/to/must/you/see/If/the/Athens/you.
- 8) an/today's/article/There/paper/is/Italy/interesting/in/about.
- 9) looked over/all/the edge/They/ran to/of the boat/and/jumped up/the side/,/.
- 10) a terrible scene/saw/To their horror/they/.
- 11) all/had/The/only/meeting/participants/the/arrived/when/started.
- 12) leave/must/the/building/on/hours/Employees/no/working/account/during.

12. Rewrite these sentences using the given inversion, without changing the meaning.

- 1) They started to argue soon after they had got married. *No sooner* _____
- 2) Amy had not enjoyed herself so much since she went to the circus as a child. *Not since* _____
- 3) I have never seen such a terrible performance of Hamlet before. *Never before* _____
- 4) We will pay you only after you finish the job. *Only after* _____
- 5) We had hardly arrived when Julie burst into the house. *Barely* _____
- 6) He understood little about the situation. *Little* _____
- 7) They are destroying the environment. *What* _____
- 8) She at no time said she was vegetarian. *At no time* _____
- 9) People rarely appreciate this musician's talent. *Rarely* _____
- 10) We won't consider you for the basketball team until you grow up. *Not until* _____
- 11) Exhaustion prevented any of the runners from finishing the race. *So* _____
- 12) She would never again trust her own judgement when buying antiques. *Never* _____

UKRAINE

13. Change the following If-clauses into conditionals without "if".

- 1) If you asked John for help, he would happily help you. _____
- 2) If he had passed the last test, he would have been accepted into the Army Force. _____
- 3) If you should meet my students, please tell them that I am looking for them. _____
- 4) If he had been so tired, he wouldn't have missed the party. _____
- 5) I couldn't have bought a new car unless I had borrowed some money from the bank. _____
- 6) If he had gone to the doctor immediately, he might have been saved. _____
- 7) If she got sick, we would call a doctor. _____
- 8) If he studied seriously, he would pass right now. _____
- 9) If they knew the truth, they would send you to jail. _____
- 10) If the police hadn't stopped him suddenly, he wouldn't have been in the accident. _____

SPEAKING

14. Work in pairs. Look through the information from the lesson and talk to your partner about foreign relationships. Ask and answer questions about the international organizations according to what you've learnt in the lesson: *acronyms, main functions, activities, Ukrainian membership*.

For example: A: – What does the UN stand for? B: – The UN stands for the United Nations.

15. Work in groups. Look at the pictures and describe try to explain what is happening. Give ideas about how some of the international organizations can deal with these issues, support your answers with some more examples of what you heard/read in the news about their recent activities. Do you know how they actually help your country?



1



2



3



4



5



6



7



8



9



10

WRITING

16. Prepare a short presentation about one of the international organizations mentioned in the lesson or choose some other. Do the necessary research and prepare the following information:

_____ was founded in _____. _____ countries are involved today.

The headquarters of _____ are in _____.

The reason the _____ exists is to _____.

The _____ has two roles:

1) _____;

2) _____.

A good example of something the _____ does is _____.

Benefits for Ukraine being a member of _____ are _____.

SELF-ASSESSMENT

1. Choose the correct options to complete the sentences.

- 1) Common cultural, ethnic, and religious _____ are the glue of nationhood for many people.
a) *identity* b) *mentality* c) *symbols* d) *heritages*
- 2) Ukrainian _____ occupies an important place among the various branches of Ukrainian decorative arts.
a) *embroidery* b) *nation* c) *language* d) *tradition*
- 3) The Prime Minister was heavily criticized last month for giving the go ahead to broadcast a _____ which personally attacked the leader of the opposition.
a) *referendum* b) *parliament* c) *chairman* d) *manifestos*
- 4) The people who are trying to win a seat in parliament in an election, are called the _____.
a) *candidates* b) *voters* c) *parties* d) *ministers*
- 5) The election of the government is carried out by _____.
a) *polling station* b) *majority* c) *secret ballot* d) *policies*
- 6) UNICEF suggests that poverty is the biggest cause of _____.
a) *religious freedom* b) *free trade* c) *illegal immigration* d) *child labour*
- 7) Democracy _____ great change in the lives of the people.
a) *broke out* b) *brought about* c) *got by* d) *put out*
- 8) A crime like _____ is to be punished by 3-5 months imprisonment.
a) *kidnapping* b) *hijacking* c) *arson* d) *drink-driving*
- 9) The government should do more to _____ sustainable agriculture.
a) *promote* b) *maintain* c) *protect* d) *commit*
- 10) The government is _____ for the provision of education for all children.
a) *useful* b) *moderate* c) *representative* d) *responsible*
- 11) The scientists disagreed about _____ kind of _____ weather the greenhouse effect would bring in the future.
a) *the, 0* b) *a, 0* c) *the, the* d) *a, a*
- 12) If all eligible voters _____, he wouldn't have been elected.
a) *have voted* b) *had voted* c) *voted* d) *vote*
- 13) Public transportation changed completely _____ the first airlines began to operate.
a) *until* b) *when* c) *as soon as* d) *before*
- 14) She will miss the opportunity unless she _____ him now.
a) *calls* b) *will call* c) *doesn't call* d) *hasn't called*
- 15) If you had a flat in the centre of town, you _____ with a lot of noise.
a) *will have to put up* c) *would have to put up*
b) *will put up* d) *would have put up*
- 16) We will continue our research _____ we get a grant.
a) *since* b) *during the time* c) *once* d) *provided (that)*
- 17) Let's watch a film, _____?
a) *don't we* b) *shall we* c) *aren't we* d) *do we*
- 18) He never goes to bed before 10 o'clock, _____?
a) *is he* b) *doesn't he* c) *does he* d) *is he*
- 19) _____ me earlier, I would have helped you with your English grammar.
a) *Has you asked* b) *Had you asked* c) *Had you ask* d) *Has asked you*
- 20) _____ after months of planning were they ready for the conference.
a) *Rarely* b) *Little* c) *Only* d) *No sooner*

GET READY FOR YOUR TEST

1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

Basic rights and freedoms that belong to every person in the world from birth until death are called human rights. They apply 1) _____ of where you are from, what you believe or how you choose to live your life and can never be taken away. However, these rights can sometimes be 2) _____, for example, if a person 3) _____ the law or in the interests of national security. These basic rights are based on dignity, fairness, equality, respect, and independence – shared 4) _____, which are defined and protected by law. Human rights entail both rights and obligations. By becoming parties to international treaties, States assume obligations and duties under international law to respect, to protect, and to fulfil human rights. At the individual level, while we are 5) _____ our rights, we should also respect the rights of 6) _____. Human rights in Ukraine are enshrined in Section 2 of the Constitution of Ukraine: “Rights, Freedoms and Duties of a Person and a Citizen”. A citizen of Ukraine has all rights and freedoms on its territory and has 7) _____ duties stipulated by the Constitution of Ukraine.

- | | | | |
|--------------------------|-----------------------|-------------------------|-----------------------|
| 1) a) <i>no matter</i> | b) <i>apart</i> | c) <i>regardless</i> | d) <i>despite</i> |
| 2) a) <i>restricted</i> | b) <i>forbidden</i> | c) <i>captured</i> | d) <i>shorted</i> |
| 3) a) <i>breaks</i> | b) <i>brakes</i> | c) <i>offends</i> | d) <i>abides</i> |
| 4) a) <i>features</i> | b) <i>options</i> | c) <i>values</i> | d) <i>qualities</i> |
| 5) a) <i>entitled to</i> | b) <i>entitled of</i> | c) <i>entitled with</i> | d) <i>entitled by</i> |
| 6) a) <i>others</i> | b) <i>other</i> | c) <i>another</i> | d) <i>the other</i> |
| 7) a) <i>similar</i> | b) <i>general</i> | c) <i>individual</i> | d) <i>equal</i> |

The history of Ukraine 8) _____ far ancient times. It's made up of many significant dates and historic events, and the most important in the timeline is Independence Day, the main 9) _____ holiday of the modern state. Although Ukrainians have always had their own language and culture, they have seldom had their own independent nation-state. For centuries, they were 10) _____ by foreign nations. During the reign of Joseph Stalin, millions of rural Ukrainians were starved to death for resisting the state 11) _____ of their farms. This further encouraged Ukrainians to long for independence. As the Soviet Union began to 12) _____, Ukrainians sensed an opportunity to try for independence and on August 24, 1991 the parliament of Ukraine declared it to be a fully independent state. The decision was then ratified by the people in a referendum that year, in which 90 percent voted 13) _____ independence. This day in Ukraine is a big celebration marked by parades and crowds of people in 14) _____ costumes, with some waving the Ukrainian flag, which marks the unity, strength of will, and spirit of the Ukrainian people. It is not just a tribute to tradition, but the opportunity to prove the power of patriotism.

- | | | | |
|----------------------------|----------------------|------------------------|-------------------------|
| 8) a) <i>comes from</i> | b) <i>go out of</i> | c) <i>turns out</i> | d) <i>happens in</i> |
| 9) a) <i>common</i> | b) <i>mutual</i> | c) <i>public</i> | d) <i>country</i> |
| 10) a) <i>dominated</i> | c) <i>headed</i> | d) <i>topped</i> | |
| 11) a) <i>capture</i> | b) <i>takeover</i> | c) <i>consumption</i> | d) <i>intake</i> |
| 12) a) <i>weak</i> | b) <i>enweak</i> | c) <i>weaken</i> | d) <i>weaker</i> |
| 13) a) <i>in favour of</i> | b) <i>in turn to</i> | c) <i>in behalf of</i> | d) <i>in support of</i> |
| 14) a) <i>medieval</i> | b) <i>folk</i> | c) <i>domestic</i> | d) <i>local</i> |

The Great Depression was a severe worldwide economic crisis in the 15) _____ preceding World War II. In most countries the depression started in about 1929 and lasted 16) _____ the late 1930s or early 1940s. It was the longest, most widespread, and deepest depression of the 20th century. There were multiple causes for the first downturn, but the real 17) _____ are still unclear. Historians emphasize structural factors like major bank failures and the stock market crash, but some economists, in contrast, point to monetary factors. The Great Depression had devastating effects in virtually every country, rich and poor, and 18) _____ any economies started to recover by the mid-1930s. Personal income, tax revenue, profits, and prices dropped, while international 19) _____ plunged by more than 50%. Unemployment rose to as high as 33% in some countries. Cities all around the world were hit hard, especially those dependent 20) _____ heavy industry. Farming and rural areas suffered as crop prices fell by approximately 60%. In the 21st century, the Great Depression 21) _____ commonly _____ as an example of how far the world's economy can decline.

- | | | | |
|----------------------------|------------------------|-----------------------|----------------------|
| 15) a) <i>fortnight</i> | b) <i>century</i> | c) <i>decade</i> | d) <i>millennium</i> |
| 16) a) <i>before</i> | b) <i>after</i> | c) <i>up to</i> | d) <i>until</i> |
| 17) a) <i>ones</i> | b) <i>one</i> | c) <i>them</i> | d) <i>they</i> |
| 18) a) <i>hardly</i> | b) <i>harder</i> | c) <i>hard</i> | d) <i>hardily</i> |
| 19) a) <i>sales</i> | b) <i>trade</i> | c) <i>business</i> | d) <i>market</i> |
| 20) a) <i>on</i> | b) <i>at</i> | c) <i>from</i> | d) <i>of</i> |
| 21) a) <i>was ... used</i> | b) <i>will ... use</i> | c) <i>is ... used</i> | d) <i>... uses</i> |

LITERARY HUB

Brown's works

He was an American science fiction and mystery writer, best known for his use of humor and for his mastery of the “short short” form—stories of 1 to 3 pages, often with ingenious plot devices and surprise endings. One of his stories, “Arena”, is officially credited for an adaptation as an episode of the American television series Star Trek.

The plot

The story *Sentry* is about points of view. Most of the time it is not reality itself that shapes our feelings, but rather it is the way we see reality. It is based on rivals from different planets who are fighting for power over other planets.

Frederic Brown (1906–1972)

1. Look at the picture, what do you predict the story will be about. What is an “alien”? What do you think an alien looks like? Read the story and check your ideas.

SENTRY

He was wet and muddy and hungry and cold and he was fifty thousand lightyears from home.

A strange blue sun gave light, and gravity, twice what he was used to, made every movement difficult.

But in tens of thousands of years this part of war hadn't changed. The flyboys¹ were fine with their sleek² spaceships and their fancy weapons. When the chips are down³, though, it was still the foot soldier, the infantry⁴ that had to take the ground and hold it, foot by bloody foot⁵. Like this damned planet of a star he's never heard of until they'd landed him there. And now it was sacred ground⁶ because the aliens were there too. The aliens, the only other intelligent race in the Galaxy...cruel, hideous and repulsive⁷ monsters.

Contact had been made with them near the centre of the Galaxy, after the slow, difficult colonization⁸ of a dozen thousand planets; and it had been war at sight⁹; they'd shot without even trying to negotiate, or to make peace.

Now, planet by bitter planet, it was being fought out¹⁰.

He was wet and muddy and hungry and cold, and the day was raw¹¹ with a high wind that hurt his eyes. But the aliens were trying to infiltrate¹² and every sentry post was vital.

He stayed alert, gun ready. Fifty thousand light-years from home, fighting on a strange world and wondering if he'd ever live to see home again.

And then he saw one of them crawling toward him. He drew a bead¹³ and fired. The alien made that strange horrible sound they all make, then lay still.

He shuddered¹⁴ at the sound and sight of the alien lying there. One ought to be able to get used to them after a while, but he'd never been able to. Such repulsive creatures they were, with only two arms and two legs, ghastly¹⁵ white skins and no scales.

GLOSSARY

- 1) *pilots*
- 2) *elegant*
- 3) *when the situation is difficult*
- 4) *foot soldiers*
- 5) *to defend territory on foot*
- 6) *a meaningful or holy place*
- 7) *extremely unpleasant or unacceptable*
- 8) *the act of sending people to live in and govern another country*
- 9) *immediately, instantly, right then and there*
- 10) *they were conquering planet after planet*
- 11) *very cold*
- 12) *to pass through gaps in the enemy line*
- 13) *to aim rifle carefully*
- 14) *to shake and shiver*
- 15) *horrible*



2. Answer the following questions about the story.

- 1) Who is the main character of the story (narrator)? Who is a sentry?
- 2) Who or what are the aliens? How do you know?
- 3) Describe the setting of the story. Provide three specific examples from the story.
 - _____
 - _____
 - _____
- 4) Tell how the sentry feels about:
 - a) *the planet where he is* _____
 - b) *his job there* _____
 - c) *his home* _____
 - d) *the aliens* _____
- 5) How does the author make us empathize with or feel sympathy for the narrator? Find quotes from the story to support your answer.

YOUR INTERPRETATION

QUOTES FROM THE STORY

- 6) What is the main type of conflict in the story? Identify and explain the irony.
- 7) Author Frederic Brown does not overtly state a theme, but he hints. In your opinion, what is the message of the story? What do you think about his point in the story? Choose among the following:
 - Things are not always as they seem.
 - Everybody is prejudiced.
 - There will always be clashes between different cultures.
 - Prejudice and misunderstanding are the seeds of hatred.

3. Work in pairs. Make up a dialogue between the sentry and the alien. Think of the issues they could discuss, ask and answer questions which might arise during the dialogue, explain the main motif that guides you in this war for each of the sides.

SKILLS ROUND-UP

READING

1. Read the text and decide if the statements below are true (T) or false (F).

A visit to parts of Lancaster County, Pennsylvania, is like a trip back in time. People live in simple farm houses. Family members, including small children, all work in the fields. Crops are planted and harvested without modern farm technology.

Most Amish are easy to recognize and they are known as the Plain People, who came to the United States from Germany and Switzerland in the 1700s-1800s. They were expelled or chose to leave because of religious oppression. Most of them settled in Pennsylvania, where they were promised religious freedom.

The Amish permit few differences among their own people and live much like their ancestors did. They believe that hard work is important and enjoyable. They do not believe in depending on the world outside their community. Modern technology and things like electricity, central heating and indoor water pipes are not considered necessary; they heat their houses with wood stoves and get their water from wells. Instead of cars the Amish travel in buggies pulled by horses. Almost every Amish man can build a house, make furniture, and raise crops and animals. Almost every Amish woman can preserve food and make clothing or quilts.

The Amish pay taxes, but they do not really vote in elections and don't accept help from the federal government. They live by rules explained

in the Bible. They believe it is wrong to fight wars and such religious beliefs sometimes have brought the Amish into conflict with American law. Amish men refuse military service during war time. Instead, they are permitted to perform some other kind of public service.

Most Amish families have seven or eight children, but refuse to send them to public schools, so they attend their own community schools and only for 8 years. When boys and girls reach the age of 16, they have two years of rumspringa. During this period of time they can live the "American" life; wear make-up and jewelry, go to parties and have a job with American people. They have to decide for themselves whether they want to stay Amish and return to the old-fashioned way of living or become American! A very difficult choice, which often leaves confused and depressed young people on their own.

- 1) *Amish people were invited to Pennsylvania where they could enjoy religious freedom.*
- 2) *The Amish have no private access to electricity or technology.*
- 3) *Amish people are very skillful and hardworking.*
- 4) *The Amish are law-abiding citizens and reject violence.*
- 5) *Rumspringa is the term used about the time young Amish "come of age".*

2. Read the text and choose the most appropriate answer.

Black Friday is an annual shopping day that falls after Thanksgiving in the United States of America. Every year people take advantage of the heavily discounted items that shops advertise for sale. For many people, Black Friday signals the beginning of the Christmas shopping period. Many employers even give their workers this day off work in addition to Thanksgiving Thursday.

Since about 2005, Black Friday has always been the busiest shopping day of the year. Many retailers open their stores in the wee hours of the morning to entice customers in to get the best deals, some even open at midnight on Thanksgiving. Many people in the USA will camp outside shops to ensure they are the first customers into the store on Black Friday. They may line up for hours, hoping to get a low price on a TV or laptop, but not everyone who wants one will get one, as there are simply not enough low-priced items to go around. Because of the number of people trying to bag the bargains, Black Friday sometimes becomes violent and

people are injured. Fights break out over toys or people cutting in line. Since 2006 there have even been 7 deaths as a result of Black Friday hysteria. But most Black Friday events are safe and fun.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday" but it did not stick. The name "Black Friday" continued to spread across the country and it seems that it is here to stay.

- 1) Which title best expresses the author's purpose in writing this text?
 - a) *Black Friday: Why You Should Go This Year*
 - b) *Black Friday: The Stuff That You Should Know*
 - c) *Black Friday: How to Save Money on the Big Day*
- 2) Black Friday
 - a) *is always the day after Thanksgiving.*
 - b) *a national holiday.*
 - c) *the start of the holiday season.*

UKRAINE

- 3) The name Black Friday was first used by
 - a) *the stores as for a serious shopping day.*
 - b) *the police as for the time of the busiest roads.*
 - c) *the stores as for the day when they make a lot of money.*
- 4) Which best explains the main idea of the second paragraph?
 - a) *People stand in long lines on Black Friday.*
 - b) *Black Friday is the best time of the year to get good deals.*
 - c) *Black Friday is a really disappointing time of the year as deals are limited.*
- 5) Which was not cited as one of the downsides of Black Friday?
 - a) *Stores run out of high demand items quickly.*
 - b) *Nobody really saves any money on Black Friday.*
 - c) *Sometimes violence occurs at Black Friday events.*

USE OF ENGLISH

3. Complete the text with the appropriate form of each word given on the right.

<p>Experts often refer to exercise, a 1)_____ diet, and plenty of rest as the three essential factors for good health in the stressful 2)_____ in which we live. According to leading doctors, 3)_____ is also extremely important to our general well-being. When we laugh, energy is 4)_____ around the body and it perks up the whole system. Our stress levels are reduced, which means laughter has a 5)_____ effect on us.</p> <p>More 6)_____, perhaps, is the fact that laughter releases chemicals into the body. These 7)_____ are natural pain suppressants and they affect the immune system, helping to speed up healing processes and activating hormones which kill disease cells. In fact, in 1991, the first free Laughter Clinic was set up in Britain so that patients could have fun, which helps them to get 8)_____ more quickly.</p> <p>According to one doctor, laughter is a total body experience in which all the major system of the body, such as muscles, nerves, heart, brain, and digestion, 9)_____ fully, so laughter is almost equivalent to a form of exercise. However, it is important to bear in mind that we are talking about laughter as 10)_____ to just a smile, in other words, “a belly laugh” says Howard Kent of the Yoga for Health Association.</p> <p>So how are we to fill our lives with 11)_____? Every happy home should have a laughter library of joke books, classic cartoon books, collections of 12)_____ quotations, and audio cassettes of our favourite 13)_____, comedy videos, fun board games, comic plays, novels, and 14)_____ biographies.</p>	<p>BALANCE SOCIAL LAUGH PUMP</p> <p>CALM IMPORTANCE CHEMISTRY</p> <p>GOOD</p> <p>PART</p> <p>OPPOSE</p> <p>MERRY</p> <p>HUMOUR, COMEDY AMUSE</p>
---	--

4. Fill in the blanks in the text with only one word in each gap.

First language, also known 1)_____ mother tongue, is generally the language a person learns first. 2)_____, one can have two or more 3)_____ languages thus being a native bilingual or indeed multilingual. The order 4)_____ which these languages are learned is not necessarily the order of proficiency. Lacking in first language skills often makes learning 5)_____ languages difficult. Often a child learns 6)_____ basics of his or her first language or languages from his or her 7)_____. The term mother tongue, however, should not be interpreted 8)_____ mean that it is the language of one’s mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect, 9)_____ the local language of the husband. Yet their children usually only speak their local 10)_____.

LISTENING

5. Listen to the four texts. Read the headlines below and decide on the best headline to go with each text. Note, there are twice more headlines than texts. Pick up the most appropriate ones.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) <i>The test that tells you how long you’ll live</i> 2) <i>The world’s future in space</i> 3) <i>Footballer can’t take a loss</i> 4) <i>Prince Charles donates to Welsh school</i> | <ol style="list-style-type: none"> 5) <i>A finger prick test in common use</i> 6) <i>City in the sky</i> 7) <i>Footballer stands up for children</i> 8) <i>A happy occasion for schoolchildren</i> |
|---|--|

6. Listen to the recording again and tell whether the sentences are true (T) or false (F).

- 1) The paintings on the Wall were symbols of freedom and great hopes for a better future for all people of the world.
- 2) The Berlin Wall was painted by artists on both sides before it came down.
- 3) Some of the paintings have recently been restored.
- 4) The section of the wall that remains looked very different back in 1989.
- 5) The artwork is the only reason the wall in the story?

VOCABULARY & GRAMMAR**7. Rewrite the sentences using the words given so that the meaning is left the same.**

- 1) My brother is too young to get married. NOT
My brother _____ to get married.
- 2) How long was the flight from London to Paris? TAKE
How long did _____ London to Paris?
- 3) I wasn't able to understand much until I had studied for several years. BEFORE
It was _____ understand much.
- 4) Course fees must be paid in full before the course begins. ALL
Students _____ before the course begins.
- 5) It was difficult for Sarah to learn to read in Japanese. DIFFICULTY
Sarah _____ to read in Japanese.
- 6) The police had to find out whose fingerprints they were. BELONGED
The police had to find out _____ to.
- 7) The school has postponed the trip to London until next week. OFF
The school trip to London _____ until next week.
- 8) Mary accidentally crashed her father's car. MEAN
Mary did _____ her father's car.
- 9) It was wrong of you to copy the homework from your friend. COPIED
You should _____ the homework from your friend.
- 10) "I'll be home by midnight," said Isadora. GET
Isadora promised she _____ midnight.
- 11) They are building a new supermarket in my neighbourhood. BUILT
A new supermarket _____ in the area where I live.
- 12) Being rich has no connection with being happy. NOTHING
Being rich _____ being happy
- 13) Has John caught a cold? DOWN
Can you tell me if _____ with a cold?
- 14) I'm not going to tolerate this untidiness any longer. UP
I have no intention _____ this untidiness any longer.
- 15) They had argued, but were friends again by the time of the party. MADE
They _____ and were friends again by the time of the party.

SPEAKING**8. Work in groups. You and a group of friends are planning a street festival to take place in your neighbourhood in the summer. Here are some notes for you to discuss and decide on what to pick for the event. Remember to add some ideas of your own for a better organization.**

- *music* - dance music? local folk singers?
- *food* - ask neighbours? use restaurant? cost?
- *invitations* - email everyone? posters?
- *children* - fun activities? competitions? or no small children invited?
- *setting* - open-air? concert hall? river bank? central square? city park?

WRITING**9. You have received the following note from the editor of Teen Voice, the student magazine you sometimes write articles for. Write your article in 200-250 words.**

In next month's edition we're going to focus on public life. I hope you'll be able to write an article about the way people live in our town for us. Consider the following:

- housing situation;
- public transport;
- sports and leisure facilities;
- way of life;
- healthcare;
- special traditions.

PHRASES AND EXPRESSION

<i>Introduction</i>	<i>Enumerating arguments</i>
first of all to begin with in order to decide whether.... or not firstly, secondly, thirdly, finally/eventually	in addition to/additionally besides/moreover/furthermore above all
<i>Weighing up arguments</i>	<i>Linking words</i>
on the one hand..... on the other hand to consider the advantages and disadvantages arguments for and against to discuss the pros and cons in theory ... in reality/both ... and anyway/at any rate/in any case in fact/actually/as a matter of fact up to a point/so to speak/by no means	additionally/again at last/besides furthermore/including indeed/hence still/moreover what is more thus
<i>Comparisons</i>	<i>Restrictions</i>
compared to/in comparison with to draw/make a comparison between as well as/likewise too/similarly/equally/instead	however/though nevertheless/whereas although/though/even though in spite of/despite unlike/in contrast to/with sth.
<i>Referring to</i>	<i>Giving examples</i>
with reference to/regarding as regards/according to as far as ... is concerned	for example/for instance such as/including in particular/particularly to give you an example of what I mean to illustrate this point/what I mean
<i>Generalizing</i>	<i>Giving reasons</i>
on the whole in general/generally speaking as a rule/in many ways in most respects in most/many cases basically	because/because of as/since the reason for this is the reason why for some reason or another I have every reason to believe that
<i>Agreeing</i>	<i>Disagreeing</i>
I entirely/absolutely agree with That's exactly/also my own view I'm of (exactly) the same opinion That's perfectly true I support this view	I partly disagree with I don't entirely agree with I see things rather differently myself I'm not at all convinced that I'm not absolutely sure
<i>Personal point of view</i>	<i>Summarizing</i>
I think that in my opinion/in my view/to my mind this is a matter of opinion in my experience as far as I know as far as I am concerned to be aware/unaware of a problem to tell the truth/the fact is that I am convinced that/I firmly believe that I feel sth should be done about that	finally last of all/last but not least in conclusion/to conclude we can draw the conclusion to sum up/to summarize we can say all in all/in short/in brief/briefly all things considered the subject under discussion I find it difficult to reach a conclusion, but I'm tempted to say

IRREGULAR VERBS

INFINITIVE	PAST	PARTICIPLE
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born/borne
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	brunt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drew
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	froze
get	got	got (goten)
give	gave	given
go	went	gone
grow	grew	grew
have	had	had
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
input	input	input
keep	kept	kept
knit	knit	knit
know	knew	known

INFINITIVE	PAST	PARTICIPLE
lay	laid	laid
lead	led	led
leave	left	left
learn	learnt	learnt
lend	lent	lent
let	let	let
lie	lay	lay
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
offset	offset	offset
overtake	overtook	overtaken
pay	paid	paid
put	put	put
prove	proved	proven
read	read (red)	read (red)
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shined	shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
telecast	telecast	telecast
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
wet	wet	wet
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

VERBS, ADJECTIVES, NOUNS WITH PREPOSITIONS

A

accompanied by
according to
account for
accuse sb of
accustomed to
add to
addicted to
advantage of
advice on
afraid of
agree on/with
aim at/for/to
allow for
angry with sb about sth
annoyed with/about/at
anxious about
apologise for/to/about
apply to/for
argue with/about
arrest somebody for
arrive at/in/on/by
ashamed of
ask for
astonished at/by
attached to
attack on
attend to
attitude towards on
average on
aware of

B

bad at
basis for
be up to
beg for
begin with
behalf of
believe in
belong to
benefit from
beware of
blame somebody for
borrow sth from sb
break with

C

careful of/about
careless about
cause of
certain about/of
check in/out
clever at
close to sb/sth
collaborate with

combined with
comment on
communicate with
comparison between
complain about
comply with
concentrate on
confidence in sb
congratulate on
congratulate sb on sth
connection between
consist of
contact between
contrast with
contribute to
cope with
correspond to/with
covered with
crash into
crazy about
criticise sb for
cruel to sb/sth
cure for

D

damage to
date back to
deal with
decide on
decrease in
dedicate to
delay in
delighted at/about
demand for/from
departure from
depend on
dependent on
description of
differ from
difference between/of
different from
difficulty in/with
disadvantage of
disagree with
disappointed in/by
disappointed about/with
discouraged from
discussion about/on
disgusted by/at
dismiss from/for
dispose of
distance of/between
divide between/among
divide into
do sth about
doubt/doubtful about

dream about/of
dressed in/up/for

E

eager for
engaged in sb/in sth/to
enter into
enthusiastic about
envious of
equal to
escape from/to
example of
excited about
excuse sb for sth
experienced in
experiment on/with
expert at/in/on

F

face up to
fail to do sth
faithful to
fall in with
familiar to sb/with
famous for
fed up with
fight with
fill in/up/out
finish with
fond of
forget about
forgive for
frightened of/for
full of

G

genius for/to/at
get along with
get rid of sth
give up
glance at
go in for
go up to
good at
grow out of
grow in/by/at/to/on
guess at
guilty of

H

hang up
happen to
happy with/about
harmful to
head for
hear about/from/of

hear from sb/about
hold on
hope of/on
hopeless at

I
idea of/about
ill with/from
impact on
impressed by/with
impression on sb
incapable of
include in/with
increase in/to
independent of
inform of/about
information about/on
informed about
insist on
intention of
interested in
invest in
invitation to
invite sb to
involve in

J
jealous of
join in
joke about

K
keen on
keep to
kind to
knock at/on
know of/about
knowledge of

L
lack of/in
laugh at
leave for
lend to
listen to
live on/at/with
live up to
locked in
look for/at

M
mad at/about
make up
marriage to
mean to
meet up

mention to
mistake sb for
mix with

N
name after/for
necessary for/to
need for/to
nervous about
nice to
notice of

O
object to
occur to
offence against
opinion of/on/about
opposed to
opposite of/to

P
patient with
pay for
picture of
pity for/to
pleased with
pleasure in
polite to
popular with
praise sb for
prefer to
preference for
prepare for/to
prevent from
protect against/from
protection from
proud of
provide sb with
pull in/up
punish for
put through
puzzled by/about/with

Q
qualified for/to
quality of
quick at

R
reaction to
reason for
receive from
recover from
reduction in/to
refer to
related to

rely on
report on
reputation for/of
responsibility for
result from/in
result of
rise in
room for

S
safe from
same as
scared of
search for
sensitive to(wards)
separate from
serious about
shocked by/at/about
shy of
sick of
similar to
skilled at/with
smile at/to/about
solution to/for
sorry for/about
stand for/with
succeed in
suffer from
surprised by/at
suspicious of
sympathetic to(wards)
sympathise with

T
take care about
talent for
thank sb for
theory in trouble
think of/about
tired of
translate from/into
trouble with
typical of

U
under (no) circumstances
under (no) obligation
under suspicion in
upset about/by/with
use of

W
warn sb about/of/against
waste time
worry/worried about
write to sb

PREPOSITIONAL PHRASES

AT

at a disadvantage
 at a discount
 at a distance
 at a price
 at a rate of
 at a speed of
 at all costs
 at all events
 at an advantage
 at any cost
 at any rate
 at breakfast/lunch/dinner
 at fault
 at first
 at first sight
 at hand
 at heart
 at home (with)
 at issue
 at last
 at least
 at liberty
 at night
 at once
 at play
 at present
 at sea
 at the age of
 at the beginning
 at the bottom of
 at the corner
 at the door
 at the end (of)
 at the latest
 at the moment
 at the peak of
 at the same time
 at the thought of
 at once
 at peace/war
 at present
 at times
 at university
 at (on) the weekend
 at work

BY

by (any) chance
 by accident
 by air /sea /road
 by all means
 by any standard
 by appointment
 by birth
 by bus/car/plane

by chance
 by day/night
 by far
 by force
 by hand
 by heart
 by law
 by means of
 by mistake
 by oneself
 by order of
 by profession
 by reason of
 by request
 by rights
 by the time
 by the way

FOR

for ages
 for certain/sure
 for a chance
 for ever
 for fun
 for good
 for hire/sale
 for instance
 for lack of
 for life
 for love
 for real
 for the rest of
 for a while

FROM

from experience
 from memory
 from now on
 from time to time

IN

in a hurry
 in a moment
 in a sense
 in a temper
 in accordance with
 in action
 in addition to
 in advance
 in agreement with
 in an instant
 in answer to
 in awe of
 in brief
 in cash
 in character

in charge of
 in collaboration with
 in combination with
 in comfort
 in common
 in comparison with
 in compensation for
 in conclusion
 in confidence
 in confinement
 in confusion
 in conjunction with
 in connection with
 in consequence of
 in contact with
 in danger
 in detail
 in doubt
 in error
 in exchange for
 in existence
 in fact
 in future
 in general
 in good/bad condition
 in hand
 in keeping with
 in love with
 in memory of
 in mind
 in name
 in office
 in one's spare time
 in origin
 in other words
 in Parliament
 in particular
 in person
 in place of
 in poverty
 in private
 in public
 in quantity
 in question
 in reality
 in relation to
 in reply to
 in respect of
 in response to
 in return
 in sb's interest
 in sb's opinion
 in search of
 in secret
 in self-defense
 in short

in silence
 in small change
 in support of
 in sympathy with
 in terms of
 in the case of
 in the habit of
 in the interest of
 in the meantime
 in the name of
 in the night
 in the right
 in the way of
 in the wrong
 in town
 in trouble
 in turn
 in uniform
 in view of
 in writing

OFF

off school/work
 off duty
 off the record

ON

on a diet
 on a journey/trip/cruise
 on account of
 on approval
 on average
 on behalf of
 on business
 on condition that
 on credit
 on foot
 on good terms
 on hand
 on holiday
 on loan
 on occasion
 on one's mind
 on the left/right
 on order
 on page
 on purpose
 on remand
 on sale
 on show
 on strike
 on the agenda
 on the hour
 on the increase
 on the job
 on the move

on the news
 on the outskirts
 on the part of
 on the phone
 on the point of
 on the top of
 on the way to
 on time
 on vacation

OUT OF

out of breath
 out of control
 out of date
 out of doors
 out of fashion
 out of hand
 out of ideas
 out of luck
 out of mind
 out of order
 out of place
 out of reach
 out of stock
 out of the question
 out of use
 out of work

TO

to date
 to excess
 to sb's face
 to the/this day
 to the best of
 to the full
 to the satisfaction of

UNDER

under age
 under consideration
 under discussion
 under one's protection
 under pressure
 under regulations
 under repair
 under stress
 under the impression that
 under the influence (of)
 under treatment

WITH

with a view to
 with regard to
 with regret
 with respect to
 with the help of

Навчальне видання

**Нерсисян Марина Аругтюнівна
Піроженко Анна Олегівна**

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