

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
Донецький національний університет  
економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**Л. В. Воробйова, С. А. Остапенко, Г. М. Удовіченко, А. Л. Дробчак**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ ДИСЦИПЛІНИ**  
**ПРАКТИКА УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ**  
**(АНГЛІЙСЬКА МОВА)**

Ступінь: магістр

Кривий Ріг  
2023

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Затверджено на засіданні  
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українознавства та соціально-  
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**В 75**

**Воробйова Л. В., Остапенко С. А., Удовіченко Г. М., Дробчак А. Л.**

**В 75** Методичні рекомендації з вивчення дисципліни «Практика усного та писемного мовлення (англійська мова)», ступінь магістр. Кривий Ріг: ДонНУЕТ, 2023. 285 с.

Дисципліна «Практика усного та писемного мовлення (англійська мова)» вивчається 2 семестри – I семестр – Модуль 1, II семестр – Модуль 2. Дані методичні рекомендації охоплюють матеріал всього курсу дисципліни.

Запропонована методична розробка містить вправи за темами, передбаченими робочою програмою дисципліни, які орієнтовані на формування у студентів навичок письма та усного мовлення, та має за мету сприяти розвитку усіх видів мовленнєвої діяльності.

Методичні рекомендації відповідають сучасним методичним вимогам до навчальної літератури.

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Імені Михайла Туган-Барановського,  
2023

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## ВСТУП / INTRODUCTION

«Практика усного та писемного мовлення (англійська мова)» є навчальною дисципліною, що забезпечує підготовку студентів ступеня «магістр».

**Мета курсу** – формування комунікативної, лінгвістичної, соціокультурної та професійної компетенції студентів, що забезпечать уміння ефективно і гнучко використовувати англійську мову в різноманітних ситуаціях соціального, навчально-академічного та професійного спілкування (усного та писемного), розвиток умінь перекладу художнього тексту та спеціалізованих текстів, читання і перекладу автентичних газетних та журнальних статей, інтернет-ресурсів, розвиток навичок написання переказів, творів та есе.

### **Завдання дисципліни:**

удосконалити навички використання та дотримання мовленнєвих функцій, лексичних та граматичних особливостей спілкування;

ознайомити з найбільш відомими зразками мовленнєвої поведінки під час відвідування різноманітних заходів;

удосконалити навички студентів сприймати іноземну мову на слух, читати та спілкуватися за змістом прочитаних текстів різної тематики, висловлення власної думки у монологічному, діалогічному усному та писемному мовленні.

В результаті вивчення курсу студент повинен **знати:**

норми сучасної англійської мови;

мовні засоби, які використовуються в усному та писемному мовленні;

мовностильові особливості художніх текстів, загальної документації;

вимоги до культури усного і писемного мовлення.

### **вміти:**

конструювати параграфи для організації думок в єдину інтелектуальну структуру;

висловлювати свої думки згідно вимог мовлення;

користуватися різними видами словників, довідковою літературою;

збагачувати власну мовну компетентність шляхом самоосвіти;

ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, типових для майбутньої професійної діяльності, використовуючи відповідні мовленнєві вміння та навички;

вести продуктивну ділову комунікацію: бесіду, телефонну розмову, дискусію, публічний виступ, презентацію, різні види письмової та електронної комунікації;

застосовувати мовленнєві засоби для вираження власної думки;

оцінювати та передбачати ситуацію мовлення з метою успішного ведення комунікації;

володіти вербальними і невербальними засобами комунікації, уміти контролювати емоції у процесі мовної комунікації.

Методичні рекомендації складаються з дванадцяти тем, передбачених робочою програмою дисципліни. Кожен розділ містить вправи на розвиток усіх видів мовленнєвої діяльності, виконання яких сприяє розвитку комунікативної компетенції студентів другого (магістерського) рівня вищої освіти.

**ЧАСТИНА 1**  
**ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1**  
**GENERAL STUDY GUIDE**

## 1. Опис навчальної дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	<b>обов'язкова для ЗВО спеціальності 035 Філологія</b>
Семестр (осінній / весняний)	<b>осінній, весняний</b>
Кількість кредитів	<b>5/5</b>
Загальна кількість годин	<b>150/150</b>
Кількість змістових модулів	<b>4</b>
Лекції, годин	<b>-</b>
Практичні / семінарські, годин	<b>70/80</b>
Лабораторні, годин	<b>-</b>
Самостійна робота, годин	<b>80/70</b>
Тижневих годин для денної форми навчання:	
аудиторних	<b>5/5</b>
самостійної роботи студента	<b>5,7/4,3</b>
Вид контролю	<b>залік, іспит</b>

## 2. Програма навчальної дисципліни

**Мета** вивчення дисципліни полягає у формування комунікативної, лінгвістичної, соціокультурної та професійної компетенції студентів, що забезпечать уміння ефективно і гнучко використовувати англійську мову в різноманітних ситуаціях соціального, навчально-академічного та професійного спілкування (усного та писемного), розвиток умінь перекладу художнього тексту та спеціалізованих текстів, читання і перекладу автентичних газетних та журнальних статей, інтернет-ресурсів, розвиток навичок написання переказів, творів та есе.

**Завдання** – удосконалити навички використання та дотримання мовленнєвих функцій, лексичних та граматичних особливостей спілкування;

ознайомити з найбільш відомими зразками мовленнєвої поведінки під час відвідування різноманітних заходів; удосконалити навички студентів сприймати іноземну мову на слух, читати та спілкуватися за змістом прочитаних текстів різної тематики, висловлення власної думки у монологічному, діалогічному усному та писемному мовленні.

**Предмет** – іноземна (англійської) мова

**Зміст дисципліни розкривається в темах:**

Лексичний матеріал:

Тема 1. Знайомство

Тема 2. Мистецтво

Тема 3. Наш навколишній світ



- Тема 4. Освіта. Навчання в університеті. Волонтерство.  
Тема 5. Їжа. Відвідування закладів харчування. Правила поведінки.  
Тема 6. Звуки навколо нас. Музика.  
Тема 7. Почуття. Мова тіла. Асертивність.  
Тема 8. Подорожі  
Тема 9. Засоби масової інформації. Телебачення. Періодичні видання.  
Тема 10. Художня література. Поезія. Міфи.  
Тема 11. Аспекти моралі. Злочини та покарання. Багатство та бідність.  
Тема 12. Бути іншим. Конформізм та нонконформізм.  
Тема 13. Домашнє читання.

Граматичний матеріал:

- Тема 1. Теперішні часові форми  
Тема 2. Майбутні часові форми  
Тема 3. Минулі часові форми  
Тема 4. Пасивний стан дієслів  
Тема 7. Непряма мова  
Тема 8. Афіксальний спосіб словотворення  
Тема 9. Модальні дієслова

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Модуль 1</b>					
<b>Змістовий модуль 1: Світ навколо нас</b>					
Тема 1. Знайомство	14		8		6
Тема 2. Мистецтво	14		8		6
Тема 3. Наш навколишній світ	20		10		10
Тема 4. Освіта. Навчання в університеті. Волонтерство.	16		8		8
Тема 5. Їжа. Відвідування закладів харчування. Правила поведінки.	12		6		6
Тема 6. Домашнє читання	26		8		18
Разом за змістовим модулем 1	102		48		54
<b>Змістовий модуль 2: Часові форми дієслова</b>					
Тема 7. Теперішні часові форми	14		6		8
Тема 8. Майбутні часові форми	6		4		2
Тема 9. Минулі часові форми	14		6		8
Тема 10. Пасивний стан дієслів	14		6		8
Разом за змістовим модулем 2	48		22		26
<b>Разом за модулем 1</b>	<b>150</b>		<b>70</b>		<b>80</b>
<b>Модуль 2</b>					
<b>Змістовий модуль 3: Відчуття та засоби спілкування</b>					
Тема 11. Звуки навколо нас. Музика.	12		6		6

Тема 12. Почуття. Мова тіла. Асертивність.	16		8		8
Тема 13. Подорожі	16		8		8
Тема 14. Засоби масової інформації. Телебачення. Періодичні видання.	12		6		6
Тема 15. Художня література. Поезія. Міфи	12		6		6
Тема 16. Аспекти моралі. Злочини та покарання. Багатство та бідність.	12		6		6
Тема 17. Бути іншим. Конформізм та нонконформізм.	12		6		6
Тема 18. Домашнє читання	24		16		8
Разом за змістовим модулем 3	116		62		54
<b>Змістовий модуль 4: Словотвір. Модальність</b>					
Тема 19. Непряма мова	12		6		6
Тема 20. Афіксальний спосіб словотворення	10		6		4
Тема 21. Модальні дієслова	12		6		6
Разом за змістовим модулем 6	34		18		16
<b>Разом за модулем 2</b>	<b>150</b>		<b>80</b>		<b>70</b>
<b>Усього годин</b>	<b>300</b>		<b>150</b>		<b>150</b>

#### 4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
	Модуль 1	
1	Практичне заняття Знайомство.	2
2	Практичне заняття Особисті відносини	2
3	Практичне заняття Теперішній неозначений та теперішній тривалий часи	2
4	Практичне заняття Романтичні відносини крізь віки	4
5	Практичне заняття Теперішній доконаний та теперішній доконаний тривалий часи	2
6	Практичне заняття Теперішні часи	2
7	Практичне заняття Мистецтво	2
8	Практичне заняття Мистецтво. Живопис	2
9	Практичне заняття Простий майбутній час, конструкції для вираження майбутніх намірів	4
10	Практичне заняття Домашнє читання	4
11	Практичне заняття Письмо. Написання статті на літературний конкурс	2
12	Практичне заняття Телебачення	2

13	Практичне заняття Світ, що змінюється	2
14	Практичне заняття Наступні 30 років. Клімат. Транспорт	2
15	Практичне заняття Письмо. Листування з транспортними службами	2
16	Практичне заняття Охорона навколишнього середовища	2
17	Практичне заняття Фізика майбутнього. Передбачення на основі наукових досліджень	2
18	Практичне заняття Минулий простий час і минулий тривалий час	2
19	Практичне заняття Вік. Повноліття	2
20	Практичне заняття Навчання в університеті. Волонтерство	2
21	Практичне заняття Студентське життя	2
22	Практичне заняття Минулий доконаний час та минулий доконаний тривалий час	4
23	Практичне заняття Технологічний прогрес	2
24	Практичне заняття Домашнє читання	4
25	Практичне заняття Їжа.	2
26	Практичне заняття Відвідування закладів харчування	2
27	Практичне заняття Правила поведінки за столом	2
28	Практичне заняття Пасивний стан дієслова. Теперішні часи	2
29	Практичне заняття Пасивний стан дієслів. Минулі часи	2
30	Практичне заняття Пасивний стан дієслів. Вживання двох об'єктів	2
	Разом модуль 1	<b>70</b>
	Модуль 2	
31	Практичне заняття Звуки навколо нас	2
32	Практичне заняття Домашнє читання	4
33	Практичне заняття Музика. Музичні конкурси світу	4
34	Практичне заняття Почуття	2
35	Практичне заняття Агресія. Конфлікти	2
36	Практичне заняття Мова тіла	2

37	Практичне заняття Асертивна поведінка	2
38	Практичне заняття Подорожі. Популярні туристичні напрямки	2
39	Практичне заняття Подорожі. Наземний та повітряний транспорт	2
40	Практичне заняття Подорожі. Готель	4
41	Практичне заняття Домашнє читання	4
42	Практичне заняття Засоби масової інформації. Телебачення. Інформаційні джерела	2
43	Практичне заняття Засоби масової інформації. Періодичні видання. Жовта преса.	2
44	Практичне заняття Засоби масової інформації. Соціальні мережі. Білий шаблон.	2
45	Практичне заняття Непряма мова. Узгодження часів	4
46	Практичне заняття Непряма мова	2
47	Практичне заняття Домашнє читання	4
48	Практичне заняття Модальні дієслова	2
49	Практичне заняття Художня література. Британські письменники	2
50	Практичне заняття Художня література. Американські письменники	2
51	Практичне заняття Поезія. Міфи	2
52	Практичне заняття Модальні дієслова	4
53	Практичне заняття Аспекти моралі	2
54	Практичне заняття Афіксальний спосіб утворення іменників	2
55	Практичне заняття Злочин та покарання	2
56	Практичне заняття Багатство та бідність	2
57	Практичне заняття Суфіксальний спосіб утворення прикметників	2
58	Практичне заняття Бути іншим	2
59	Практичне заняття Конформізм і нонконформізм. Підлітковий максималізм	2
60	Практичне заняття Письмо. Характеристика	2
61	Практичне заняття Префіксальний спосіб утворення прикметників	2

62	Практичне заняття Домашнє читання	4
	Разом модуль 2	<b>80</b>
	<b>Всього</b>	<b>150</b>

## 5. Розподіл балів, які отримують студенти

### Вид контролю: залік, екзамен

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються у випадку проведення екзамену: впродовж семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

У випадку заліку для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами складання змістових модулів впродовж семестру (100 балів).

### Оцінювання студентів протягом семестру (очна форма навчання)

№ теми практич- ного заняття	Аудиторна робота					Позааудитор- на робота	Сума балів
	Тестові завдан- ня	Виконання практичних завдань теми	Обговорен- ня теоретичних питань теми	Індиві- дуальне завдання	ПМК	Завдання для самостійного виконання	
Змістовий модуль 1							
Тема 1		1		1		0,5	2,5
Тема 2		1				0,5	1,5
Тема 3	2	1		1		0,5	4,5
Тема 4.1		1				0,5	1,5
Тема 4.2		1		1			2
Тема 5	2	1				0,5	3,5
Тема 6		1		1		0,5	2,5
Тема 7	2	1				0,5	3,5
Тема 8		1				0,5	1,5
Тема 9.1		1				0,5	1,5
Тема 9.2		1		1			2
Тема 10.1		1				0,5	1,5
Тема 10.2	2	1					3
Тема 11		1		1		0,5	2,5
Тема 12		1		1		0,5	2,5
Тема 13		1				0,5	1,5
Тема 14		1				0,5	1,5
Тема 15		1		1		0,5	2,5
Тема 16	2	1				0,5	3,5
Тема 17		1				0,5	1,5
Тема 18		1		1		0,5	2,5
Тема 19		1		1		0,5	2,5
Тема 20	2	1				0,5	3,5
Тема 21		1					1

Разом змістовий модуль 1	12	24		10	10	10	66
Змістовий модуль 2							
Тема 22.1		1				0,5	1,5
Тема 22.2		1				0,5	1,5
Тема 23	2	1				0,5	3,5
Тема 24.1		1				0,5	1,5
Тема 24.2	2	1				0,5	3,5
Тема 25		1				0,5	1,5
Тема 26		1				0,5	1,5
Тема 27	2	1				0,5	3,5
Тема 28		1				0,5	1,5
Тема 29		1				0,5	1,5
Тема 30	2	1					3
Разом змістовий модуль 2	8	11			10	5	34
<b>Разом модуль 1</b>							<b>100</b>
Модуль 2							
Змістовий модуль 3							
Тема 31		1					1,5
Тема 32.1		1				0,25	1,25
Тема 32.2				0,5			1,5
Тема 33.1		1				0,25	1,25
Тема 33.2		0,5		0,5			1
Тема 34		0,5					0,5
Тема 35		1				0,25	1,25
Тема 36		1				0,25	1,25
Тема 37		0,5		0,5			1
Тема 38		1				0,25	1,25
Тема 39				0,5		0,25	0,75
Тема 40.1		1					1
Тема 40.2		1				0,25	1,25
Тема 41.1		1					1
Тема 41.2				0,5		0,25	0,75
Тема 42		0,5					0,5
Тема 43		1				0,25	1,25
Тема 44				0,5			0,5
Тема 45.1		0,5					0,5
Тема 45.2		1				0,25	1,25
Тема 46				0,5		0,25	0,75
Тема 47.1		1					1
Тема 47.2				0,5		0,25	0,75
Тема 48		1					1
Тема 49		0,5				0,25	0,75
Тема 50				0,5			0,5
Тема 51		1				0,25	1,25
Тема 52.1		1					1
Тема 52.2				0,5		0,25	0,75
Тема 53						0,25	0,25

Тема 54		1					1
Разом змістовий модуль 3		19		5	5	4	33
Змістовий модуль 4							
Тема 55		1				0,25	1,25
Тема 56		1					1
Тема 57	1	1				0,25	2,25
Тема 58		1				0,25	1,25
Тема 59		1					1
Тема 60	1	1					2
Тема 61		1				0,25	1,25
Тема 62.1		1					1
Тема 62.2	1						1
Разом змістовий модуль 4	3	8			5	1	17
<b>Разом модуль 2</b>							<b>50</b>

**Оцінювання студентів протягом семестру  
(заочна форма навчання)  
Осінній семестр**

Поточне тестування та самостійна робота				Сума в балах
Змістовий модуль 1	Індивідуальне завдання 1	Змістовий модуль 2	Індивідуальне завдання 2	100
10	30	20	40	

**Весняний семестр**

Поточне тестування та самостійна робота				Підсумко- вий тест (екзамен)	Сума в балах
Змістовий модуль 3	Індивідуальне завдання 3	Змістовий модуль 4	Індивідуальне завдання 4	50	100
10	15	10	15		

**Загальне оцінювання результатів вивчення навчальної дисципліни**

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

<b>Оцінка</b>		
100-бальна шкала	Шкала ECTS	Національна шкала
90-100	A	5, «відмінно»
80-89	B	4, «добре»

75-79	C	
70-74	D	3, «задовільно»
60-69	E	
35-59	FX	2, «незадовільно»
0-34	F	



**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

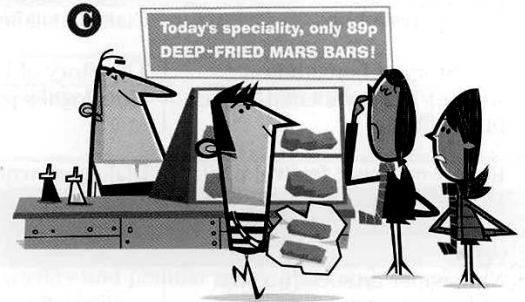
## 1.1 Знакомство Pleased to meet you



Brian was amazed that John could \_\_\_\_\_ when everybody else was laughing so much.



Marie \_\_\_\_\_ and started shouting at the crowd.



If you don't like it, don't \_\_\_\_\_ at it. Just tell him you're not hungry.



Chris couldn't help feeling the man was \_\_\_\_\_.



Kate felt upset when her hosts \_\_\_\_\_.



In moments of danger, Bond knew he had to \_\_\_\_\_.

### Quiz "Are you easy to get on with?"

- When you have problems, what do you prefer to do?
  - Chat to a trusted friend and get it off your chest,
  - Tell everyone what a difficult time you are having.
  - Keep a stiff upper lip and tell nobody.
- In your opinion, a good friend is someone who
  - has a mind of his/her own and is not afraid to use it.
  - sees eye to eye with you about everything.
  - is under your thumb.
- After an argument your boy/girlfriend shouts out 'I can't stand you!' You
  - put on a brave face and wait until he/she calms down.
  - lose your head and start tearing your hair out.
  - look for the number of that classmate you fancy.
- A new student tries to make friends with you. You
  - respond politely while you make up your mind what he/she is like.
  - fall head over heels in love with him/her. Strangers are so romantic.
  - give him/her the cold shoulder. He / She has to earn your friendship.
- On your first day in a new job your boss falsely accuses you of making a mistake. You
  - keep a cool head and explain you had nothing to do with it.
  - run home crying your eyes out.

- c tell her she must be out of her mind to accuse you.
- 6. At a party a guy you don't know keeps telling corny jokes. You**
- a hold your tongue in case you put your foot in it.
- b tell him to stop being a pain in the neck.
- c tell your own jokes and laugh your head off.

## VOCABULARY AND SPEAKING

**1. Complete the captions in cartoons A-F with body idioms 1-6. Then decide what they mean.**

- 1 gave her the cold shoulder - ignored her
- 2 lost her head - \_\_\_\_\_
- 3 keep a cool head - \_\_\_\_\_
- 4 keep a straight face - \_\_\_\_\_
- 5 pulling his leg - \_\_\_\_\_
- 6 turn your nose up - \_\_\_\_\_

**2. Read the quiz quickly and find fifteen more body idioms. Decide what they mean.**

- 1 head - lose one's head, keep a cool head, \_\_\_\_\_, \_\_\_\_\_;
- 2 mind - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_;
- 3 eye(s) - \_\_\_\_\_, \_\_\_\_\_;
- 4 face - keep a straight face, \_\_\_\_\_;
- 5 others - give someone the cold shoulder, pull one's leg, turn one's nose up,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

**3. In groups, do the quiz and check your answers. Do you agree with your results? Why?/Why not?**

**4. Circle two adjectives for each person. Use a dictionary to help you.**

- 1 Mike always keeps a stiff upper lip. (calm, impatient, unemotional)
- 2 John has a mind of his own. (indiscreet, independent, strong-willed)
- 3 Karen can't make up her mind, (hesitant, indecisive, irresponsible)
- 4 Sid is under his wife's thumb, (obedient, stubborn, unassertive)
- 5 Elsa is a complete pain in the neck, (considerate, annoying, exasperating)
- 6 Sahid loves pulling your leg. (cheerful, disorganised, fun-loving)
- 7 Britney is always putting her foot in it. (careless, insensitive, trustworthy)
- 8 Sharon cries her eyes out over the slightest thing. (cocky, oversensitive, temperamental)

**5. Complete the table with adjectives from ex. 4 that start with these negative prefixes. Then make opposites of adjectives 1 – 8.**

dis-	im-	in-	ir-	un-

1. \_\_\_\_\_ considerate
2. \_\_\_\_\_ efficient
3. \_\_\_\_\_ mature
4. \_\_\_\_\_ obedient

5. \_\_\_\_\_ rational
6. \_\_\_\_\_ affectionate
7. \_\_\_\_\_ secure
8. \_\_\_\_\_ selfish

**6. In pairs write nouns for these adjectives. Then make sentences, using both adjectives and nouns.**

- |                |                   |                     |
|----------------|-------------------|---------------------|
| 1. charismatic | 5. creative       | 9. socially skilled |
| 2. charming    | 6. energetic      | 10. stylish         |
| 3. confident   | 7. respectful     |                     |
| 4. courageous  | 8. self-conscious |                     |

My brother is usually quite confident, but when he's with a girl he fancies, he lacks confidence.

**7. In groups, use the personality adjectives and body idioms above and expressions below to describe your relationships with the following people.**

- relatives
- friends
- school / workmates
- teachers
- your dentist
- strangers

we get on like a house on fire (really well)

we're (not) very close

we're always arguing

we have a good laugh together

we often fall out because ...

I find it hard / easy to talk to ...

I couldn't live without ...

I respect / look up to ...

## READING AND VOCABULARY

**8. Read the quotes and, in groups, discuss if you agree with them and why.**

*'Love is the triumph of imagination over intelligence.'* (H. L. Mencken, writer)

*'There's only one way to have a happy marriage and as soon as I learn what it is, I'll get married again.'* (Clint Eastwood, actor and film director)

**9. Look at the heading. Tick the topics you expect to find in the text. Then read it quickly to check.**

- |                            |                           |
|----------------------------|---------------------------|
| 1 animal mating _____      | 5 divorce _____           |
| 2 arranged marriages _____ | 6 medieval chivalry _____ |
| 3 chaperones _____         | 7 modern dating _____     |
| 4 coded messages _____     | 8 women's rights _____    |

### *Courtship through the ages*

We live in an age of romance. You might find that hard to believe in our modern world with its speed-dating clubs, singles bars and online dating agencies, but it's true. We are free to search for the one true love with whom we will live happily ever after. But it hasn't always been like that. The idea that we can choose our partners freely is quite a recent one.

**1** \_\_\_\_\_

Much less violent, but no more romantic, were arranged marriages. For royalty, aristocracy and other people of property, they were an ideal way to ensure that their fortunes were not divided and their families accumulated wealth. In many societies, of course, they still exist. They may seem to us to be more of a business relationship than a romantic union, but curiously, it seems that arranged marriages are less likely to break up than marriages based on love.

**2** \_\_\_\_\_

However, women haven't always been mere passive victims of romance, waiting for a knight in shining armour to rescue them from a lonely tower. In 1228 in Scotland, a law was passed which allowed any unmarried woman to propose marriage to any man she chose, but only during leap years. Apparently, if the man turned her down without a good reason (such as already being married), then he had to pay her a pound, and give her a new silk gown!

**3** \_\_\_\_\_

If the young couple were able to overcome these social obstacles and began to go out together, they could not expect much privacy. The girl's parents would ensure that they were always accompanied by a chaperone - traditionally an older married woman, a widow or a spinster - to guarantee that they behaved properly. Once engaged, they could hold hands in public and go out alone, and even spend time together behind closed doors. But never at night.

**4** \_\_\_\_\_

Young lovers have often had to come up with ways to communicate without being seen or overheard. In the days before Messenger and texting, this wasn't easy, but love knows no barriers, and necessity is the mother of invention. So it is no surprise that love has inspired imaginative ways to stay in touch.

**5** \_\_\_\_\_

A chivalrous gentleman in England might send a pair of gloves as a message to his true love. If the woman wore the gloves to church on Sunday, it signaled her acceptance of his advances, and the gentleman would know that it was time to start planning ways to get rid of the chaperone.

**6** \_\_\_\_\_

Today it's all so different and so easy. You can chat up anyone you like. Or try to, at least. You can send texts and emails to ask someone out. We've got freedom to choose our partners. However, it is still unusual for a woman to ask a man to marry her. Which is a pity, I think. Is this year a leap year? If it is, I might go on holiday to Scotland. I could do with a new dress.

**10. Complete the text with paragraphs A-G. There is one extra paragraph.**

**A** And then there were fans. Fan languages evolved in Spain as a way to let unmarried women flirt with men. A woman skilled in the manipulation of her fan could send all sorts of discreet messages to the man of her dreams. An English politician once said, 'Women are armed with fans as men with swords ... and sometimes do more executions with them.'

**B** Courting was much more formal in the straitlaced Victorian era. An interested gentleman could not simply walk up to any young lady he fancied and strike up a conversation. First, they had to be introduced in order to share a conversation or a dance. But no matter how well they got on, the gentleman could not simply renew their acquaintance next time they bumped into each other. He would have to be reintroduced by a mutual friend, and only if the lady consented.

**C** Take, for example, wooden spoons, used by suitors in 17th century Wales to communicate to their loved ones. Decorative carvings added to the spoon had various meanings - an anchor meant 'I desire to settle down, while an intricate vine meant 'love grows'.

**D** In ancient times, men would raid other villages or tribes to capture their wives by force. Presumably the new brides did not appreciate their husbands' courtship techniques, but at least it had the advantage of spreading the genes around in a scarcely populated world.

**E** It was traditional in Europe to give newly married couples a wedding present of a month's supply of mead, an alcoholic drink made from honey. This was supposed to bring the couple happiness and fertility. It has been claimed that this is where the word 'honeymoon' comes from. A more cynical explanation, however, is that 'honey' refers to how sweet the young marriage is, and 'moon' refers to how long the sweetness will last - just one month.

**F** Romantic love in its modern sense dates from the Middle Ages. Medieval poetry and plays portray an idealised version of romance and love, and if you fall for the vision they offer, then underneath every balcony was a starry-eyed suitor serenading his lover. Surely an exaggeration, but many of today's courting rituals, from buying a woman dinner to opening a door for her, are inspired in medieval ideals of chivalry which treated women as objects to be adored.

**G** They probably regretted that the 16th century custom of 'bundling' had gone out of fashion. This was a custom where courting couples would share a bed, fully clothed and with a 'bundling board' between them. The idea was to allow the couple to talk and get to know each other without risking any improper physical contact.

**11. Read the text again and find the advantages and / or disadvantages of these types of courtship.**

- 1 stealing women from rival villages
- 2 arranged marriages
- 3 the Scottish law of 1228
- 4 going out with a chaperone
- 5 bundling
- 6 fan language

**12. Use the phrases in the box to make collocations with phrasal verbs 1-8 from the article. The number of possible collocations is given in brackets.**

a conversation	a fight	a relationship	a trick	a good idea
the door	a new classmate	(some) help	the volume	to do some work
with your boyfriend				

- |                  |                     |
|------------------|---------------------|
| 1. break up (4)  | 5. bump into (2)    |
| 2. fall for (2)  | 6. come up with (2) |
| 3. turn down (2) | 7. settle down (2)  |
| 4. strike up (2) | 8. do with (2)      |

**13. In groups, discuss questions 1 – 3 and present your ideas to the class.**

1. What could be the advantages and disadvantages of these ways of dating? Grade them in order of preference.

arranged marriages	going to a party	chat room on the Internet
dating service	going out with friends	speed-dating club

2. What's the best way to meet a partner nowadays?  
 3. Is it a good idea to date a classmate, a colleague at work, a fellow student, etc.? Why / Why not?

## **SPEAKING AND LISTENING**

**14. In groups, discuss the questions.**

1. In which social situations do we need to 'break the ice'?

2. Which topics are usually considered 'safe' and which 'unsafe' in a conversation with a stranger? Give reasons.

current affairs	fashion	films	money	politics	religion	sex
sports	physical appearance	TV programmes	the weather	their		
job	your family	your personal feelings				

**15. Look at the extracts from the conversations and guess how they develop. Then listen and check.**

- 'Sorry to bother you, but do you think I could have a look at your paper?'  
 'Have you heard what's been going on in Australia?'  
 'Well, it's been great talking to you, but I have to get off here. It's my stop.'
- 'Hi, can I get you something to drink? The orange juice is really good.'  
 'Whereabouts in (Poland) are you from?'  
 'I'd better be going or I'll miss my ride home.'
- 'Excuse me, do you happen to know who the teacher is?'  
 'If you ask me, we should not have any classes on Friday afternoons.'  
 'I wish I could stay, but I've just remembered I've got to do something urgent.'

**16. Complete SPEAK OUT with underlined phrases from ex. 15.**

<b>SPEAK OUT / Managing conversations</b>
<b>Breaking the ice</b>
1 _____?
Excuse me, do you mind if I ...?
2 _____?
Pleased to meet you. I've heard so much about you. I love your ... Where did you get it / them?
3 _____?
Sorry, but I couldn't help overhearing that you .... Have we met somewhere before?
<b>Carrying on the conversation</b>
4 _____?
What do you think about?
5 _____?
That's enough about ..., tell me something about ...
6 _____
The reason I wanted to talk to you is ...
<b>Getting away</b>
7 _____
Is that the time? I really must be going.
8 _____
Give me your number and I'll call you later.
9 _____
I mustn't keep you any longer. I'm sure you're busy. Let's meet again. How about ...?

**17. Decide who is speaking in these conversations and where they are. Then complete the gaps with phrases from Speak Out. Listen and check.**

**David** Excuse me, sorry to <sup>1</sup> \_\_\_\_\_, but are you Melinda Dors? **Melinda** Yes, I am.

**David** <sup>2</sup> \_\_\_\_\_. I really admire what your company is doing to help fair trade. My name's David Brown, by the way.

**Melinda** Delighted to meet you, David.

**David** <sup>3</sup> \_\_\_\_\_ that I've got a really good idea for a new product.

**Melinda** That sounds interesting. Tell me more.

*later*

**Melinda** ... Well, it's been great talking to you, but...

**David** Oh! <sup>4</sup> \_\_\_\_\_. Thanks very much for listening to me.

**Jane** Excuse me, is this seat free?

**Betty** Yeah.

**Jane** <sup>5</sup> \_\_\_\_\_ if I ... ?

**Betty** No, sit down. Take the weight off your feet.

**Jane** Thanks.

**Betty** I love your boots. <sup>6</sup> \_\_\_\_\_?

**Jane** Tony's Shoes in the market. You get some great boots there.

**Betty** <sup>7</sup> \_\_\_\_\_ that new shoe shop in the centre?



later

**Jane** Oh, no!<sup>8</sup> \_\_\_\_\_ ? I really <sup>9</sup> \_\_\_\_\_

**Betty** Relax. Have another coffee.

**18. Roleplay the conversations. Use the language from Speak Out.**

- 1 You are at a party. You're feeling a bit bored so you start talking to a stranger.
- 2 You're travelling on a long train journey. You're reading a good book.
- 3 It's the first day at your new gym. Talk to the first person you meet.
- 4 You're in the dentist's waiting room feeling very nervous.
- 5 You're on a blind date. The other person seems a bit shy, so it's up to you to break the ice.
- 6 You're waiting at a bus stop. You feel nervous because you're going to an important job interview.

**WRITING**

**19. Read the story.**

**Time to choose**

Bryan was the most unromantic person she had ever fallen in love with. A computer geek obsessed by the Internet, he was more like a machine than a human being. She wanted to <sup>1</sup>walk in the park in the late afternoon, to <sup>2</sup>say sweet nothings by the light of the moon, to feel her heart soar as he <sup>3</sup>looked into her eyes and then kiss in the night under <sup>4</sup>shining skies. Was that asking too much? Apparently it was, because all he wanted to do was to play games and chat on the Net.

One day, she asked him if he believed in love at first sight. Without taking his eyes from the screen, he <sup>5</sup>said something unintelligible. She sighed wistfully and spoke again, 'Did I tell you that Josh and Frances are getting married?' For once, he turned away from the screen and <sup>6</sup>looked at her in amazement. 'Whatever for?' he asked. 'They're in love,' she answered. Shrugging his shoulders, he turned back to his virtual world and said, 'Love is an obsessive delusion that is cured by marriage.'

Suddenly, she was hit by a terrible feeling of sadness and desperation. What was she doing here? She felt he treated her like a servant. Was she wasting her life? She <sup>7</sup>looked quickly at herself in the mirror and saw her eyes <sup>8</sup>shining with tears. She made up her mind. Touching him tenderly on the arm, she whispered, 'Bryan, I've got something to tell you.' Engrossed in his game, he <sup>9</sup>said something to himself and yelled petulantly, 'Just a minute!' Furious, she <sup>10</sup>looked at him and <sup>11</sup>said, 'It's time to choose! Your computer or me!' And she <sup>12</sup>walked dramatically out of the room.

The next day, Bryan sent her a present. Trembling, she opened up the box. Inside was  
....

**20. Replace the underlined words in the story with the best synonyms a-c. Use a dictionary to help you. Then listen and check.**

- |   |           |           |          |
|---|-----------|-----------|----------|
| 1 | a stagger | b stumble | c stroll |
| 2 | a mutter  | b whisper | c yell   |
| 3 | a gazed   | b glared  | c peeped |

4	a flickering	b glistening	c glittering
5	a chattered	b mumbled	c yelled
6	a peeped	b peered	c stared
7	a gazed	b glanced	c glimpsed
8	a dazzling	b flashing	c glistening
9	a muttered	b shouted	c whispered
10	a glanced	b glared	c stared
11	a mumbled	b shouted	c stuttered
12	a crept	b stormed	c wandered

**21. Find at least three adverbs to modify each of the verbs and write sentences with your collocations.**

*The princess kissed the frog tenderly.*

**Verbs**

giggle glance kiss sigh stumble yell

**Adverbs**

awkwardly blindly enthusiastically frantically furiously gently happily impatiently nervously passionately quickly sadly softly tenderly

**22. Find an example of each of the literary devices (1-4) in the story, and match them with the effect they have on writing style.**

- 1 a participle clause \_\_\_\_\_
- 2 a rhetorical question \_\_\_\_\_
- 3 a simile \_\_\_\_\_
- 4 direct speech \_\_\_\_\_

- a allows us to enter a character's mind
- b helps us avoid starting every sentence with the same subject
- c makes a story more immediate and lifelike
- d makes a comparison more vivid

**23. Transform these sentences with participle clauses.**

1. He turned away from the screen. He stared at her.
2. She glanced at herself in the mirror. She saw her eyes glistening with tears.
3. He muttered something to himself. He turned away.
4. She glared at him. She shouted out, 'It's time to choose!'

**24. Match sentences 1-4 with rhetorical questions a-d. What kind of stories are the excerpts from? What do the questions tell us about the characters' thoughts?**

- 1 James struggled to break free as the sharp blade swung towards him. \_\_\_\_\_
- 2 Dean whispered gently in her ear. She wasn't sure what to do. \_\_\_\_\_
- 3 Helpless, Don stared at the witch as she reached for her wand. \_\_\_\_\_
- 4 Charlie's mouth fell open as chocolate began to spurt from the fountain. \_\_\_\_\_
  - a Could this really be happening?
  - b Should she let him kiss her?
  - c Was this the end?

**d** What was she going to do?

**25. In pairs, sort out these mixed-up literary similes.**

Her lips were like frightened forest things. Her lips were like the petals of a rose.

Talking to him was like a knife.

Facts fled before her like playing upon an exquisite violin.

Edward Hyde would pass away like the petals of a rose.

A sharp pain struck through him like a flock of sheep.

The servants stood huddled together like a beer barrel.

He was a stout gentleman with a figure like a stain of breath upon a mirror.

**26. Write a romantic story of 220-250 words. Finish with the sentence below.**

*He put down the phone and began to cry.*

## 1.2 Особисті відносини

### *Pleased to meet you*

#### READING AND VOCABULARY

##### 1. Read the text and choose the best title.

1. Beauty is skin-deep
2. Is romance dead?
3. The key to successful relationships
4. Scientists prove that opposites attract

A recent survey in the US has raised eyebrows in the world of evolutionary psychology. Previous research had concluded that people prefer life partners with strong reproductive potential and qualities that they think will be good for raising children. However, the more recent study suggests that this is not necessarily the case and that people are attracted to mates with similar personality types as themselves, as it is more likely they will be able to hold down a stable relationship.

Theories of animal behaviour suggest that animals look for attractive physical qualities, such as brightly coloured feathers or shiny coats, because such things can be a sign of reproductive health. In the animal kingdom, a potential mate's 'wealth' – for example, a large, well-built nest and ample food - advertises its ability to provide for the next generation. There has always been an assumption that our behaviour isn't very different, but the more recent publication suggests that humans have a more sophisticated system of mate selection, which includes looking for positive personality traits.

The study began when university students taking a course called *Introduction to Behaviour* each administered questionnaires to ten other people (see sample questions below). The survey, which was voluntary and anonymous, resulted in data from 979 people – most of whom were students aged between 18 and 24. Hoping to learn what attracts people to each other, the students asked their male and female survey subjects to rank the importance they placed on ten attributes in a long-term partner and to rate themselves on the same qualities.

The students wrote up their reports, got their grades and moved on. However, their tutors were left with an intriguing, if unsorted, mountain of information. When the academics finally got round to doing a proper statistical analysis of the results, the conclusion 'jumped out at us,' they reported. In simple terms, the conclusion was that humans are attracted to people like themselves; reproductive potential is less important.

The scientists were taken aback by the characteristics that people rated as most important. 'Surprisingly, physical attractiveness is not all that important - except to people who rate themselves as physically attractive: the Brad Pitts and Angelina Jolies of the world,' says one of the professors. 'What politicians like to call "family values" characteristics, for example qualities like responsibility, loyalty and trustworthiness, are what people say they're looking for in a long-term relationship. And most people say they perceive those same characteristics in themselves.'

However, the research also found particularly strong evidence that women who thought they were physically attractive tended to go for men who were wealthy or of high status. Equally, men who thought they were successful wanted to pair up with good-looking women.

The scientists' analysis concluded that like-minded people are more likely to have a good marriage than dissimilar individuals. A relationship expert commented that she thought the results were common sense. 'The results aren't earth-shattering. Any relationship can quickly be **brought to its knees** if you don't see eye to eye on important issues and share similar moral values,' she said. 'The safest choice would probably be a mirror image of yourself, but it would be a bit boring. After all, variety is the spice of life.'

**2. Read the text again and choose the correct answers a-d.**

- 1 The results of the recent survey
  - a confirmed earlier research.
  - b discovered something new.
  - c mean further research is unnecessary.
  - d were what the scientists expected.
- 2 The research suggests that human mate selection is
  - a based only on personality type.
  - b impossible to analyse.
  - c more complex than previously thought.
  - d the same as in animals.
- 3 The students who administered the survey gave the questionnaire to
  - a a variety of people.
  - b people in long-term relationships.
  - c students who had to complete it.
  - d respondents to a magazine survey.
- 4 The tutors analysed the information
  - a as soon as the students handed in their reports.
  - b because they knew the results would be interesting.
  - c so they could put the papers away.
  - d when they had some spare time.
- 5 The relationship expert doesn't think
  - a the least risky choice of life partner may lead to a dull life.
  - b difference makes life more interesting.
  - c we should marry the person most similar to ourselves.
  - d partners need to have similar views on what is right and wrong.

**3. Match the underlined phrases in the text with their meanings.**

- 1 to be very noticeable    jumped out at (us)
- 2 to be very surprised by something    \_\_\_\_\_
- 3 to have such a bad effect on something that it cannot continue    \_\_\_\_\_
- 4 to leave and start doing something else    \_\_\_\_\_
- 5 to prepare a text based on notes made earlier    \_\_\_\_\_
- 6 to shock or surprise people    \_\_\_\_\_
- 7 to succeed in keeping something for some time    \_\_\_\_\_

4. Complete the table with words from the text.

adjective	noun
evolutionary	evolution reproduction statistic attraction
loyal	boredom

5. Complete each group of three sentences with one word from the text.

- 1 a Not many animals have a single \_\_\_\_\_ for life.  
 b The builder's \_\_\_\_\_ was responsible for carrying all the heavy materials.  
 c Hello, \_\_\_\_\_! I haven't seen you for ages. What have you been up to?
- 2 a The end-of-year exams are designed to \_\_\_\_\_ all the students in the year group.  
 b It's \_\_\_\_\_ stupidity to marry someone you've known for only a week!  
 c There was a \_\_\_\_\_ smell coming from the polluted river.

6. Complete the sentences with the correct forms of the words and phrases from Exercises 3-5.

- 1 Government statistics show that the percentage of people who marry is falling.  
 2 'Please \_\_\_\_\_ your notes before next week's lecture.'  
 3 Visitors to Venice \_\_\_\_\_ it as one of the most romantic cities in Europe.  
 4 After two days at the beach, we decided to \_\_\_\_\_ to the mountains.  
 5 The country's economy was \_\_\_\_\_ its \_\_\_\_\_ by industrial action and strikes.  
 6 I spend Christmas with my family and New Year with my \_\_\_\_\_.

**SPEAKING**

7. Complete phrases 1-9 then match them with their functions a-c.

- a breaking the ice  
 b carrying on the conversation  
 c getting away

- 1 Excuse me, do you happen to ...? **a**  
 2 E\_\_\_\_\_m\_\_\_\_\_, do you mind if ...? \_\_\_\_\_  
 3 I m\_\_\_\_\_ keep you any longer. I'm s\_\_\_\_\_ you're busy. \_\_\_\_\_  
 4 Is that the time? I r\_\_\_\_\_ m\_\_\_\_\_ be g\_\_\_\_\_. \_\_\_\_\_  
 5 P\_\_\_\_\_ to m\_\_\_\_\_ y\_\_\_\_\_. I've heard so much about you. \_\_\_\_\_  
 6 The r\_\_\_\_\_ I w\_\_\_\_\_ to talk to you is ... \_\_\_\_\_  
 7 Let's meet again. H\_\_\_\_\_ a\_\_\_\_\_...? \_\_\_\_\_  
 8 W\_\_\_\_\_ do you t\_\_\_\_\_ about ...? \_\_\_\_\_  
 9 W\_\_\_\_\_ in Germany are you from? \_\_\_\_\_

8. Complete the conversations with the phrases from the box. There is one extra phrase.

Whereabouts you, but	that's enough about me Let's meet again	If you ask me I'd better be going	Sorry to bother I wish I could stay <del>Have we met somewhere</del> before
-------------------------	--	--------------------------------------	--

1 A <sup>1</sup> Have we met somewhere before ?

B Yes, I think you went to school with my neighbour.

A You're right!<sup>2</sup> \_\_\_\_\_ what she's doing now?

B I think she's on a gap year in India.

A That sounds fascinating.<sup>2</sup> \_\_\_\_\_ hear all about it, but I've got to go.

2 A <sup>3</sup> \_\_\_\_\_ do you know what time the concert starts?

B It should have started fifteen minutes ago, but the lead singer's famously temperamental!

A <sup>4</sup> \_\_\_\_\_, they're paid so much they should be more respectful towards their fans.

B I can see my friend waving to me.

<sup>6</sup> \_\_\_\_\_.

3. A Sorry, but <sup>7</sup> \_\_\_\_\_ you talking about holiday plans. I am looking for some ideas so do you mind if I join you?

B No, not at all. I was just telling Di about my plans to go to the Pyrenees.

A <sup>8</sup> \_\_\_\_\_ in the Pyrenees are you going?

B I'm staying in a small village just inside Spain. I'll go climbing every day and in the evenings I'll meet up with other climbers in the hostel. But <sup>9</sup> \_\_\_\_\_ ; what sort of things do you like doing?

## WRITING

9. *Read the first half of a short story and study the information*

---

Think of a good title which sums up the story without telling the reader the plot.

# The perfect gifts

Have an opening sentence which catches the reader's attention.

One dollar and eighty-seven cents was all Della had. Three times she counted it. One dollar and eighty-seven cents. And the next day would be Christmas. Flopping down on the shabby little couch, Della cried her eyes out.

Use a variety of tenses.

Use vivid adjectives to give the story colour and to create atmosphere.

Use adverbs to add depth and colour to the story.

Della finished her cry and repaired her make-up. She stood by the window and looked out miserably at the gray backyard. Tomorrow would be Christmas Day, and she had only one dollar and eighty-seven cents for Jim's present. The same question kept going through her mind: 'What can I buy with so little money?' She had been saving every penny she could for months, with this result. She had spent hours dreaming of what to buy him but twenty dollars a week doesn't go far.

Use rhetorical questions to show what a character is thinking.

Suddenly she whirled from the window and stood before the mirror glass, her eyes were shining brilliantly, but the colour had drained from her face. Rapidly she pulled down her hair and let it fall to its full length. 'Am I brave enough?' she asked herself.

Use participle clauses to avoid starting every sentence with the same subject.

Now, there were two things Della's husband, James, was proud of: his gold watch that had been his father's and his grandfather's. The other was Della's hair. Della's beautiful long dark brown hair, which now fell down her back, shining like a moonlit waterfall.

Use similes to make your descriptions more vivid.

Tying up her hair, she pulled on her old brown jacket and hat and, with her eyes still sparkling with excitement, she dashed down the stairs to the street.

Try to come up with a surprising turning point - a 'twist in the tale'.

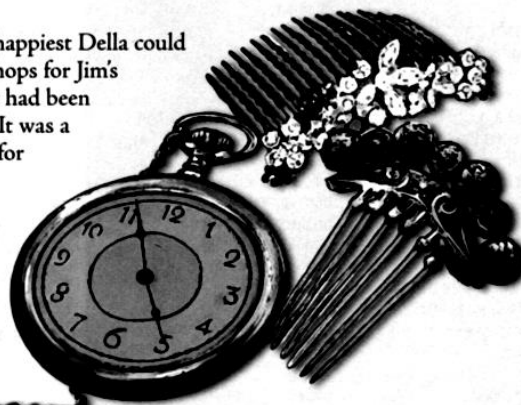
Della stopped at a sign which read 'Madame Sofronie. Hair Goods of All Kinds'. Running up the stairs, she burst into the room and said, 'Will you buy my hair?'

Use vivid verbs.

'Take your hat off and I'll look at it.' Lifting the silky mass, Madame said, 'Twenty dollars.'

The next two hours were the happiest Della could remember. She searched the shops for Jim's present. She found it at last. It had been made for Jim and no one else. It was a beautiful watch chain, perfect for his family heirloom.

As soon as she saw it, she knew that it must be Jim's. It cost twenty-one dollars and she hurried home with the 87 cents.



## 10. Read this summary of the rest of the story.

- Delia went home. She became worried because she knew Jim had loved her hair.
- Jim came home. When he saw his wife's new haircut, his face was expressionless.



- Delia asked him not to be angry. She explained that she had sold her hair to buy him a watch chain.
- Jim said he wasn't angry. He explained he didn't love her less. He told her to open her present.
- She opened her present. It was two expensive hair combs. But now she had very short hair.
- Jim told her he had sold his watch to buy the combs for her.

**Use the summary to complete the story. Use your own ideas and the verbs and adverbs in the boxes to add colour and variety to your writing. Write about 250 words.**

**verbs**

kiss      sigh      stare      whisper      gaze

**adverbs**

gently      impatiently      nervously      softly      tenderly      wistfully

**11. Now listen to the end of the story and compare it with yours.**

**VOCABULARY**

**12. Underline the verbs that can be used in the sentences. More than one answer can be possible.**

1. The candle \_\_\_\_\_ and died.    flickered / glistened / glittered
2. The exhausted marathon runners \_\_\_\_\_ the last kilometer of the race.  
*stumbled / staggered / strolled*
3. Tina kept \_\_\_\_\_ at her watch to check how much time she had to finish the exam.  
*glancing / peering / peeping*
4. 'P-p-p-please, p-p-p-please h-h-help m-m-me!' Max \_\_\_\_\_.  
*muttered / stuttered / mumbled*
5. I knew I'd put my foot in it when my mother \_\_\_\_\_ furiously at me.  
*gazed / glared / glimpsed*
6. The ambulance's light were \_\_\_\_\_ as it sped to the accident.  
*glittering / flashing / flickering*
7. We can \_\_\_\_\_ the sea from our hotel room – but only if we stand on a chair and lean out of the window.    *glimpse / gaze at / stare at*
8. \_\_\_\_\_ silently through the house, the burglars didn't wake anyone.  
*Stumbling / Storming / Creeping*
9. The children \_\_\_\_\_ excitedly about the party.    *whispered / chattered / sighed*

**13. Complete the postings on an website with the correct forms of the words in brackets.**

www.worried.com Google

**Worried about someone? Get it off your chest and you may get some good advice!**

“My girlfriend is fun-loving, <sup>1</sup> charming (charm) and <sup>2</sup> \_\_\_\_\_ (cheerfulness) but sometimes I find her completely <sup>3</sup> \_\_\_\_\_ (exasperation). She is very <sup>4</sup> \_\_\_\_\_ (carelessness) with other people's property – she left my iPod on the train. Also, she never locks the doors and windows when she goes out, which is just <sup>5</sup> \_\_\_\_\_ (responsibility). I think she lacks <sup>6</sup> \_\_\_\_\_ (mature), but what do other people think?”

“I hate my sister's new boyfriend! He is <sup>7</sup> \_\_\_\_\_ (cockiness), <sup>8</sup> \_\_\_\_\_ (sensitivity) and completely lacks any <sup>9</sup> \_\_\_\_\_ (charismatic)! Normally, she is <sup>10</sup> \_\_\_\_\_ (assertiveness) and <sup>11</sup> \_\_\_\_\_ (strong will), but with him she is very <sup>12</sup> \_\_\_\_\_ (security) and lacking in <sup>13</sup> \_\_\_\_\_ (confident). She says she is head over heels in love with him! Will it make her more <sup>14</sup> \_\_\_\_\_ (stubbornness) if I say what I think?”

“My best friend has always been quite <sup>15</sup> \_\_\_\_\_ (sensitivity), but this is becoming a real problem. She is very <sup>16</sup> \_\_\_\_\_ (emotion) and she cries her eyes out at the smallest things. She has become so <sup>17</sup> \_\_\_\_\_ (decisiveness) that making any kind of choice is agony for her and she is now so <sup>18</sup> \_\_\_\_\_ (self-consciousness) that she refuses to go to parties. How can I help her?”

Complete the second sentence so it has the same meaning as the first. Use three to five words, including the word given.

- Despite it being a funny situation, I managed not to laugh.  
**face** I kept a straight face although it was a funny situation.
- Tim had annoyed me so I ignored him.  
**shoulder** I \_\_\_\_\_ because he had annoyed me.
- Stop teasing me!  
**leg** Stop \_\_\_\_\_!
- We'll be all right if no one panics.  
**head** If everyone \_\_\_\_\_, we'll be all right.
- Please don't say anything until I've finished speaking.  
**tongue** Please \_\_\_\_\_ until you've heard everything I have to say.
- Jenna is famous for saying the wrong thing at the wrong time.  
**foot** Jenna is always \_\_\_\_\_.
- It's important not to show your feelings.  
**lip** You need to \_\_\_\_\_.
- Ben does everything his girlfriend wants.

**thumb** Ben \_\_\_\_\_.

**15. Choose the correct answers to complete the article.**

**Modern courtship**

For many of us, chaperones and <sup>1</sup> \_\_\_\_\_ are things of the past but, if you don't want to be a bachelor or a <sup>2</sup> \_\_\_\_\_ all your life, how do you find a partner in the modern world?

If there is no one in your class or place of work that you <sup>3</sup> \_\_\_\_\_ or want to <sup>4</sup> \_\_\_\_\_ with, you could try <sup>5</sup> \_\_\_\_\_ or a <sup>6</sup> \_\_\_\_\_.

But if you are lucky enough to already know someone you <sup>7</sup> \_\_\_\_\_, you can avoid embarrassment by asking a <sup>8</sup> \_\_\_\_\_ if the other person has a romantic interest in you.

- |   |                          |                            |                                    |
|---|--------------------------|----------------------------|------------------------------------|
| 1 | a dating agencies        | b suitors                  | c arranged marriages               |
| 2 | a spinster               | b knight in shining armour | c mutual friend                    |
| 3 | a flash                  | b fancy                    | c flicker                          |
| 4 | a flirt                  | b creep                    | c stroll                           |
| 5 | a speed dating           | b mutual friend            | c divorce                          |
| 6 | a chaperone              | b brave face               | c dating service                   |
| 7 | a laugh your head off at | b turn your nose up at     | c get on with like a house on fire |
| 8 | a suitor                 | b mutual friend            | c widow                            |

**16. Match idioms 1-7 with meanings a-g.**

1 to cause raised eyebrows \_\_\_\_\_

2 to turn a blind eye \_\_\_\_\_

3 to toe the line \_\_\_\_\_

4 to drag your feet \_\_\_\_\_

5 to grit your teeth \_\_\_\_\_

6 to dig your heels in \_\_\_\_\_

7 to go behind someone's back \_\_\_\_\_

- a to use all your determination to do something difficult  
b to deliberately ignore something which shouldn't be happening  
c to do something without a person knowing  
d to do what others tell you to even if you don't agree  
e to refuse to do something although others are trying to persuade you  
f to surprise or shock people  
g to take a long time to do something because you don't want to do it

**17. Complete the sentences with the correct forms of the idioms in Exercise 16.**

1. Jack was annoyed when his colleagues went behind his back and complained to his boss.
2. Bella is very stubborn. If she doesn't want to do something, she \_\_\_\_\_ and refuses to cooperate.
3. The whole class thought the mobile phone rule was- silly, but they decided it was easiest to \_\_\_\_\_ and not argue about it.
4. I really have to \_\_\_\_\_ when I get on a plane. I hate flying!
5. Technically, you shouldn't cycle on the pavement in the UK, but the police usually \_\_\_\_.
6. Whenever my parents ask me to wash up, I \_\_\_\_\_ for so long that they do it themselves.

### 1.3 Романтичні відносини крізь віки *Marriage in the UK*

#### LEAD-IN 1

- Explain this slightly altered quotation from the Irish writer Oscar Wilde in your own words. What does it tell you about his attitude to marriage?  
*Bigamy is having one husband or wife too many. So is monogamy.*
- Answer the questions and justify your answers.
  1. Would you pay for any beauty treatments before your wedding day? Would you want or expect your fiancé(e) to?
  2. If you get married, which celebrity would you most like to resemble on your wedding day? Which celebrity would you most like your fiancé(e) to resemble?

#### LISTENING

##### 1. Listen to a news report. What is it chiefly about?

- a) the rising cost of wedding in Britain.
- b) British habits and attitudes concerning weddings.
- c) the declining popularity of weddings in Britain.

##### 2. Listen again. Are the sentences true or false according to the report? Correct the false ones.

- a) 42 per cent of men and women would like to lose weight before their wedding. \_\_\_\_\_
- b) Couples getting married intend the wedding to cost, on average, £10,600. \_\_\_\_\_
- c) The survey only included men and women between the ages of 20 and 34. \_\_\_\_\_
- d) Nearly a quarter of brides pay more towards the wedding than the groom does. \_\_\_\_\_
- e) Younger couples tend to have shorter engagements than older couples. \_\_\_\_\_
- f) A lot of men said they would most like their bride to look like Kate Winslet on their wedding day. \_\_\_\_\_

#### VOCABULARY 1

##### 3. Complete the sentences with the words in the box.

<i>big day</i>	<i>brides</i>	<i>ceremony</i>	<i>civil</i>	<i>engagement</i>	<i>knot</i>
	<i>reception</i>	<i>register</i>	<i>venues</i>	<i>willing</i>	

1. 87% of women contribute financially towards their \_\_\_\_\_.
2. Weddings usually consist of a \_\_\_\_\_ followed by a \_\_\_\_\_.
3. Couples are opting increasingly for non-traditional \_\_\_\_\_.
4. About five per cent of people get married in a \_\_\_\_\_ office.
5. Women are \_\_\_\_\_ to sacrifice spending on wedding cakes to have a more expensive wedding dress.

6. Couples are waiting longer before tying the \_\_\_\_\_.
7. 39% of couples have a \_\_\_\_\_ wedding.
8. Ten per cent of \_\_\_\_\_ help pay for their \_\_\_\_\_ ring.

## READING 1

4. *Read the first two paragraphs of the text. What is a 'hag night'? Why is it called that?*

5. *Complete the text with appropriate words.*

6. *Are these sentences true or false? Write T or F.*

- 1 Stag and hen nights take place over a longer period than they used to. \_\_\_\_\_
- 2 Hag nights are popular with younger couples. \_\_\_\_\_
- 3 Most of the people interviewed had been to a hag party. \_\_\_\_\_
- 4 It is suggested that hag nights are popular as the bride-to-be doesn't want to be separated from the groom. \_\_\_\_\_
- 5 Hag weekends are less active than stag weekends. \_\_\_\_\_
- 6 The public has become accustomed to the behaviour of stag and hen groups. \_\_\_\_\_

### Pre-wedding celebrations

In Britain there is a long-held tradition for couples who are about <sup>1</sup> \_\_\_\_\_ get married to celebrate their last few days <sup>2</sup> \_\_\_\_\_ being single with a *hen night* for the bride-to-be and her female friends, and a *stag night* for the groom and his friends.

Often characterised <sup>3</sup> \_\_\_\_\_ raucous behaviour, these pre-wedding celebrations have developed into a full weekend of revelry, with many groups heading to European destinations <sup>4</sup> \_\_\_\_\_ Amsterdam, Prague and Barcelona. However, in the last year and a half there has been a growing trend away <sup>5</sup> \_\_\_\_\_ these single-sex events. With the exception of the youngest couples, many are now opting for mixed outings to which friends of both the bride and groom are invited.

<sup>6</sup> \_\_\_\_\_ to a recent survey of 4,000 young British adults, a quarter of people in their thirties have already been to a joint party. Most of those who had attended them claimed to prefer the 'hag night', as these events have become known, <sup>7</sup> \_\_\_\_\_ the traditional stag and hen nights. Venue owners also welcome the trend. Recently, cities such as Dublin and Edinburgh have pointed the finger at traditional stag and hen nights for a significant escalation in the incidences of fighting and vandalism in their city centres.

Carry Marlow of Redtown Leisure, a company <sup>8</sup> \_\_\_\_\_ organises pre-nuptial entertainment, explains that on hag nights the emphasis is on friendship rather than excess. She believes that the new trend has been brought about <sup>9</sup> \_\_\_\_\_ an increase in the average age of marriage. As a result, many of the couple's friends are already in long-term relationships with partners who are equally keen to join in the celebrations. A hag weekend is a <sup>10</sup> \_\_\_\_\_ more relaxing affair than the traditional stag weekend. During the day the men might take in a round of golf

<sup>11</sup> \_\_\_\_\_ the women go off to indulge in some pampering at a health spa before everybody meets up again in the evening to go to a restaurant or a club.

This shift towards celebrations that integrate the sexes should also come <sup>12</sup> \_\_\_\_\_ a welcome relief for the general public who are becoming ever less tolerant of the rowdy stag- and hen-night crowds, identifiable a mile off by their matching outfits, badges and wigs, that invade their towns every weekend.

## **SPEAKING 1**

### **7. Answer the questions.**

- a) What is the ideal age to get married, in your opinion?
- b) Do you know any superstitions connected to weddings in your country?
- c) What happens at a typical wedding in your country? (Think about the ceremony, the reception, the guests, gifts, etc.)

## **LEAD-IN 2**

*Work in pairs. Discuss what problems might be experienced by two people wanting to be a couple if:*

- a they're from different continents.
- b they follow different religions.
- c one is from a rich family and the other from an ordinary working-class family.

## **READING 2**

**1. Read the text quickly. Which of the problems from Lead-in did Ehdaa and Sean face?**

**2. Read the text again. Are the sentences true or false? In which paragraph A-K can you find evidence to support your answers?**

1. At their first meeting the attraction between Sean and Ehdaa was physical. \_\_\_\_\_
2. The writer finds it surprising that the army was not more supportive of the relationship between Sean and Ehdaa. \_\_\_\_\_
3. Sean's commanding officer made it impossible for Sean and Ehdaa to see each other after the wedding. \_\_\_\_\_
4. As Ehdaa set off to be reunited with Sean, she was preoccupied with the risks of the journey. \_\_\_\_\_
5. Members of Sean's patrol knew that the secret wedding was going to take place. \_\_\_\_\_
6. Sean took time off from his army duties in Iraq in order to be with Ehdaa. \_\_\_\_\_
7. The fact that there has been media interest in Ehdaa's story makes it easier for her to enter Jordan. \_\_\_\_\_
8. Sean and Ehdaa found it difficult to communicate with each other when they were face to face. \_\_\_\_\_
9. The army overestimated the strength of feeling between Sean and Ehdaa. \_\_\_\_\_

10. The rules of the military forbid soldiers from marrying local civilians while on active service. \_\_\_\_\_

11. Sean feels slightly awkward when he is reunited with Ehdaa in Jordan. \_\_\_\_\_

12. Sean changed his religious beliefs before marrying Ehdaa. \_\_\_\_\_

### Love and War

**A** They say all's fair in love and war; unless, perhaps, it involves the US Army. A year ago, when an American soldier fell in love in Baghdad, his commander ordered him not to marry. What was a heartsick soldier to do? Well, Sgt Sean Blackwell launched a secret mission to marry the Iraqi woman he loved. That's when the Army came down with both boots and ordered Blackwell home, 11,000 kilometres from his bride, Ehdaa, apparently never to see her again.

**B** But there was one thing the Army didn't count on. It's something else they say about romance - that love, of course, conquers all. It's 6 a.m. in Baghdad and Ehdaa Blackwell is donning a bullet-proof vest. She's filled with hope for a new future, even as she waves goodbye to everything she has ever known. Ehdaa is making a run of 500 kilometres through the dangers of the Sunni Triangle, trying to reach her new American husband, the one that the Army ordered out of her life. 'Sometimes, you just fall in love and you don't know why. I think it's our fate,' says Ehdaa. 'I think we're meant to be together. I just can't wait to see him.'

**C** The dream is to bring together two lives that couldn't be more different. Ehdaa grew up wealthy in a country at war. Sean grew up peacefully, in a working-class area in Florida. He listened to country music; she listened to Saddam. She went to medical school; he held to a family tradition, following his father and six uncles into the military.

**D** After the fall of Baghdad, Blackwell landed in one of those places where the tension was greatest, Baghdad's biggest hospital. One day, amid the chaos, in walked Ehdaa, a young Iraqi doctor. 'To be honest, when I first met her, I was like, you know, she's very, very attractive, but you know, what's the point of trying to start a relationship over here?' recalls Blackwell. 'And the more we talked, the more we started to learn about each other, and it didn't take long for, you know, emotional attachment to grow there.'

**E** 'I saw a tall, shy, handsome soldier. He had the most beautiful eyes I had ever seen,' says Ehdaa. Ehdaa had never met an American before in her life. But soon, she was seeing this American every few days. Blackwell had been in Iraq only a few weeks, but between patrols and weapons raids, she'd bring him home-cooked meals and hours of conversation. 'I started thinking, what we are doing is impossible. I'm Muslim and he's a Christian. I'm Iraqi and he's American. It just can't happen,' says Ehdaa. 'It did. Love can produce miracles. I do believe this now.'

**F** After three months of war-zone dating, Blackwell took the plunge - keeping, of course, with local tradition, where a marriage proposal is a question asked man- to-man. Blackwell asked Ehdaa's brother, who told him, 'I'd be honoured for you to marry my sister.' But under local law, a Muslim woman can marry only a Muslim man. So Blackwell stood before an Iraqi judge and said in Arabic: 'There's only one God and that's God and Mohamed is the messenger of God.' Through those words, Blackwell became a Muslim. It was a conversion of convenience, not conviction.

**G** The couple was ready to say 'I do' when Blackwell's commanding officer stepped in. There was no regulation against a marriage, but the battalion commander was worried that, in a war zone, it would be a dangerous distraction. So he ordered Blackwell not to get married. 'We were brought together by some, some higher force than ourselves, and it was meant to be,' says Blackwell. 'And I wasn't going to let anybody stop that.' For the first time in his career, Sgt Blackwell set out to disobey an order. On a sizzling August morning, he went out on patrol with a small team. The soldiers responded to a rocket attack. But on the way back to base, the patrol made an unauthorised detour to a restaurant.

**H** Two soldiers with heavy weapons stood guard outside. Blackwell went into the courtyard where Ehdaa was waiting with her family, a judge, and a pair of rings. Friends translated the Arabic vows and recorded on tape one small moment of peace in a larger war. It ended with a kiss on the forehead, and then Blackwell went back on patrol with his team. He hasn't seen Ehdaa in person since. Once the battalion commander found out about the wedding, Blackwell was exiled to Baghdad Island in the Tigris River. However, no charges were filed against Blackwell, and it may be that the Army just wanted the whole thing to go away. Blackwell got away with no more than a reprimand and left the military with an honourable discharge.

**I** But six months after his wedding, Blackwell said goodbye to his mother and headed back towards the war zone he had recently left. Ehdaa, escorted by her little brother, sped past the war zones of Fallujah and Ramadi towards the rendezvous on the border between Iraq and Jordan. Soon, the 11,000-kilometre separation is cut down to a stretch of highway, kilometres long.

**J** At the border, guards search the car three times, and Jordanian intelligence pulls Ehdaa and her brother aside for questioning. There is no guarantee that she will make it out of Iraq – Saddam didn't allow doctors to have passports. She spends three hours going nowhere, when the improbable happens: one of the guards recognises her from an article he read about an Iraqi woman who married an American soldier. And in this dusty little outpost, fame is a passport. Ehdaa continues on her journey and at last, in Jordan, the couple are reunited. 'She looks just as beautiful as the first time I saw her. I feel so comfortable. It's like I haven't been away from her for six months,' says Blackwell.

**K** In a sense, the Blackwells are exactly what the Pentagon had dreamed of at the start of the war – American soldiers embraced by Iraq. It seems ironic that when the military got what it wanted, at least on a small scale, it manoeuvred to divide, only to be outflanked by a soldier who would not disobey the orders of his heart.

**3. Complete these verb-noun collocations from the text.**

- a to \_\_\_\_\_ a (secret) mission
- b to \_\_\_\_\_ a bullet-proof vest
- c to \_\_\_\_\_ an order
- d to \_\_\_\_\_ on patrol
- e to \_\_\_\_\_ to an attack
- f to \_\_\_\_\_ a detour
- g to \_\_\_\_\_ guard
- h to \_\_\_\_\_ charges



**4. Complete the sentences with collocations from exercise 3. Are the phrases used literally or figuratively?**

1. On the way home from school, we \_\_\_\_\_ into town to buy a new video game.
2. The chief executive was accused of negligence, but \_\_\_\_\_ by pointing out that the events in question occurred before his term of employment began.
3. Three members of the battalion were severely reprimanded for \_\_\_\_\_ after they gave unauthorized interviews to the press.
4. Some African governments \_\_\_\_\_ to eradicate malaria by 2015.
5. They met on the steps of the Art Institute of Chicago, where two bronze lion \_\_\_\_\_ outside the entrance.
6. Some areas of town are considered so lawless that police officers are instructed to \_\_\_\_\_ before going on foot patrol.

**SPEAKING 2**

**5. Work in pairs. Think about a story you know which involves love triumphing over obstacles. It could be a true story, a book or a film. Answer the questions.**

1. What exactly were the obstacles?
2. How did the couple manage to overcome them?
3. What is your opinion of the story?

**Present your story to the class.**

**VOCABULARY 2**

**6. Complete the sentences using the words in the box.**

conviction    count    detour    embraced    escorted    exiled    outflank  
plunge    raid    reprimand

1. He took the \_\_\_\_\_ and asked her to marry him.
2. She could always \_\_\_\_\_ on him being there.
3. He didn't convert to Islam out of \_\_\_\_\_. He did it out of convenience.
4. He was \_\_\_\_\_ to Siberia during the war.
5. He received a \_\_\_\_\_ from the senior officers for his bad behaviour.
6. It was hoped that the peacekeeping force would be \_\_\_\_\_ by the local population.
7. Security forces seized several weapons during a \_\_\_\_\_ in Eastern Baghdad.
8. If the government isn't careful, the opposition will \_\_\_\_\_ them on education reforms.
9. She was \_\_\_\_\_ out of the building by security guards.
10. They made a \_\_\_\_\_ via the bank.

**7. Fill in the blanks with the correct form of the words listed.**

best	engage	christen	get
honeymoon	go	know	fall
meet	stranger	in	wedding
anniversary	marriage	to	

### Love at first sight

Last August, Tony and Julie were complete 1) \_\_\_\_\_. They hadn't even heard of each other. They first 2) \_\_\_\_\_ at Michael's twenty-first birthday party and they took 3) \_\_\_\_\_ each other immediately. As they got to 4) \_\_\_\_\_ each other, they realized they had many things 5) \_\_\_\_\_ common. After the party they began 6) \_\_\_\_\_ out together. Before long, they had 7) \_\_\_\_\_ in love. They decided to get 8) \_\_\_\_\_ and then of all went well 9) \_\_\_\_\_ married a year later. Julie said she didn't believe 10) \_\_\_\_\_ was a good idea before they had both found good jobs. In the end, the 11) \_\_\_\_\_ took place in August, on the first 12) \_\_\_\_\_ of their meeting at Michael's party. It was held in St Martin's Church, which was where Anthony had been 13) \_\_\_\_\_ as a baby. Their 14) \_\_\_\_\_ man was Michael, who had invited them to his party a year before. For their 15) \_\_\_\_\_ they went on a two week cruise of the Aegean islands.

### READING 3

8. *Quickly read the two love stories and answer the questions.*

- 1 How did Patrick track down Camille?
- 2 How did Aric propose to his fiancée?
- 3 To what extent was Aric's plan successful?

9. *Read the stories again. Are the sentences true or false? Write T or F. Underline the sentences which give evidence for your answers.*

1. Patrick decided not to run after Camille because it might be seen as a strange thing to do
2. Aric found that the time between briefing the newspaper and the publication of the crossword passed more quickly than expected.
3. Patrick launched an Internet site because he thought there would be more chance of tracking the girl down that way.
4. Camille couldn't help feeling slightly wary of Patrick.
5. Being on television helped to break the ice between Patrick and Camille
6. Patrick was worried that his action might be considered a little strange
7. Jennie and Aric hadn't seriously considered marriage because they weren't sure if they were sufficiently committed to one another
8. Jennie found it hard to answer the clues in the crossword puzzle

### What they did for love ... Two true love stories

#### *He posted a plea*

For Patrick Moberg, 21, it was love at first sight when he exchanged glances with a pretty woman while taking the subway to Brooklyn one Sunday evening. Taking a deep breath, he plucked up his courage and headed her way. Just then the train pulled into a station. The doors opened, a rush of humanity swarmed in, and then suddenly, she was gone. He considered giving chase, but there's a fine line between blind love and stalking. He thought

of plastering the station with posters. Then a brainstorm: the Internet. 'It seemed less encroaching,' he says. 'I didn't want to puncture her comfort zone.'

That night, he set up a website: *nygirllofmydreams.com*. On it, Patrick declared, 'I Saw the Girl of My Dreams on the Subway Tonight.' He drew a picture of the girl, along with a portrait of himself with this disclaimer pointed at his head: 'Not insane.' The website spread virally, and soon he had lots of leads. Some were cranks, and some were women offering themselves in case he failed in his mission. Then he got an e-mail from someone claiming to know the girl. He even supplied a photo. It was her. She was an Australian interning at a magazine, and her name was Camille. And she wanted to meet too. Their first meeting was awkward. It was set up by *Good Morning America*. Like the rest of the media, *GMA* saw a great love story and pounced. But being sucked into a media maelstrom isn't necessarily conducive to a nascent love affair. 'We were uncertain how to act around each other,' Patrick said. And in the back of Camille's mind, a nagging thought: Who is this guy? The media circus eventually moved on, giving the two a chance to talk in private.

'Everything I found out about her was another wonderful thing,' says Patrick. She was smart, funny and a big personality, a nice fit for this shy guy. 'And,' he continues quietly, 'we've been hanging out together every day since.'

#### *He puzzled her*

Aric Egmont knew he had to calm down or he would blow it. If he didn't relax, he was sure to clue his girlfriend, Jennie, into the fact that this was no ordinary *Sunday Boston Globe* newspaper. This was his marriage proposal. The two, both 29, had dated for four years and never seriously discussed marriage. Why mess up a good thing? went the thinking. But Aric had second thoughts. And since they were fanatics, he says, proposing via the boxes of a crossword puzzle 'was a more natural idea than it might seem to others.' So last June he contacted the *Globe* and told them about his idea. They bit. Aric fed *Globe* puzzle writers personal information to be turned into clues, then he waited ... for four torturous months. On the morning of September 23, having not slept the entire night before, Aric nonchalantly asked Jennie, 'Want to do the crossword puzzle?' He bolted downstairs, grabbed the paper, then ran up to their bedroom. Climbing back into bed, the two assumed their normal puzzle-solving pose, with Jennie leaning against him. Almost immediately, she was struck by the number of clues that matched up with people and places in her life. For example, twenty across asked: 'Lover of Theseus.' The answer was Ariadne, which also happened to be the name of a good friend of Jennie's. Ninety-one across: 'NASCAR racing car driver Almirola,' whose first name is Aric. Aric began scanning ahead to where the big clue was. 'I knew the moment was coming,' he said. And there it was. One hundred eleven across: 'Generic proposal.' Clever, he thought, a wordplay on Jen and Aric.

'Look at that,' said Aric. 'Will you marry me, Jennie?' He waited for a reaction. He didn't get one. Jennie is a smart person, smart enough to know all about Greek mythology, but this was information overload. So Aric produced a ring and asked 'Will you marry me, Jennie?' After tears and shrieks and lots of 'I love you's,' Jennie said yes. 'I'm not the most romantic person,' admits Aric. 'I think I was playing above my head on this one.'

**10. Complete these verb and noun collocations from the text. Two of the verbs are phrasal verbs.**

- 1 to \_\_\_\_\_ glances
- 2 to \_\_\_\_\_ a deep breath
- 3 to \_\_\_\_\_ courage
- 4 to \_\_\_\_\_ a website
- 5 to \_\_\_\_\_ second thoughts
- 6 to \_\_\_\_\_ a pose

**11. Complete the sentences with collocations from exercise 9.**

1. She was going to buy the jacket but then \_\_\_\_\_.
2. He eventually \_\_\_\_\_ to ask her out.
3. I \_\_\_\_\_ then jumped off the diving board.
4. A good way to promote your new business is to \_\_\_\_\_.
5. They \_\_\_\_\_ across a crowded room.
6. The drama teacher got us to \_\_\_\_\_ of a wounded soldier.

**12. Using a dictionary if necessary, explain the literal meaning of these figurative expressions from the text.**

- a rush of humanity swarmed in \_\_\_\_\_
  - I didn't want to puncture her comfort zone \_\_\_\_\_
  - GMA saw a great love story and pounced \_\_\_\_\_
  - But being sucked into a media maelstrom \_\_\_\_\_
- ... he ... told them about his idea. They bit \_\_\_\_\_

## 2.1 МИСТЕЦТВО.

### *Is it art?*

#### LEAD-IN

- *Read the definitions and answer the question*

**art** *n* the creation of works that are beautiful, expressive or thought-provoking  
(dictionary definition)

*Art is silent poetry.*

(Simonides, Ancient Greek poet)

Art is the means by which we communicate what it feels like to be alive.

(Anthony Gormley, English sculptor)

- *Which definition do you agree most? Why?*

#### VOCABULARY & SPEAKING

##### 1. Match adjectives 1-10 with their more emphatic equivalents a-j.

<i>Base</i>	<i>Strong</i>
1. bad	a) terrified / petrified
2. interesting	b) astonishing / fascinating / remarkable
3. difficult	c) atrocious / pathetic / dire / appalling
4. sad	d) horrified
5. good	e) exhausted
6. happy	f) furious / livid
7. tired	g) impossible
8. angry	h) magnificent / marvelous / superb / exquisite
9. nervous	i) miserable / heartbroken
10. shocked	j) thrilled / delighted

##### 2. Make the sentences more emphatic by replacing the adverb and adjective with a stronger version. More than one answer is possible.

- 1 Beksinski's use of detail is pretty interesting.
- 2 Her latest exhibition received very bad reviews from the critics. She was really sad about it.
- 3 It's a really good museum but there are too many exhibits – I was extremely tired after I'd seen it all!
- 4 I was very happy to win a scholarship to art college.
- 5 It's really difficult to make out what's going on in this picture!
- 6 They've put up the admission prices to the art gallery again. It makes me extremely angry.

##### 3. Work in pairs. How would you feel in these situations? Use an adverb and an adjective.

- 1 You had to make a speech to a large audience.
- 2 You'd just spent twenty hours on a long-haul flight.

3 Your best friend told you he/she was moving to another country.

**4. What kind of art/artists do you like/dislike? Make sentences using the prompts from the box or your own ideas.**

amateur paintings	the Old Masters	still-life paintings	modern art
contemporary sculpture	manga comics	wall murals/graffiti	Impressionism
Surrealism	abstract paintings		

- 1 I'm really into ...
- 2 I've always admired ...
- 3 ... is/are really good/absolutely superb.
- 4 I just can't relate to ...
- 5 I've never understood the attraction of ...
- 6 ... is/are really bad/really dire.

## READING & VOCABULARY

**5. Read the first paragraph of the reviews and try and predict the answers to questions 1-3.**

- 1 What are the sculptures made of?
- 2 What does the reviewer find particularly shocking or surprising?
- 3 How does the reviewer feel about the exhibition overall?

**6. Work in pairs. Read your text, check your answers to Exercise 5, and exchange information with your partner.**

**Student A**, read text A

**Student B**, read text B

**7. In pairs, decide which exhibition sentences 1-9 refer to: A, B or both.**

1. The exhibits are the work of one person. \_\_\_\_\_
2. The exhibition has already been shown in several countries. \_\_\_\_\_
3. People have been looking forward to this exhibition for a long time. \_\_\_\_\_
4. The reviewer wasn't very excited before he went to the exhibition. \_\_\_\_\_
5. The reviewer thinks the exhibition's promo material might mislead the public. \_\_\_\_\_
6. There were a lot of people present when the reviewer was visiting. \_\_\_\_\_
7. The reviewer felt uncomfortable when looking at the sculptures. \_\_\_\_\_
8. The reviewer's reaction was different from the reaction of many of those around him. \_\_\_\_\_
9. The exhibition deserves to be a success. \_\_\_\_\_

**8. Find words or expressions in the texts for definitions 1-10.**

- 1 to bend your knees and lower yourself so you are close to the ground (A)
- 2 in a way that shows a lack of energy and enthusiasm (A)
- 3 to make something seem small by comparison (A)
- 4 a small line in the skin (usually caused by old age) (A)

- 5 making you realise that you are not as important/special as you thought (A)
- 6 a crowd/large group (B)
- 7 harmless (B)
- 8 not brave (B)
- 9 to bend your back and shoulders into a rounded shape (B)
- 10 worried (B)

**9. Match 1-10 with a-j to make collocations. How do you say them in your language?**

- |                 |                     |
|-----------------|---------------------|
| 1 (be) on       | a) expectations     |
| 2 (have) low    | b) anticipated      |
| 3 pose          | c) career           |
| 4 evoke         | d) somebody's taste |
| 5 a lucrative   | e) keeping with     |
| 6 keenly        | f) to say           |
| 7 out of        | g) the question     |
| 8 pander to     | h) display          |
| 9 needless      | i) sympathy         |
| 10 a resounding | j) success          |

**10. Complete the sentences with the correct collocations from Exercise 9.**

- 1 Sometimes it's better to \_\_\_\_\_ - that way, you're less likely to be disappointed.
- 2 Not all of the exhibits are \_\_\_\_\_ - some of them are in storage, because the museum is fairly small.
- 3 I always knew that the concert was going to be terrible. And \_\_\_\_\_ it was!
- 4 After the success of the last album, the release of the band's new album this month is \_\_\_\_\_.
- 5 The show was \_\_\_\_\_ with both audiences and the critics.
- 6 His scruffy clothes seemed \_\_\_\_\_ a prestigious awards ceremony.
- 7 She gave up \_\_\_\_\_ in accountancy to take up painting.
- 8 It was a masterful performance - despite her character's tragic flaws she managed to \_\_\_\_\_ from the audience.
- 9 The film seems to \_\_\_\_\_ : is the price of popularity worth paying?
- 10 Reality TV shows seem to \_\_\_\_\_ the public's \_\_\_\_\_ for instant celebrity.

**11. In pairs, answer the questions.**

- 1 Which of the two exhibitions do you think you'd enjoy more? Why?
- 2 Do you agree with the reviewer's opinion that the *Bodyworks* exhibition cannot be regarded as art? Why?/Why not?
- 3 Do you think it's right to use real animals/ human body parts for art/education?
- 4 What controversial exhibitions or art installations have you come across? What's your opinion of them?

## Review A

### GULLIVER’S TRAVELS

Sculptures by Ron Mueck

National Gallery, London

*Jonathan Pritchard visits an exhibition of gigantic sculptures - and finds himself feeling sorry for them.*

The sculptor Ron Mueck spent fifteen years making puppets for kids' TV programmes such as the *Muppets* and *Fraggle Rock*. But there's nothing cute about his hyper-realistic sculpture show, currently on display at the National Gallery following a tour of several European capitals. To be honest, after reading the gallery's promotional material ('amazing lifelike sculptures of the human body') my expectations were decidedly low. But I came away mesmerised by Mueck's remarkable talent and surprised at my own emotional reaction.

What struck me first as I entered the packed gallery was the size of the subjects - either much larger or much smaller than human scale. A five-metre-high boy crouches in the middle of the room. Two tiny old women, who seem to be gossiping about other visitors in the gallery, stand at one side. An enormous woman lies listlessly in a gigantic bed, dwarfing the spectators. It felt like something out of *Gulliver's Travels*.

But it is the lifelike quality of his figures that is perhaps most shocking.

However close you get to them, the detail is breathtaking - indeed, such is Mueck's skill that often forgot that these sculptures are made of silicon and polyester. You can see veins running beneath the skin, wrinkles and uneven skin tones. Each hair is individually implanted. And as we gaze at the pimples and skin rashes - perfectly crafted imperfections - the effect is both convincing and disturbing. What Mueck has done is to pose the question: aren't we also 'perfectly crafted', despite our imperfections?

What is particularly successful about this exhibition is the sympathy this realism evokes. Several of the sculptures have facial expressions of discomfort, as if they don't like being stared at too closely. At times I had the rather disconcerting feeling that they wanted to be left alone. I was a voyeur in a room full of fragile people. It was strangely humbling.

Mueck may have turned his back on a lucrative career in the TV industry but he has more than proved he is an intelligent, thought-provoking artist.

## Review B

### OUR OWN FLESH AND BLOOD

Bodyworks

Atlantis Gallery, Brick Lane

*A new sculpture exhibition asks us to look at the human body in a new light - but Jonathan Pritchard wonders whether it's art at all.*

**Bodyworks**, which has attracted some eight million visitors to date across the world, has just opened at the Atlantis Gallery in East London. The throngs of excitable teenagers queuing up outside seemed to confirm that this is probably one of the most keenly anticipated exhibitions in London this year. In their glossy brochure, the creators of the exhibition claim that it is 'a celebration of the beauty of the human body at work'. Innocuous though this sounds, **Bodyworks** is definitely not for the faint-hearted.



The main part of the exhibition features twenty-six human corpses which have had their skin removed and have then been injected with plastic. A man with his brain completely exposed sits hunched over a chessboard. A woman – who has been sliced in half but with a full head of hair – seems to swim through the air. Anonymous figures, dressed only in a thin layer of muscles, play football or perform tricks on skateboards began to feel that these models, by losing their skin, had also lost their humanity. I found no warmth or sympathy here – in fact, at times it all felt as if it was the work of a sociopathic medical school student. What perhaps depressed me the most were the crowds of excited schoolchildren (most of the visitors here seem to be of school age) who didn't seem perturbed by these sculptures in the slightest. In fact, they seemed delighted.

No matter what you say about the educational value of the show – and yes, I do feel differently about smoking and drinking after seeing blackened lungs and pickled livers – I couldn't help feeling that these exhibits were wholly out of keeping with an art gallery. Instead, what the authors of this exhibition have done is to pander to our taste for cheap sensation. I felt as if I was attending a Victorian freak show. Needless to say, **Bodyworks** is bound to be a resounding success. It left me with a bad taste in my mouth.

## WRITING & LISTENING

*12. Read the competition rules and the competition entry. What is the author's main reason for nominating Cezary for the prize?*

### COMPETITION!

#### Making a difference

Can you think of someone who has had a positive effect on people you know in your town or the area where you live? Someone who perhaps isn't even aware that they enrich the lives of so people? Our panel of judges is waiting for your nominations. Write and tell us in about 250 words what makes this person such a positive influence. The three most convincing entries will be published in a future issue and there will be prizes for the winning authors – and the people they nominated too.

#### MASTER OF THE ABSURD

It's early morning and you're getting ready for school. Somebody shyly knocks at your window from outside. This surprises you because you live on the eighth floor of a block of flats. You peer out the window to see a smartly dressed man with a briefcase, standing at the top of a hydraulic crane. He politely wishes you 'good morning' before knocking on the windows of your neighbours upstairs.

Afterwards you spot him by a stall on the busy street market. The stall is empty, except for a price list. Careful observation reveals that what he is actually selling is puddles in the neighbouring car park, each one with its own beautiful Italian name (the biggest one, Giglio, costs five zloties). Ho matter where you see him - at the supermarket or in the park from a tram window – he is sure to be doing something absolutely extraordinary.

This is Cezary Bodzianowski, a one-man theatre. Cezary has been asked to perform his gentle art at festivals across Europe but his favourite place to stage his events is the streets of my hometown, Jc5dz, in Poland. It's a vibrant, friendly city but sometimes it does need cheering up.

Although I believe that Cezary would be a worthy recipient of your prize, I know that winning would not change what he does. He is happiest when trying to communicate with ordinary people in his hometown. When you manage to catch his remarkable performances (and 24 most people here never do) you are reminded of the absurdity of our daily rituals and the beauty of everyday life.

**13. In pairs, answer the questions.**

- 1 Is performance art (including 'living statues', mime artists, buskers) popular where you live?
- 2 Do you think they bring something positive to everyday life? Why?/Why not?
- 3 Is it right to consider such things as art?

**14. Find and underline sentences in the competition entry where the writer:**

- 1 recounts an anecdote describing an event/a person
- 2 is persuasive
- 3 presents factual information

**15. In pairs, answer the questions.**

- 1 Is the style of the writing formal, neutral or informal?
- 2 Which adjectives do you think describe the tone? Explain why.  
*academic serious intriguing enthusiastic*
- 3 Generally, what other type of writing does the competition entry remind you of?
  - a a 'for and against' essay
  - b a newspaper/magazine article
  - c a story
- 4 Does the writer of the competition entry introduce himself/herself?
- 5 In which paragraph does the writer give his/ her main reasons why Cezary should win?

**16. Work in pairs and follow the instructions.**

- Read the first sentences of some other entries (1-5) to the competition from Exercise 13.
- Match the texts with contexts a-g. Sometimes more than one answer is possible.
- Which people in their hometown have they chosen to write about?
- Decide which entry you think sounds most intriguing.
  - a a few words about the place where you live
  - b description of his/her personality
  - c a description of his/her appearance
  - d how the writer got to know this person
  - e his/her typical/daily routine
  - f something memorable the person once did/said
  - g a quotation or saying

**1** \_\_\_\_

They say that a good teacher makes a world of difference. When Mrs Kennedy became our form-tutor two years ago, I had no idea just how true this saying was. It's funny how

this absent-minded and sometimes rather bad-tempered History teacher has made such a positive impact on the lives of ...

2 \_\_\_\_

It's 7.30 in the morning and Mrs Miller is starting to prepare the dozens of lunches that she will later deliver to the town's elderly and housebound. When I leave for school I can already smell the delicious aroma of vegetable soup wafting from next door's kitchen.

3 \_\_\_\_

'Rangers or Celtic?' I'll never forget Stephen Caldwell's first words to me when I sat down at the empty desk next to him, a new boy on my first day at a new school. Back then, nobody could have known how difficult life would be for Stephen nor how much of an influence he would have on us all.

4 \_\_\_\_

Bingley has never been a particularly well-off place but when the last textile factory finally closed down four years ago, the town seemed to lose its soul. Politicians of every colour and persuasion tried - and failed - to put things right. It was around this time that Lynda King became the local Youth Club leader.

5 \_\_\_\_\_

Balding, overweight and with a cauliflower ear, Archie MacGowan cuts a rather unprepossessing figure. But life in my hometown would be very much poorer without Archie, who has been captain of Queenzieburn Rugby Club since 2002 ...

**17. Which person would you choose to write about for the competition in Exercise 13? Choose from the ideas in Exercise 17 or your own.**

**18. What would be an intriguing context for the first paragraph? Choose from contexts a-g in Exercise 16. Which of these ideas might work better later?**

**19. Write your own competition entry.**

## VOCABULARY (REVISION)

**20. Read the text and choose the correct answers a-d.**

Sorry for bothering you, but I need to get this 1 \_\_\_\_ my chest. I could really 2 \_\_\_\_ your advice. The thing is I've fallen head over 3 \_\_\_\_ in love with a really unpleasant man. He's 4 \_\_\_\_ and insensitive, a real pain in the 5 \_\_\_\_\_. He's fallen 6 \_\_\_\_ all of my friends. It's always the same. He'll 7 \_\_\_\_ into the room if he owns the place, and then 8 \_\_\_\_ something totally inappropriate in his big booming voice, and then if my friends protest, he'll get angry, 9 \_\_\_\_ at them and accuse them of being 10 \_\_\_\_! He's always 11 \_\_\_\_ his foot in it. I've been trying to 12 \_\_\_\_ with one good reason why I love him, but I can't. Please, Write soon – I need help!

- |                 |             |              |             |
|-----------------|-------------|--------------|-------------|
| 1 A from        | B off       | C on         | D out of    |
| 2 A do with     | B strike up | C put across | D turn down |
| 3 A feet        | B heels     | C nails      | D toes      |
| 4 A considerate | B cocky     | C decisive   | D obedient  |
| 5 A eyes        | B heads     | C mind       | D neck      |

- |               |             |                 |               |
|---------------|-------------|-----------------|---------------|
| 6 A for       | B into      | C over          | D out with    |
| 7 A creep     | B stagger   | C storm         | D stumble     |
| 8 A chatter   | B mumble    | C whisper       | D yell        |
| 9 A gaze      | B glance    | C glare         | D glimpse     |
| 10 A careless | B energetic | C oversensitive | D stubborn    |
| 11 A pulling  | B putting   | C standing      | D stepping    |
| 12 A break up | B come up   | C get on        | D settle down |

**21. Circle the odd word out in each gap and explain why it doesn't fit.**

- flash      flicker      glitter      stutter
- landscape      portrait      sculpture      still life
- appalling      atrocious      dire      exquisite
- creepy      evocative      intriguing      vivid

**22. Complete the text with one word in each gap.**

You'll never guess who I bumped 1 \_\_\_\_\_ last week; the artist, Julian Bray. I hadn't seen him 2 \_\_\_\_\_ we left school. 3 \_\_\_\_\_ I found really surprising is how shy he still is. Although he is so successful, he still 4 \_\_\_\_\_ confidence in himself. I broke the 5 \_\_\_\_\_ by telling some stories about school and we ended up having a 6 \_\_\_\_\_ laugh together. We went to see an 7 \_\_\_\_\_ of his latest paintings. I have a mind of my 8 \_\_\_\_\_, so I told him I'm not s big 9 \_\_\_\_\_ of modern art. Generally, it just 10 \_\_\_\_\_ me cold. So my 11 \_\_\_\_\_ were pretty low. But it was 12 \_\_\_\_\_ brilliant. There was one painting in particular that stood 13 \_\_\_\_\_ from the rest. 14 \_\_\_\_\_ to say, it cost a fortune, but when Julian saw I liked it, he gave it to me! It's totally 15 \_\_\_\_\_ of keeping with the style of my room, but I love it anywhere.

**23. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

- I started here on 1 April and my contract runs out on 31 May.  
**For** By the time my contract runs out I \_\_\_\_\_ two months.
- Don't worry; she won't remember anything about it.  
**Have** Don't worry; she \_\_\_\_\_ all about it by now.
- Are you intending to dress up for the party?  
**Be** \_\_\_\_\_ up to the party?
- I really like the shade of red in her new landscapes.  
**What** \_\_\_\_\_ in her new landscapes is the shade of red.
- This movement has got people talking about art again.  
**Done** What this \_\_\_\_\_ people talking about art again.
- I'll keep on painting like this, whatever the critics say.  
**Matter** No \_\_\_\_\_, I'll keep on painting like this.
- I enjoyed the sculpture the most.  
**It** \_\_\_\_\_ I enjoyed the most.
- Although it may seem strange, I've never painted a picture.  
**Though** Strange \_\_\_\_\_, I've never painted a picture.

## 2.2 Живопис

### *Is it art?*

#### LISTENING

1. Listen to the tape. Are the statements true (T), false (F) or is there no information (NI)?

- 1 The speaker has chosen the pictures because they are black and white. \_\_\_\_\_
- 2 The speaker believes Picasso is the greatest artist ever. \_\_\_\_\_
- 3 Guernica was Picasso's favourite painting. \_\_\_\_\_
- 4 The speaker finds Guernica thought-provoking. \_\_\_\_\_
- 5 The speaker thinks Robert Doisneau's photograph is humorous. \_\_\_\_\_
- 6 Picasso often wore striped T-shirts. \_\_\_\_\_
- 7 The position of the bread is accidental. \_\_\_\_\_
- 8 David Hockney was Picasso's student. \_\_\_\_\_
- 9 David Hockney did a self-portrait of himself with Picasso because he thinks they are equal. \_\_\_\_\_

2. Match the words and phrases 1 – 8 with their definitions a – h.

1. images	a respect and admiration
2. monochrome	b something that represents an important idea
3. iconic	c a particular way of behaving/dressing by which someone is easily recognised
4. regard	d pictures
5. in their own right	e too much or too little in relation to something else
6. trademark	f in shades of one colour, usually white, black and grey
7. a bust	g to have achieved something without depending on other people
8. disproportionate	h a model of someone's head and shoulders
•	

3. Complete the sentences with the correct forms of words from Exercise 2.

- 1 The figures in the surrealist painting are completely disproportionate. The children are twice the size of their parents!
- 2 The painting is obviously by Edward Hopper – it's got one of his \_\_\_\_\_ solitary figures in the middle of it.
- 3 Andy Warhol was a twentieth-century artist who painted pictures of \_\_\_\_\_ American products like Campbell's Soup cans.
- 4 Although Jack Vettriano's paintings aren't always admired by art critics, his work is held in high \_\_\_\_\_ by many people.
- 5 In our local art gallery there are several stone \_\_\_\_\_ of famous artists.

## WRITING

### 4. *Read the information about the competition and the competition entry.*

#### Competition

As part of this year's Cambridge Festival, we are inviting city residents to submit an article to our 'A Day in the Life of Cambridge' competition. All articles must be about an iconic aspect of life in Cambridge; they should be original work and approximately 250 words in length.

The ten best articles will be published in both the *Cambridge Weekly Journal* and on our website.

Please submit your article either by email or post (along with a covering note explaining why it deserves to be published) to J. Kendrick, Editor in Chief, *Cambridge Weekly Journal*.

#### Starting my day in Cambridge

Every weekday morning at 7.55, I start my search for a parking space at the station. Occasionally I'm lucky but usually I spend five minutes circling with increasing desperation until I spot a gap that I can squeeze into. And it's not even a car that I'm trying to park, it's a bike!

For me, the bike park outside the station says so much about Cambridge and its residents; it is our town in miniature. There are long-forgotten ancient wrecks with missing wheels and broken frames alongside humble old-fashioned bikes which, although no longer new and shiny, still provide reliable healthy transport for their faithful owners. And, of course, there are the expensive mountain bikes, loved by city commuters who dash to London every morning. Who needs a mountain bike in the flattest area of the country?

But what do the bikes tell us about ourselves? Well, like us, a few are rich and glossy, most are unremarkable, and sadly there are the broken and abandoned ones that everyone climbs over as they go about their busy lives. And why have I chosen the station bike park and not one of the many in town? This location is the first and last place many of our city's visitors see. It reflects the constant coming and going of a busy town that is home for both residents and thousands of students from all over the world. And let's not forget that our fabulous architecture makes it an internationally famous tourist destination.

I believe this article is worthy of inclusion in -the final fen. It shows a different side of the City from the traditional descriptions of the medieval colleges, but I think it summarises everything about **us**: thousands visit our **small town on** the edge of the fens - some for a day, others **for** a few **months** and years and many for a lifetime. Not everyone will step inside an ancient college, but most will walk through the avenue of bikes at the station.

### 5. *Find and underline examples of the following in the competition entry.*

- a** an anecdote      **b** a fact
- c** a description    **d** a personal opinion

6. *Now write a competition entry about a day in the life of your home town. You should:*

- choose a place in your town that you believe is representative or iconic in some way.
- remember to start with something engaging and to use a neutral style which is enthusiastic and gently persuasive.
- write about 250 words.

## VOCABULARY

7. *Complete the table with words from the Word List.*

	adjective	noun	verb
1	accomplished	accomplishment	accomplish
2	admirable	admiration	
3		delight	delight
4		disturbance	disturb
5		enchantment	enchant
6	enriching	enrichment	
7		evocation	evoke
8		provocation	provoke

8. *Complete the sentences with words from Exercise 7.*

- 1 A group of teenagers were sent on a cultural enrichment programme in which they went to classical concerts and visited art galleries.
- 2 I was so \_\_\_\_\_ by the portrait that I spent nearly an hour looking at it.
- 3 I'm sure he paints violent pictures in order to \_\_\_\_\_ a response in the press.
- 4 Some critics believe Michelangelo's statue of David is his greatest \_\_\_\_\_.
- 5 The exhibition of war photography was deeply unpleasant and \_\_\_\_\_.
- 6 Black and white photographs \_\_\_\_\_ atmosphere better than colour ones.
- 7 Anyone who can paint gets my \_\_\_\_\_ I can't even draw stick figures!

9. *Complete the sentences with the correct forms of the words in brackets.*

1. In the nineteenth century many people were appalled by Impressionist paintings. (appall)
2. It was the \_\_\_\_\_ in the glass sculpture that made it so intriguing. (flawed)
3. Visiting a great art gallery can be a \_\_\_\_\_ experience. (humble)
4. This year's art students have produced some pretty \_\_\_\_\_ work. (mediocrity)
5. The disrespect shown by visitors to the exhibition was \_\_\_\_\_. (atrocious)
6. Some of the art installations were very \_\_\_\_\_. (invent)
7. Visitors to the gallery found the shots of dead animals \_\_\_\_\_. (sick)

10. *Cross out the two words which can't be applied to the works of art.*

- 1 *The Old King* by Georges Rouault portrait, ~~graffiti~~, ~~landscape~~
- 2 *Leland, Michigan* by Mark McMahon sculpture, contemporary art, oil painting

- 3 **Small Round Table** by Georges Braque art installation, abstract, vivid (colours)  
 4 **Automat** by Edward Hopper performance art, lifelike, blurred  
 5 **The Parliament, Sunset** by Claude Monet Impressionist, still-life, Surrealist

**11. Complete the paragraph with the correct forms of the words from the box.**

*anticipation expect lucratively needlessness pandering placement  
 pose resound*

**Ridiculous art festival is a flop**

Following the <sup>1</sup> resounding success of last year's street art festival, this year's exhibition was keenly <sup>2</sup> \_\_\_\_\_ by all in the art world - except this critic. I attended the opening evening with other middle-aged critics, who all looked out of <sup>3</sup> \_\_\_\_\_ in a subway under a motorway. I had gone with low <sup>4</sup> \_\_\_\_\_, and I wasn't disappointed. Many of the works were ridiculous and <sup>5</sup> \_\_\_\_\_ to the tastes of people who like pop culture in all its ghastliness. If this is art, it <sup>6</sup> \_\_\_\_\_ the question, what isn't art? <sup>7</sup> \_\_\_\_\_ to say, in this insane world, some of the young 'artists' will go on to have <sup>8</sup> \_\_\_\_\_ careers.

**12. Match words 1-11 with synonyms a-k. Use a dictionary if necessary.**

- |                      |                          |                |
|----------------------|--------------------------|----------------|
| 1 appalling          | 0                        | a fuzzy        |
| 2 blurred            | <input type="checkbox"/> | b pitiable     |
| 3 controversial      | <input type="checkbox"/> | c sinister     |
| 4 creepy             | <input type="checkbox"/> | d nauseating   |
| 5 disconcerting      | <input type="checkbox"/> | e contemptuous |
| 6 enchanting         | <input type="checkbox"/> | f contentious  |
| 7 magnificent        | <input type="checkbox"/> | g bewildering  |
| 8 pathetic           | <input type="checkbox"/> | h stimulating  |
| 9 scathing           | <input type="checkbox"/> | i enthralling  |
| 10 sickening         | <input type="checkbox"/> | j brilliant    |
| 11 thought-provoking | <input type="checkbox"/> | k abysmal      |

**13. Circle the correct words.**

- 1 Some nineteenth-century paintings may be innocuous, but at least they aren't sinister / *enthralling* / *stimulating*.
- 2 A few visitors to Bodyworks were sickened by the exhibits and complained that they were *stimulating* / *contentious* / *nauseating*.
- 3 What makes some national art galleries *bewildering* / *fuzzy* / *magnificent* is that they are simply too big.
- 4 Despite Van Gogh's *pitiable* / *enchanting* / *creepy* mental health problems, he was able to paint some of the greatest pieces of art the world has ever seen.
- 5 The exhibition of amateur paintings was *scathing* / *abysmal* / *thought-provoking* so we left after only five minutes.
- 6 It was the *contemptuous* / *magnificent* / *brilliant* reviews that made the gallery close the exhibition early.
- 7 The postcards of the Old Masters were *enthralling* / *fuzzy* / *thought-provoking* because they had been badly printed.



- 8 The directions of how to find the art gallery were **bewildering / sinister / scathing**.
- 9 I loved the exhibition of animal skins. Some people were sickened by it, but I thought it **was** pitiable / brilliant / creepy.
- 10 The painting was so **fuzzy / enthralling / contentious** when it was first shown that fights broke out in the museum.

**14. Complete the text with a word from the box.**

engrossed	glanced	<del>innocuous</del>	mutual	perturbed	shrugged
staggered					

The social networking site seemed a bit of harmless, <sup>1</sup> innocuous fun at first. I had one friend and, through him, found more of our <sup>2</sup> \_\_\_\_\_ friends. The first day, I quickly <sup>3</sup> \_\_\_\_\_ at his list of friends and logged off. The next day, I went back and got completely <sup>4</sup> \_\_\_\_\_ in the site. I finally <sup>5</sup> \_\_\_\_\_ to bed at about 5 a.m., having written to about 30 friends. Then, the next time I looked, there were some anonymous messaged. I was quite <sup>6</sup> \_\_\_\_\_ as some of them were really nasty. When I told my friend about it, he just <sup>7</sup> \_\_\_\_\_ his shoulders and said that I shouldn't worry. I couldn't believe it. I sent messaged to my friends and told them to email me instead.

**15. Complete the advert with the correct forms of the words in brackets.**

<ul style="list-style-type: none"> <li>• TV Channel requires <sup>1</sup> <u>energetic</u> (energy) young people for a new and <sup>2</sup> _____ (controversy) game show.</li> <li>• The show is not recommended for quiet, <sup>3</sup> _____ (assert) people! The activities are not for the shy!</li> <li>• We need <sup>4</sup> _____ (charisma) and attractive people. <sup>5</sup> _____ (photo) men and women aged 18–25 should apply by email, attaching a recent photograph.</li> </ul> <p>Warning: Participants should not act <sup>6</sup> _____ (sensitive) or <sup>7</sup> _____ (proper) as this may cause other participants to be upset.</p>
---

**16. Complete the conversation with one word in each gap.**

**Melanie:** I went to a party last night, but it was a bit dull. It needed someone like Ralph to <sup>1</sup>break the ice and put everyone in a good <sup>2</sup> \_\_\_\_\_ . You know how he can get people laughing their heads <sup>3</sup> \_\_\_\_\_ with his jokes.

**Sara:** ... or make them tear their hear <sup>4</sup> \_\_\_\_\_ at his stupidity. His humour panders <sup>5</sup> \_\_\_\_\_ immature people like himself and I don't want to have anything to <sup>6</sup> \_\_\_\_\_ with him.

**Melanie:** Why?

**Sara:** I used to go out with him until I found him chatting Louisa <sup>7</sup> \_\_\_\_\_ when he thought I had already left the party!

## READING

17. Read about five reality TV dating programmes and match sentences A – H to gaps 1 – 8.

- A Therefore, if they didn't think of the answers in advance, the replies would probably be much less entertaining.
- B By this time, most of the audience had certainly switched off.
- C It actually gets its name from its star.
- D Not satisfied with that, public opinion demanded that she got a series of her own.
- E However, we can include it here because it involved real questions about real people.
- F Then we see their face when their date says it was a disaster and they hated every minute of it.
- G This made their lack of knowledge even funnier.
- H By seeing what they are like and asking them questions, he decides who the best girl is likely to be.

### Real Television

Nowadays, there are more and more reality shows on TV. Here are some of the best, and the worst, dating shows from around the world.

**Mr and Mrs** are actually more of a quiz show than a reality show. <sup>1</sup> \_\_\_\_ . It was a really simple idea, but it was always funny when one partner got the answers wrong, especially things they should have known, like *What is your wife favourite food?* In the USA it was called *The Newlywed Game* and all the couples were newlyweds, so maybe they didn't know each other very well. Here in Britain, though, they sometimes had people on who had been married for 30 or 40 years. <sup>2</sup> \_\_\_\_ . One couple even got divorced because of the answers they gave!

\*\*\*

The king of all dating shows is *Blind Date*. Everyone knows that the responses to the questions aren't spontaneous, but they are very funny. The contestants are not comedians, just normal people. <sup>3</sup> \_\_\_\_ . But the most entertainment part of the show is after the contestants have been on a date and they come back to the studio to talk about it. Sometimes, one of them thinks it all went really well and they say they would love to go out with the other person again. <sup>4</sup> \_\_\_\_ . It's on in many countries all over the world, the same format, the same idea, just a different language.

\*\*\*

If you love cooking, you may have watched an episode of *Flavour of Love*, thinking, mistakenly, that it would involve couples trying to choose dates on basis of their cooking. <sup>6</sup> \_\_\_\_ . He is the rap singer, Flavour Flav. The participants have to make him choose one of them for his date and he has his bodyguards, chauffeur, his mum and ex-girlfriend to help him choose. The most famous contestant was Tiffany Pollard. Despite being very loud and annoying and failing to be chosen in the first series, the viewers wanted her back in the second series. <sup>7</sup> \_\_\_\_ . If you saw Ms Pollard and were less than enchanted by her behaviour, I would advise that you give her own show a miss.

\*\*\*

And finally, an example of how to spoil a good idea. *Taken Out* was made last year in Australia. Four shows were aired, but audience reaction was negative and it got taken off the TV. The problem with the programme was its length. First, the participants watched a video of the man they were trying to date, after which they could drop out if they didn't like the look of him. Then they watched another video made by his friend, family member or ex-girlfriend and there was another chance to drop out. <sup>8</sup> \_\_\_\_ . In the next stage, the man had to choose three of the girls who were left – if there were still three left. This was followed by him asking questions, just like in *Blind Date*. So, basically, it was *Blind Date* with two boring videos to start with. Not a great idea!

**18. Read the text again and choose the correct answers a-d.**

- 1 What can we *not* say about *Mr and Mrs*?
  - a It is shown around the world.
  - b It has been the cause of marital problems,
  - c It has a different name in different countries,
  - d It only involves couples who have recently got married.
- 2 Which of these statements does *not* relate to just one programme?
  - a It features a famous person,
  - b The participants are already married,
  - c It wasn't a success with viewers,
  - d Participants are asked questions.

**SPEAKING**

**19. Choose one of the topics and prepare to give a three-minute presentation.**

1. Two sayings about relationships are 'Opposites attract' and 'Birds of a feather flock together'. Yet these sayings seem to contradict each other. Can they both be correct and, if so, how? Discuss what each saying means and how true you think it is.
2. The 'Stuckists' are a group of people who protest that art should mean paintings, not videos, photographs, dead sharks, pickled sheep or empty rooms. Discuss how far you agree with the group and say what art means to you.

## 2.3 Література

### Письмо. Написання статті на літературний конкурс

#### *Is it art?*

#### READING

**1. Read quickly through the following short descriptions of three museums. Do not worry about the words you do not recognise. Match the names of the museums to the correct text. There is one extra name you do not need to use.**

1. Aviation Museum
2. Historic Dockyard
3. Heritage Museum
4. Battle Museum

#### **A**

The legacy of shipbuilding skills can still be felt and seen throughout this award-winning museum. Its five galleries and other attractions all add to your experience and enjoyment of this unique site. There is a fine collection of sails and flags, together with memorabilia on the launch of the HMS Victory and its maiden voyage.

#### **B**

The Museum, open since 1982, tells the story of flying from the earliest days to the present time. Exhibits include models of planes from the past, the bouncing bomb, uniform and armaments displays. Permanently housed in the museum are two fighter planes which participated in the Battle of Britain.

#### **C**

Dazzling treasures of outstanding beauty and elegant craftsmanship from one of the world's most famous museums are on display. Focusing on one of the most brilliant periods in the evolution of English art and craftsmanship, the exhibition includes a priceless collection of English silver as well as other magnificent objects. There are several hands-on features including coin minting, brass rubbing and a flintlock musket.

**2. You are going to read extracts from descriptions of six different museums. For Questions 1-14, choose from museums (A-F). The museums may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).**

*Which museum*

contains present-day exhibits? 0 F

provides activities to develop character? 1 \_\_\_\_\_

could show you what life was like in Europe in the past? 2 \_\_\_\_\_ 3 \_\_\_\_\_

encourages visitors to use computers to find information? 4 \_\_\_\_\_ 5 \_\_\_\_\_

might an archaeologist enjoy most? 6 \_\_\_\_\_

would enable a visitor to learn about different tribes of people? 7 \_\_\_\_\_

suggests that the activities provided may influence someone's choice of career? 8 \_\_\_\_\_

was created to promote achievement in a certain field? 9 \_\_\_\_\_

has recently been redecorated? 10 \_\_\_\_\_

has exhibits of hunted wildlife? 11 \_\_\_\_\_

has staff who dress up to look like celebrities? 12 \_\_\_\_\_  
links what is on display to what children study in school? 13 \_\_\_\_\_  
offers an exhibition based on a mythical character? 14 \_\_\_\_\_

## Museums

### ***The Children's Museum***

One of America's largest, most unique children's museums is visited by 100,000 members of the public each year. Set in an imaginary town, young people begin to better understand the world through exploration and role-play. Some even sow the seeds of future ambitions as they act out dozens of different occupations. The museum offers exciting hands-on activities which help to build self-esteem and confidence, as well as allowing adults to become part of the educational process. The museum has become a favourite field trip for schools, youth groups and scouts.

### ***The Victoria and Albert Museum***

Unrivalled as the world's finest museum of decorative arts, London's Victoria and Albert Museum was founded in 1852 to support and encourage excellence in art and design. It is home to 145 galleries, including the national collections of sculpture, furniture, fashion and textiles, paintings, silver, glass, ceramics, jewellery, books, prints and photographs. The magnificent collections constitute a unique international resource. Some four million objects are held by the museum, ranging from the English landscape artist, Constable, to oriental ceramics, and the finest collection of Italian Renaissance sculpture outside Italy, as well as the most impressive collection of Indian art and artefacts outside the subcontinent.

### ***The Natural History Museum***

Wiry not discover more about the natural world through music, art and drama in a range of special events and hands-on workshops? At the Earth Galleries, you can see the Museum's permanent exhibitions relating to the planet. At one of these galleries, the Earth Lab, investigate the impressive diversity of British geology, and compare your own fossils, rocks and minerals with the Museum's reference collection, object displays and multimedia database. One of the Museum's most popular galleries has now reopened after undergoing a major fade-lift. It includes old favourites such as the giant robotic scorpion and live leafcutter ant colony, as well as exciting new elements from the Museum's collection of over 30 million species of insects and other arthropods.

### ***The Museum of the Moving Image***

The magical world of film and television comes to life before your eyes at the Museum of the Moving Image. Here, you are the star! You can fly like Superman, become a newsreader, audition for a Hollywood screen role, watch hundreds of films and TV clips, and interact with our cast of actor guides. Crossing the drawbridge entrance of our new special exhibition, you can step back through the mists of time to enter the magical world of King Arthur and his Knights of the Round Table. There are hands-on exhibits and a multimedia touchscreen which amazingly allows you to interact with the world around you.

### ***Quex House Museum***

Quex is one of Kent's finest Regency houses and museums. A vast collection of treasures from different civilisations including splendid pieces of oriental furniture, rugs,

ornaments and clocks gathered on expeditions to Africa has been assembled at Quex, making this an exciting place to visit and an important centre for the academic study of different races. In the eight galleries at Quex, you will find an amazing variety of items from the finest animal specimens in the world to striking tribal art, weapons, carvings and costumes, as well as valuable collections of Chinese porcelain and local architecture.

### ***Maidstone Museum and Art Gallery***

Let us introduce you to a wealth of heritage. This exceptionally fine regional museum, housed in a delightful Elizabethan manor house, boasts a rich and impressive variety of historical objects, fine art and natural history. Fine and decorative arts include European and British paintings, ceramics, glass, furniture, costume and textiles from the 17th to 20th centuries. An extensive collection contrasts artefacts from the Prehistoric Roman, Anglo-Saxon and Medieval periods, and an Egyptian collection including our own mummy. The curator of the museum provides a stimulating range of contemporary and historical exhibitions with an educational programme linked to history and science.

## **SPEAKING**

**3. Work with a partner and answer the following questions.**

- a) What can you see in the most famous museums in your country?
- b) Do you think museums in your country could be improved? How?
- c) Why is it important to have museums?

## **LANGUAGE DEVELOPMENT**

### **Word attack**

**4. Look back at the texts. Find the words that mean the same as the following definitions. Text A**

1 interactive .....

2 role-play (verb).....

Text B

3 none other like it.....

4 types of cloth .....

Text C

5 variety .....

6 not temporary .....

Text D

7 to give a short performance in order to try and get a part in a play, etc. ....

8 the people who act in a film or play .....

Text E

9 huge .....

10 brought together .....

Text F

11 located .....

12 modern .....

5. Complete the following sentences, using eight of the words from Exercise 4. Make any necessary changes.

1. I went for an \_\_\_\_\_ but was disappointed to hear I hadn't got the part.
2. We adore looking at silks from different parts of the world, so we always head for the \_\_\_\_\_ gallery in any museum.
3. The children's visit to the national history exhibition was great fun – they spent some time \_\_\_\_\_ historical characters like kings, queens and traitors.
4. Allow enough time to look at all the exhibits – we have more than 500 items to look at \_\_\_\_\_ in five galleries.
5. A lot of children find history books a bit dull, but if you take them to a good museum, they often find the whole subject a lot more \_\_\_\_\_.
6. Museums are a good way of seeing artefacts \_\_\_\_\_ from the four corners of the world all under one roof.
7. I really enjoy the \_\_\_\_\_ approach of modern museums – you learn so much more by touching, hearing and really experiencing the exhibits.
8. The museum said it had an \_\_\_\_\_ collection of modern art, but we found the exhibition rather disappointing.

## USE OF ENGLISH

6. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

In Britain, many larger museums offer (0) educational activities for school students. These include the (1) \_\_\_\_\_ of aspects of permanent collections in a way which is (2) \_\_\_\_\_ to younger learners. Special (3) \_\_\_\_\_ emphasise the social and (4) \_\_\_\_\_ aspects of the lives of people in different settings across the ages. There is often a focus on human (5) \_\_\_\_\_ and development. Museums like the Victoria and Albert run a major programme in the study of (6) \_\_\_\_\_ arts, while others focus on learning through (7) \_\_\_\_\_ with the object in question. Such a hands-on approach adds to the (8) \_\_\_\_\_ of seeing the object close up and (9) \_\_\_\_\_ the visitor to participate in a meaningful learning experience. Many hands-on activities revolve around an (10) \_\_\_\_\_ world where the participant takes on different roles.

**education**  
**present**  
**access**  
**exhibit**  
**culture**  
**create**  
**decorate**  
**act**  
**excite**  
**able**  
**imagine**

7. Read the text below and decide which answer A, B, C or D best fits each space.

Available to all museum (1) \_\_\_\_\_ is a vast array of artefacts and (2) \_\_\_\_\_ which have been (3) \_\_\_\_\_ from all over the world. The (4) \_\_\_\_\_ of most museums are usually very proud of the (5) \_\_\_\_\_ in their museums and are always willing to provide information about them. Museums enable the (6) \_\_\_\_\_ to enjoy the artefacts they house through (7) \_\_\_\_\_ which are often changed on a regular basis, or are in the permanent (8) \_\_\_\_\_ where large collections of different objects and sometimes paintings are on (9) \_\_\_\_\_. Many European museums are home to (10) \_\_\_\_\_ works of art such as the *Mona Lisa* in the Louvre museum in Paris.

1	A flocks	B audiences	C spectators	D visitors
2	A treasures	B porcelain	C displays	D arts
3	A collected	B awarded	C borrowed	D removed
4	A curators	B inspectors	C leaders	D masters
5	A items	B ceramics	C expeditions	D guides
6	A public	B individuals	C population	D groups
7	A lectures	B presentations	C auditions	D exhibitions
8	A floors	B homes	C galleries	D libraries
9	A display	B loan	C sight	D exhibits
to	A worthless	B expensive	C priceless	D rich



## 2.4 Телебачення *Television*

### LEAD-IN

1. What kind of an environment do you live in? (Is it rural, urban, agricultural, polluted, safe, crowded?)
2. In what ways can mankind damage the environment?
3. Do you or your family do anything to help protect the environment?
4. How do you think what you do help?

### READING 1

**1. You are going to read a review of a television programme about the environment. Read the review on the next page quickly to answer the following questions.**

1. What type of programme is Rainforest Realities?  
**a** a discussion programme  
**b** a documentary
2. Does the TV critic write a positive review of the programme?  
**a** yes  
**b** no
3. Does the critic think that cutting down the rainforests causes problems?  
**a** yes  
**b** no
4. Does the programme argue that cutting down the rainforests causes problems?  
**a** yes  
**b** no
5. Does the critic agree with all the arguments made by the programme?  
**a** yes  
**b** no

### **Television** ***Sidny Banks***

It's not often that documentaries get me shouting at the TV, but last- night's *Row forest Realities*: (8.30pm, CBC2) really made me angry. It's not that I don't care about the destruction of the worlds rainforests – I do. It's not that I don't believe we in the West need to be made aware of whats happening in South America – we do. It's not that there shouldn't be programmes analysing the situation – there should. But *Rainforest Realities* was the worst kind of lazy, ignorant, tabloid journalism, stating 'facts' with no evidence to back them up, drawing conclusions which were questionable, and using shock tactics which were, frankly, disgraceful. It didn't do the cause any favours.

It all started fairly typically. Shots of a peaceful, natural; rainforest scene. A beetle scuttling up a tree. A spider building its web. Birds flying overhead. Then – of course – the bulldozers move in, the trees are cut down, the ground burnt. So far, so good. The screen goes blank, the presenter comes on and we're told: 'FACT – One hectare is deforested for \$1,000 of timber. Once the trees are gone, they're gone forever.' Now stop

me if I'm being naive, but the thing about trees is that you can plant more if you want to, can't you? Did they look at why no more trees are being planted? No, they didn't. Did they just assume we would take their little fact and say 'Oh, how terrible!' without questioning it. Yes, they did.

And then were told 'FACT - The land is only worth \$148 if they use it for cattle, but the same hectare could be worth almost \$7,000 per year (their emphasis) if the forest wasn't destroyed but harvested for fruit, latex and timber.' Gosh! That's a big difference. So by now I'm thinking: 'Well, why don't they do that, then? They'd be a lot richer, and we wouldn't have to worry about global warming, the loss of potential pharmaceuticals and the homelessness of thousands of indigenous tribes.' Did the programme makers answer that most obvious question? No, they didn't. They just let us think that those responsible for cutting down the rainforests are stupid. And of course they're not. They're cutting down the trees for money, and if they could make more money by not cutting them down, don't you think they'd do that?

And then most worrying of all we're taken to a London cancer hospital, and shown wards full of people dying of cancer. "You could be next!" is the message on the screen. A cancer specialist tells us that species and plants which could maybe save their lives are being destroyed at the rate of 50,000 each year. It's a scandal,' he says. Does he tell us why he's not doing anything about it? No, he doesn't. Does he tell us why the pharmaceutical companies aren't queuing up to rescue these species before the trees are cut down? No, he doesn't. Does *Rainforest Realities* ask those questions? No, it doesn't. It just, lays the blame on the ignorance of the people and governments in South America cutting down the trees and wants to leave us feeling furious about the situation, but happy that it's not our fault.

In short. *Rainforest Realities* missed every opportunity to ask sensible questions, and failed to present the true reality of the tragedy that's taking place in South America. Not very well done, CBC.

**2. Now look at the review again. Underline the words, phrases or sentences where the critic:**

- presents factual information about the programme (para 1).
- tells us WHY she didn't like *Rainforest Realities* (para 1).
- gives examples of image of unspoilt rainforest (para 2).
- shows that she is happy with part of the programme (para 2).
- suggests what the programme makers shouldn't have done (para 2).
- disagrees with what the programme suggests (para 3).
- gives an example of the 'shock tactics' she mentions in the first paragraph (para 4).

**3. Now write the correct paragraph number(s) to answer these questions.**

**In which paragraph(s) does she ...**

- express her opinion? \_\_\_\_\_
- conclude her argument? \_\_\_\_\_
- give examples to support her views? \_\_\_\_\_
- ask rhetorical questions? \_\_\_\_\_

- give a reason why people behave the way they do? \_\_\_\_\_

## SPEAKING

4. *In pairs, discuss your answers. Did you underline the same words, phrases and sentences? Did you write the same paragraph numbers?*

5. *Here are some phrases and sentences from the review. Find them, and make notes on the lines provided to answer the questions.*

1 It didn't do the cause any favours. (para 1) Which cause?  
\_\_\_\_\_

2 It all started fairly typically. (para 2) What did?  
\_\_\_\_\_

3 their little fact (para 2) Which fact?  
\_\_\_\_\_

4 Well, why 'don't they do that, then? (para 3) Do what?  
\_\_\_\_\_

5 And of course they're not. (para 3) They're not what?  
\_\_\_\_\_

6 Does *Rainforest Realities* ask those questions? (para 4) Which questions?  
\_\_\_\_\_

6. *Now find words and phrases in the review which show the writer is:*

1 emphasising how strongly she feels about something (para 1). \_\_\_\_\_

2 asking the reader to do something, for dramatic/literary effect (para 2). \_\_\_\_\_

3 making the programme's information seem unimportant (para 2). \_\_\_\_\_

4 expressing surprise (para 3). \_\_\_\_\_

5 concluding her argument (para 5). \_\_\_\_\_

## VOCABULARY

7. *Read these sentences and then use the words in bold to complete the Sentences below.*

1. Many factories still allow pollutants, such as toxic waste, to flow into our rivers.

2. We should put our old newspapers and bottles in **recycling** bins.

3. Organisations like Friends of the Earth are often referred to as **green** organisations.

4. Scientists are concerned about the size of the hole in the **ozone layer**, as ozone helps stop harmful radiation entering the Earth's surface.

5. People who live in towns and cities live in an **urban** environment.

6. People who live in the countryside live in a **rural** environment.

7. Dinosaurs became **extinct** millions of years ago; there will never be dinosaurs again.

8. **Global warming** is the theory that the world's average temperature is increasing.

9. **Ecology** is the relationship between plants, animals, people and their environment.

10. **Exhaust fumes** from cars are responsible for much of the air pollution in cities.

a. If we don't protect endangered species, they may become \_\_\_\_\_.

- b. \_\_\_\_\_ is important because it means factories have to produce less new plastic, glass and paper.
- c. The filter prevents dangerous \_\_\_\_\_ from entering the atmosphere through the chimney.
- d. Some children in \_\_\_\_\_ environments don't realise that milk comes from cows!
- e. I'm a very \_\_\_\_\_ person; I recycle, use public transport, and care about the environment.
- f. Electric cars don't produce any \_\_\_\_\_ so they are much cleaner.
- g. Until the Industrial Revolution, most Europeans had a very \_\_\_\_\_, agricultural way of life.
- h. If \_\_\_\_\_ continues, the polar ice caps will start melting and the sea level will rise.
- i. Some aerosol cans give off CFC gases which enter the atmosphere and destroy the \_\_\_\_\_.
- j. The \_\_\_\_\_ of rainforests changes when trees are cut down.

### 3.1 Світ, що змінюється *Our changing world*

#### VOCABULARY AND LISTENING

1. *Work in pairs and follow the instructions.*

- Look through the headlines. Do they present good or bad news?
- Discuss what kind of information you might hear in each news story?

House Prices Tumble  
Market collapses as world economy slums

Air fares rocket with new fuel tax  
Tension **mounts** as airline shares **plummet**

Prices **slashed** in consoler war  
Competition **grows** in games market

Air fares rocket with new fuel tax  
Tension mounts as airline shares plummet

Huge surge in road deaths  
Accidents involving under-30s **shoot up**

Car Use Drops  
Number of cars in the city centres declines  
**accidents**

Gender quality gap shrinks  
Number of womem in top jobs **soars**

2. *Listen to the news programme and check your answers to ex. 1. Then add the highlighted words to the table.*

**fall / decrease**

tumble, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**rise / increase**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

3. *Listen again and answer the questions.*

Who is happy about the fall in house prices?

Airlines have announced they will raise prices. By how much?

What concerns have been raised by travel agents?

Why does Rita say 'every cloud has a silver lining'?

What measure is being considered in response to the rise in road deaths?

What three reasons are given for the drop in car use in city centres?

What evidence is there that women are obtaining more top jobs?  
Why has the price of computer games gone down?

**4. Choose the correct verbs. There may be more than one correct answer. Justify your choices.**

Due to junk food, obesity levels are *shooting up / shrinking / soaring*.

The hurricane death toll *collapses / mounts / rockets* as two more bodies appear.

His popularity has *plummeted / slumped / surged* to record lows since the scandal.

The murder rate has *decreased / declined / tumbled* slightly in the last year.

The populist candidate promised to *grow / shrink / slash* taxes if elected.

Sales of her CD have *plummeted / rocketed / surged* since her successful TV appearance.

Share prices *collapsed / mounted / tumbled* last night in reaction to the disaster.

**5. Listen to the extracts and complete phrases 1-10 with adjective + noun collocations.**

**Adjectives**

disastrous dramatic gradual huge sharp significant sudden spectacular steady  
tremendous

**Nouns**

collapse decline decrease fall growth increase reduction rise slump surge.

**6. Rewrite the sentences using adjectives and nouns. Begin with there is or there has been.**

1. Unemployment is falling steadily. There is a steady fall in unemployment.

2. The number of visitors has risen significantly.

3. Music downloads have surged dramatically.

4. Violent crime has decreased substantially.

5. The quality of TV has declined considerably.

6. The size of crowds at football matches has slumped drastically.

7. The use of eco-bikes is increasing sharply.

8. The amount of cheating is gradually being reduced.

**7. In pairs, decide if the changes in Exercise 6 are good, very good, bad or very bad. Then adapt them so they are true for your country.**

**8. Decide if the words and phrases in the box collocate with rise, raise or both. Then, make sentences with them.**

hot-air balloons money for charity your hand the sun your eyebrows the temperature your  
hopes salaries early your voice bread a family

**9. Match the phrasal verbs with their meanings.**

- |   |               |                          |   |                         |
|---|---------------|--------------------------|---|-------------------------|
| 1 | blow up       | <input type="checkbox"/> | a | compensate              |
| 2 | make up for   | <input type="checkbox"/> | b | confuse                 |
| 3 | stand up for  | <input type="checkbox"/> | c | create, establish       |
| 4 | speed up      | <input type="checkbox"/> | d | defend, support         |
| 5 | set up        | <input type="checkbox"/> | e | explode                 |
| 6 | mix up        | <input type="checkbox"/> | f | make faster             |
|   |               |                          |   |                         |
| 1 | touch down    | <input type="checkbox"/> | a | disappoint              |
| 2 | knock down    | <input type="checkbox"/> | b | hit to the ground       |
| 3 | cut down on   | <input type="checkbox"/> | c | land                    |
| 4 | turn down     | <input type="checkbox"/> | d | reduce amount of        |
| 5 | let down      | <input type="checkbox"/> | e | reduce importance of    |
| 6 | play sth down | <input type="checkbox"/> | f | refuse an offer/request |

## SPEAKING

*10. In pairs, prepare a radio news bulletin with three items.*

## READING AND VOCABULARY

*11. Work in pairs. Decide if statements 1-5 are true or false.*

1. Cows cause global warming.
2. Greenhouse gases make the world a better place to live.
3. Renewable energies provide more energy than fossil fuels.
4. If you fly, your carbon footprint is 464 percent bigger than if you take the train.
5. Carbon-offsetting is destroying our environment.

*12. Match texts A-C to questions 1-10.*

In which vision of the future

- |    |  |   |
|----|--|---|
| 1  | is one year particularly important?                      | <input type="checkbox"/>                          |
| 2  | does one disaster lead to another?                       | <input type="checkbox"/>                          |
| 3  | is a wide range of measures used against global warming? | <input type="checkbox"/>                          |
| 4  | is there a lack of food and water?                       | <input type="checkbox"/> <input type="checkbox"/> |
| 5  | do complex technological solutions not work?             | <input type="checkbox"/>                          |
| 6  | does technology solve the problem of global warming?     | <input type="checkbox"/>                          |
| 7  | do apparently contradictory events occur simultaneously? | <input type="checkbox"/>                          |
| 8  | has the world population shrunk dramatically?            | <input type="checkbox"/>                          |
| 9  | do governments encourage ecological lifestyles?          | <input type="checkbox"/> <input type="checkbox"/> |
| 10 | does global cooperation protect wildlife?                | <input type="checkbox"/>                          |

Climate change is no longer a theory, it's a fact. And there is little doubt that the greenhouse gases produced by the burning of fossil fuels are to blame. Average global temperatures have risen by 0.7°C over pre-industrial figures, and unless we limit the increase to under 2°C before the end of the century, the consequences could be drastic.

We've taken a trip in our time machine to see what our world is like in 2050. Read on ... while you still can.

### ***A GLOBAL DISASTER***

In the end it was much worse than anyone had imagined. Only a handful of countries met their emissions targets, and by 2035 global temperatures had risen by almost 2°C. This caused a vicious cycle. Mountain glaciers disappeared and the melting of the Greenland and Antarctic ice sheets accelerated. Less ice meant less heat reflected back into space and our planet grew warmer still. A tipping point was reached and nature itself began to contribute to global warming. Massive amounts of methane that had been trapped under the ground were released, and the destruction of the rainforests sent more carbon skywards. When the rise in temperatures reached 4°C, the consequences were catastrophic. Sea levels rose by four metres and thousands of low-lying communities were lost under the waves. As temperatures soared there was widespread flooding and paradoxically, at the same time, devastating droughts. Deserts spread, harvests failed and people began to starve. Millions of refugees searched desperately for safer lands and with them came disease - malaria and cholera epidemics, and a new flu virus that killed billions. The global economy collapsed and wars broke out as nations fought over land and water supplies. Now, we live in a fractured, shrinking world of isolated communities with fewer than 500 million people scattered around the globe.

### ***B THE GREAT LIFESTYLE CHANCE***

The turning point came in 2027. Floods, cyclones and storms killed vast numbers of people and caused incalculable damage around the world. Forest fires and droughts decimated agricultural production leading to worldwide famine and water shortages. When Hurricane Theresa totally destroyed Houston, it was apparent that something urgent had to be done. The search for a technological fix became frantic. A scheme to launch enormous mirrors into orbit around the earth to reflect solar radiation was a complete failure. The idea of spraying large quantities of sea water into the sky to create a protective layer of clouds came to nothing. Renewable energies were still too unreliable. Finally, it was clear the only solution was to consume less and the 'Great Lifestyle Change' began.

All unnecessary air travel was banned. Massive taxes on the use of private cars and generous subsidies to public transport cut down pollution. Meat was rationed and vegetarianism encouraged in order to use scarce water resources more efficiently. New legislation made our homes, shops and offices carbon neutral, and much less energy was consumed.

The measures were drastic, but the rise in global temperatures has slowed down and weather conditions are now less extreme. And surprisingly, although most people in the low-consumption economy are materially less well off, they seem happier than before.

### ***C JUST IN TIME***

We were saved from extreme global warming just in time. There was no single technological fix, but rather a complex mixture of energy-saving measures, CO<sub>2</sub>-reduction technologies and more efficient alternative energies. The introduction of 'Carbon Credits' on fuel and electricity was vital. Every consumer was given a free annual carbon allowance and anyone who used it up and who wanted more petrol, electricity or another



flight abroad had to buy more credits. The scheme made consumers aware of how much CO<sub>2</sub> they were producing and led to enormous savings.

Aviation fuel was taxed. An overwhelming majority of cities opted for public transport and bike lanes. Subsidies were given to energy-saving buildings and eco-friendly houses became fashionable and affordable. Carbon-offsetting schemes led to new forests being planted and international agreements preserved the rainforests and saved endangered species. The amount of CO<sub>2</sub> in the atmosphere was further reduced by storing the gas in carbon 'sinks' in abandoned mines deep underground. In the 2030s a new super-efficient electrical cable was developed. This allowed safe clean energy to be harnessed from giant solar fields, wind farms and wave platforms located far away from centres of population. Now almost all the power for our vehicles is provided by hydrogen fuel-cells and biofuels. Global warming has been brought under control.

**13. Work in pairs. Read the texts again and add more words and phrases to the groups below.**

**Consequences of global warming:** glaciers disappear, ...

**Technological solutions:** mirrors in space, ...

**Environmental policies:** air travel banned, ...

**14. Complete sentences 1 – 4 with the correct words in brackets.**

1 \_\_\_\_\_ flooding can cause \_\_\_\_\_ damage to \_\_\_\_\_ communities. (incalculable, low-lying, widespread)

2 \_\_\_\_\_ measures and \_\_\_\_\_ vehicles could help us meet our \_\_\_\_\_ targets. (eco-friendly, emissions, energy-saving)

3 If we \_\_\_\_\_ solar energy, we could \_\_\_\_\_ climate change and \_\_\_\_\_ hunger. (eradicate, halt, harness)

4 Unless a \_\_\_\_\_ fix is found, we may reach a \_\_\_\_\_ point with \_\_\_\_\_ consequences. (devastating, technological, tipping)

## **SPEAKING**

**15. Rewrite the messages using the words in brackets. In groups, say which predictions you agree/disagree with and why.**

1. It will definitely rain tomorrow.

\_\_\_\_\_ (bound)  
\_\_\_\_\_ (no doubt)

2. Our national team definitely won't win the World Cup.

\_\_\_\_\_ (sure not)  
\_\_\_\_\_ (not a hope)

3. We'll almost certainly have an exam next week.

\_\_\_\_\_ (likelihood)  
\_\_\_\_\_ (probability)

4. House prices almost certainly won't fall.

\_\_\_\_\_ (doubtful)  
\_\_\_\_\_ (chance)

5. I'll probably have to move abroad to find a job.

---

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(well)  
(chances)

6. The future probably won't be much like it is in the movies.

---

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(unlikely)  
(shouldn't)

### 3.2 Наступні 30 років. Клімат *Our changing world*

#### READING AND VOCABULARY

1. Read texts A-C and match them to the text types 1-4. There is one extra text type.

- |                      |                 |
|----------------------|-----------------|
| 1 a campaign leaflet | 3 a short story |
| 2 a review           | 4 an article    |

2. Find these words in the texts and underline them. Study the context and complete the dictionary definitions.

Text A	visibility	demanding	scope		
Text B	bombard	intrusive	atmospheric	cinematographer	subdued
Text C	hybrid	incentives			

1. atmospheric (adj) to describe a place, event, sound, etc which gives you a particular feeling
2. \_\_\_\_\_ (v) to do something too often and too much
3. \_\_\_\_\_ (n) a person skilled in the art of film photography
4. \_\_\_\_\_ (adj) needing a lot of effort, ability or skill
5. \_\_\_\_\_ (adj) made from two or more things
6. \_\_\_\_\_ (n) things that encourage you to do something
7. \_\_\_\_\_ (adj) affecting someone's private life or interrupting them in an unwanted and annoying way
8. \_\_\_\_\_ (adj) quieter than usual
9. \_\_\_\_\_ (n) the range of things that a subject, person, activity, etc covers
10. \_\_\_\_\_ (n) the distance it is possible to see

3. Complete the sentences with words from Exercise 2. You may need to change the forms.

- 1 The atmosphere in the room was very subdued while we waited for news of the missing children.
- 2 My parents gave me two great \_\_\_\_\_ to pass my exams: I didn't have to do any chores while I was revising and they would buy me a motorbike if I passed all of them.
- 3 You can't ask a bus driver to take you to your front door! It's not in the \_\_\_\_\_ of their job description.
- 4 Driving in fog requires great concentration because of the poor \_\_\_\_\_.
- 5 My dentist \_\_\_\_\_ me with questions when my mouth was wide open! Why do they always do that?

4. Read the texts again and choose the best answers.

#### Text A

1. The text says that cars with driver assistance  
a already exist.

- b** might de-skill drivers.
  - c** must be developed.
  - d** will never replace drivers.
2. The writer thinks automated cars will be better because
- a** some people don't like driving very much.
  - b** it's a waste of time driving.
  - c** drivers panic in dangerous conditions.
  - d** computers can practise more than drivers.

### **Text B**

3. The writer of Text B believes the film
- a** presents a depressing vision of the future.
  - B** has exactly the same ideas as the novel *Nineteen Eighty-Four*.
  - c** is really nothing more than an exciting story.
  - d** predicts a better society.
4. The writer describes the cars as toy-like to emphasise that the vehicles
- a** are driven by children.
  - b** change direction quickly and easily.
  - c** are plastic and very small.
  - d** don't need any fuel.

### **Text C**

5. According to the text, efforts to reduce pollution are
- a** a shared responsibility.
  - b** too late.
  - c** obstructed by car manufacturers.
  - d** a waste of time.
6. The writer doesn't suggest that
- a** all drivers ought to consider other methods of transport.
  - b** cars need to be more fuel efficient.
  - c** cars should be banned from cities.
  - d** financial incentives would encourage drivers to be greener.

### **Text A**

#### **Automated transport**

Humans did not evolve to drive vehicles safely, at high speed, in conditions of high congestion and poor visibility on motorways or in busy city streets, so it is not surprising that when they do, a lot of accidents happen.

Today nearly all the intelligence involved in controlling a vehicle is in the human behind the wheel, but this will change rapidly in the future. Today we are used to anti-lock braking systems (ABS) to help us operate our cars more safely in a crisis, and in the future we are likely to be handing over a lot more control. Car manufacturers are already researching advanced forms of vehicle control and driver assistance that will radically change how we drive.

Even when humans are experienced drivers, they have very little opportunity to learn how to control a vehicle under demanding crash conditions, so they do not get the benefit of the learning that is available to artificial systems. As artificial control systems develop,

they will have the advantage over humans because they can learn through millions of hours of simulated driving. It can only be a matter of time before we start to prefer automated control to the human variety in a growing number of situations.

Looking further into the future, are we heading towards the time when human driving will become a form of extreme sport to be allowed only within controlled areas? At the very least, we will surely insist on drastically reducing the scope of human control in many conditions.

## **Text B**

### **A convincing journey into the future**

Steven Spielberg's *Minority Report* is a superior sci-fi film based on a Philip K. Dick short story. *Minority Report* is set in 2054 and the number of murders has plummeted because psychic 'pre-cogs' warn of murders before they happen. In charge of the pre-cog unit is Detective John Anderton (Tom Cruise), who believes in the system of preventative action. Until, that is, the pre-cogs foresee him as a murderer and he goes on the run.

*Minority Report* presents a future that is scary but convincing. The toy-like cars shoot up the sides of buildings and soar through the air, people are bombarded by personalised advertising and, as predicted in Orwell's *Nineteen Eighty-Four*, there is constant, intrusive surveillance.

The bleakness of the film is enhanced by the atmospheric work of Janusz Kaminski, Steven Spielberg's favourite cinematographer. Kaminski creates a subdued landscape with muted blues and greys.

The film is thrilling and, in many ways, disturbing: its depiction of a harsh world is depressingly believable

## **Text C**

### **Halting the Gridlock**

#### *The problem*

There's too much traffic on Britain's roads. This is causing

- climate change.
- congestion.
- noise and air pollution.

#### *The solutions*

People must

- learn to be less dependent on their cars and to adopt green habits such as walking, cycling and using public transport.
- buy hybrid cars which use part-petrol and part-electric- driven engines and emit less carbon dioxide.

Car manufacturers must

invest more in new technology.

- speed up the development of cars which are more efficient and less polluting.

Governments must

- introduce tax incentives to encourage (1) manufacturers to develop greener cars and (2) people to buy them.
- encourage the public to leave their cars at home by investing in public transport

and cycle lanes.

## SPEAKING

5. Complete the phrases used for making predictions 1-12 and match them with the correct meanings a-g.

- |  |  |
|--|--|
| 1. not much ch <u>a</u> <u>n</u> ce <u>c</u>   | <b>a</b> definitely won't happen       |
| 2. a strong l <u>k</u> <u>l</u> hood <u>   </u>  | <b>b</b> almost certainly won't happen |
| 3. a very f <u>i</u> <u>t</u> chance <u>   </u>  | <b>c</b> probably won't happen         |
| 4. a very s <u>   </u> <u>ght</u> po <u>   </u> <u>   </u> <u>b</u> <u>   </u> <u>   </u> <u>   </u> <u>y</u> <u>   </u> | <b>d</b> may happen                    |
| 5. b <u>   </u> <u>nd</u> not to <u>   </u>  | <b>e</b> will probably happen          |
| 6. in all pr <u>   </u> <u>   </u> <u>bility</u> <u>   </u>  | <b>f</b> will almost certainly happen  |
| 7. it's extremely d <u>   </u> <u>   </u> <u>btf</u> <u>   </u> <u>   </u>   | <b>g</b> will definitely happen        |
| 8. it's highly imp <u>   </u> <u>   </u> <u>able</u> <u>   </u>  |  |
| 9. it's inc <u>   </u> <u>   </u> <u>c</u> <u>   </u> <u>v</u> <u>   </u> <u>able</u> <u>   </u>                         |  |
| 10. it's ine <u>   </u> <u>   </u> <u>able</u> <u>   </u>  |  |
| 11. no w <u>   </u> <u>   </u>   |  |
| 12. not a h <u>   </u> <u>   </u> <u>   </u> of <u>   </u>   |  |

6. Rewrite the conversations using the words in brackets.

1 **A** I'm going to throw these tight jeans away. I won't ever wear them again. (no way)

1 \_\_\_\_\_

**B** It's possible that you'll wear them again. (well)

2 \_\_\_\_\_

**A** I think it's unlikely. (shouldn't)

3 \_\_\_\_\_

**B** You could give them to a charity shop.

2 **A** Fashion always goes in cycles so our grandchildren will definitely wear goth clothes. (bound)

4 \_\_\_\_\_

**B** Do you think so! That means that our children will almost certainly wear new romantics stuff from the 1980s. (probability)

5 \_\_\_\_\_

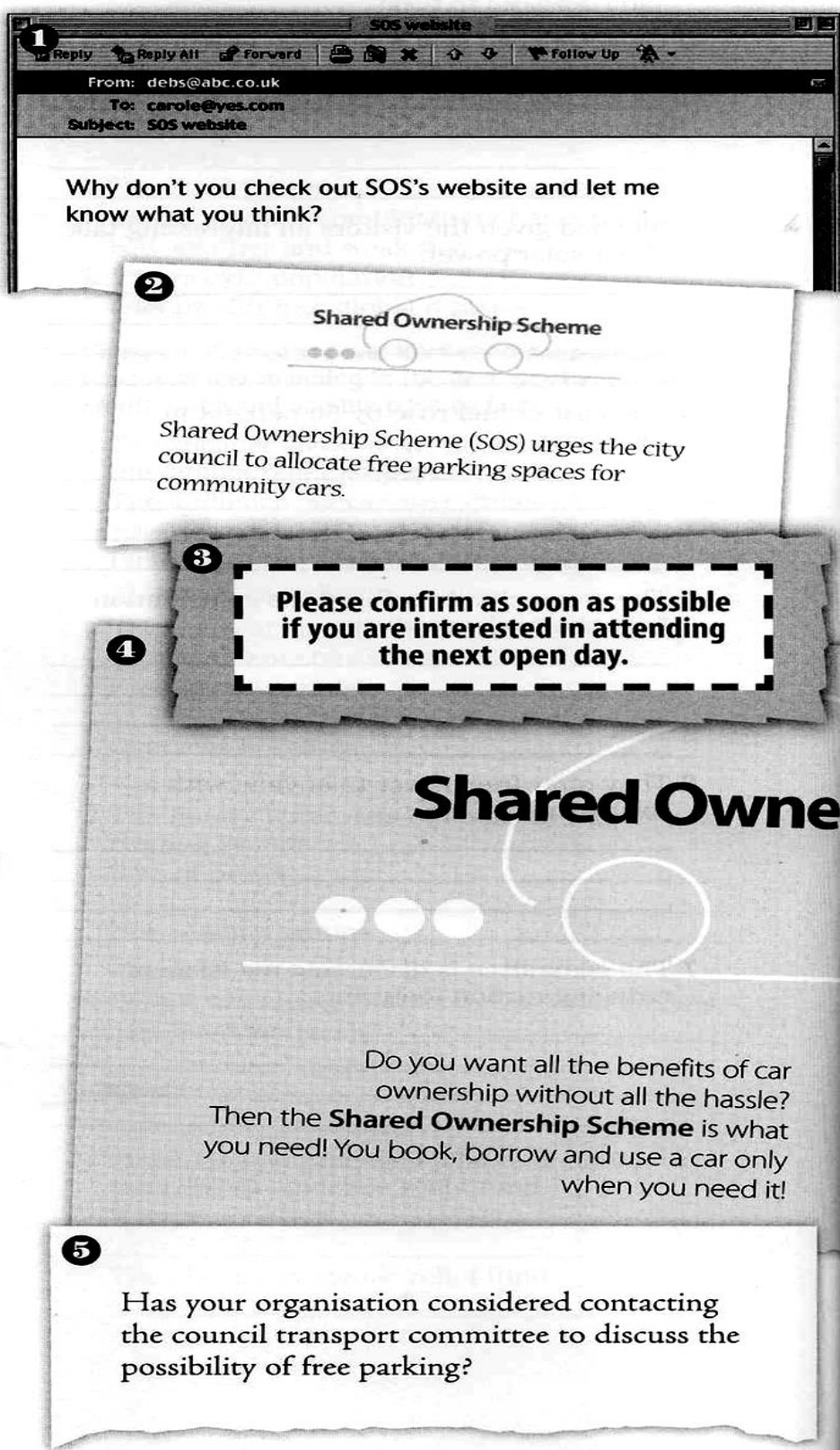
**A** Yes, I suppose that will probably happen. (chance)

6 \_\_\_\_\_

## WRITING

7. Match the experts 1 – 5 with their purpose a – e.

- |                             |                                  |
|-----------------------------|----------------------------------|
| a) encouraging action _____ | d) making a suggestion _____     |
| b) finishing up _____       | e) making an invitation <u>1</u> |
| c) getting attention _____  |                                  |



## Shared Ownership Scheme Share and save

If you think owning a car that spends more time parked outside your home than on the road is crazy, then you should think about joining **Shared Ownership Scheme (SOS)**. **Shared Ownership Scheme (SOS)** is a pay-as-you-go cooperative organisation. Owned and managed by its members, it frees you from the high costs of private car ownership. You still have a car - but only when you need it!

**SOS** gives you access to a car 24/7 with loan periods of just one hour up to a month. Rates are on a sliding scale with charges from J4 an hour to J40 a day. This includes tax, insurance and maintenance. All you pay for is petrol.

And as all our cars are as eco-friendly as possible, even this isn't too expensive. The scheme is simple: as a member, you log onto the secure website, book a car for the period you need it and that's it. To collect your car, you just go to the **SOS** garage, which is next to the railway station. Your **SOS** smart card opens the car and to start the engine, you simply enter your PIN.

Interested?

To find out more, you can visit our website at [Sharedownership.co.uk](http://Sharedownership.co.uk). Or why not come along to our information stand in the public library and talk to one of our members?

**8. Read the leaflet and choose the correct answers.**

1. The leaflet was published by a
  - a campaign group that wants to ban private car ownership,
  - government department that wants people to be greener,
  - shared car ownership organisation.
2. The main purpose of the leaflet is to
  - invite readers to a public meeting.
  - persuade readers to consider shared car ownership,
  - encourage readers to save money.

**9. Use the information in the leaflet to write an email to a friend suggesting that you join SOS together. In your email you should:**

- describe the organisation.
- explain why you think it is a good idea.
- persuade your friend to join.
- tell him/her how he/she can find out more.

**VOCABULARY ACTIVATOR**

**10. Complete all five sentences with one word.**

1. Pure \_\_\_\_\_ forms diamonds.
2. Why is your homework a \_\_\_\_\_ copy of your friend's?
3. The age of the archaeological site was established by \_\_\_\_\_ dating.
4. Copies of letters used to be made with \_\_\_\_\_ paper on a typewriter.
5. A \_\_\_\_\_ tax would encourage people to use less fuel.

**11. Complete the second sentence so it has a similar meaning to the first.**

1 There has been a steady decline in sales of electrical goods.

Sales of electrical goods have declined steadily .

2 The average age in Europe is rising significantly.

There is \_\_\_\_\_.

3 There has been a gradual decrease in the birth rate and dramatic growth in life expectancy.



The birth rate \_\_\_\_\_ and life expectancy \_\_\_\_\_.

4 Oil supplies were suddenly reduced last year so prices increased sharply.  
There was \_\_\_\_\_, which led to \_\_\_\_\_.

5 There was a steady fall in interest rates last year.  
Interest rates \_\_\_\_\_.

6 There have been dramatic surges on the world's stock markets in recent days.  
The world's stock markets \_\_\_\_\_.

7 Economists are predicting a drastic collapse in the value of the world's major currencies. The value of \_\_\_\_\_.

8 The UK experienced a considerable slump in house prices in 2008.  
House prices \_\_\_\_\_.

**13. Complete the article with the correct forms of the words in brackets.**

New plans being considered by the <sup>1</sup> government (govern) would give each citizen an individual carbon allowance to control the amount of <sup>2</sup> \_\_\_\_\_ (emit) they are responsible for. Every time someone used a they would 'spend' some of their carbon credits.

Such a scheme would encourage everyone to take <sup>4</sup> \_\_\_\_\_ (energetic) -saving measures and to start using <sup>5</sup> \_\_\_\_\_ (renew) energies like solar and wind power. Many experts believe that carbon credits would be more effective in reducing our dependence on oil than <sup>6</sup> \_\_\_\_\_ (convention) incentives like high taxation. It would need the full <sup>7</sup> \_\_\_\_\_ (cooperative) of all industrialised countries to slow down potentially <sup>8</sup> \_\_\_\_\_ (catastrophe) global warming. A better first step might be to tax <sup>9</sup> \_\_\_\_\_ (aviator) fuel to force travellers to pay for the harmful greenhouse <sup>10</sup> \_\_\_\_\_ (gaseous) produced by planes.

**EXTEND YOUR VOCABULARY**

**14. Read the definitions of the phrasal verbs.**

**to break out**

- to change the way you live because you are bored
- to escape from prison
- to have spots appear on your skin
- to start something unpleasant (eg unrest)

**to knock down**

- to destroy all or part of a building
- to hit someone with a vehicle so they are hurt or killed
- to push or hit someone so they fall to the ground
- to reduce the price of something by a large amount

**to set up**

- to arrange or organise something
- to build a structure or put it in a certain place
- to start a company or organisation
- to trick someone

**15. Complete the short conversations with the correct forms of the phrasal verbs in Ex. 14.**

- 1 A** What's that terrible noise! Has war broken out ?  
**B** No, don't be silly. They \_\_\_\_\_ those old high-rise flats today.
- 2 A** Why \_\_\_\_\_ the police \_\_\_\_\_ road blocks on all the main roads? **B** Because two prisoners \_\_\_\_\_ of Wandsworth Prison yesterday.
- 3 A** My new car was a fantastic bargain – the garage \_\_\_\_\_ the price by 50 percent!  
**B** I think they \_\_\_\_\_ you \_\_\_\_\_. They probably inflated the price so they could cut it.
- 4 A** I think you need to \_\_\_\_\_ a doctor's appointment for the baby.  
**B** Why?  
**A** Look, she \_\_\_\_\_ in spots.
- 5 A** I want to \_\_\_\_\_ a charity to help the victims of hit-and-run drivers.  
**B** What's a hit-and-run driver?  
**A** It's a motorist who doesn't stop when they \_\_\_\_\_ someone \_\_\_\_\_.

### 3.3 Наступні 30 років. Транспорт

#### READING

##### 1. Read and translate the text in Ukrainian.

The United Kingdom's government is thinking about banning all food and drink on public transport. The UK's plan to ban people eating and drinking on trains and buses is not popular with people. They say the government should not control whether or not people can eat and drink on public transport. Many people said the plan was another example of the UK becoming a "nanny state". This is a country that wants to control everything people can and cannot do. The UK's Chief Medical Officer, professor Sally Davies, said the plan was necessary to help reduce obesity. She said it was part of a plan to halve obesity in children by 2030 and to help people make healthier lifestyle choices.

Professor Davies reported that there are twice as many overweight schoolchildren today as there were 30 years ago. She said: "Today's children are drowning in a flood of unhealthy food and drink options." She said this is made worse because of "insufficient opportunities for being active". She said children do not get enough exercise. She added: "We must go further and faster." Ms Davies also wants to stop fast food being sold at soccer games. Many travelers are angry about the plans. A nurse, Nicky Paxton, said the transport ban would make her life worse. She said: "I often work 12 hours without a break and I need a sandwich on the train on my way home from work."

##### 2. FOOD AND DRINK: Is it OK to eat or drink in these places? Complete this table with your partner(s). Change partners often and share what you wrote.

	Is It OK?	Why / Why Not?
Trains		
Airplanes		
The Street		
Parks		
Shopping malls		
Gyms		

##### 3. TRUE / FALSE: Read the headline. Guess if 1-8 below are true (T) or false (F).

1. The UK government passed a law banning eating on trains and buses. T / F
2. People are very happy because they don't want to eat on trains. T / F
3. People in the UK think the country is becoming a "nanny state". T / F
4. A medical officer wants to cut child obesity in half by 2030. T / F
5. A medical officer said there were more overweight children 30 years ago. T / F
6. The medical officer said children were drowning in food options. T / F
7. The medical officer said it was OK to eat fast food at soccer games. T / F
8. A nurse said she needed to eat a burger on the train on the way home. T / F

**4. SYNONYM MATCH: Match the following synonyms from the article.**

thinking	direct
banning	rest
control	options
reduce	obese
choices	prevent
overweight	prohibiting
opportunities	commuters
stop	considering
travelers	chances
break	cut

**5. Do you agree or disagree with Professor Davies? Give 3 reasons to prove your point of view.**

**LISTENING AND WRITING**

**6. What do you understand by the quote? Do you agree with it? Discuss in pairs. Ask not what your country can do for you, but what you can do for your country.**

J.F. Kennedy

**7. Listen to speakers 1-3 and say which of these things they are trying to change.**

commerce and shopping	food and health	housing
entertainment and leisure	justice and security	sports
family life and gender roles	the environment	work
	education	
	travel and transport	

**8. Listen again and choose the correct answer: a, b or c.**

**Speaker 1**

1. Why did he join *Medecins Sans Frontieres*?

- a His job in Melbourne was too easy.
- b He felt a need to do something different.
- c He wanted to fly around the world.

2. What does he think is unfair?

- a Ebola hasn't spread to rich countries.
- b A cure for Ebola will be found one day.
- c Many people are selfish.

**Speaker 2**

3. Why did she and her friends start a group?

- a They were desperate to get out of their town.
- b They were bored.
- c They want to be rich and famous.

4. In her opinion, why is the new community centre going to be built?

- a People complained about not having one.
- b She and her friends took action to press for it.
- c Community leaders knew it was necessary.

**Speaker 3**

5. Why did he take up cycling?
- a His doctor told him he had to.
  - b It's better for the environment than driving.
  - c To improve his health and to get to work faster.
6. Why does he think more people are commuting by bike now?
- a People enjoy dangerous sports.
  - b It's good for you and saves money and time.
  - c The local council is building more bike lanes.

**9. Listen to the second speaker again. Tick what she and her group did to achieve their objectives.**

- hold a meeting
- join an NGO/a political party
- organise a demonstration
- make a poster
- print and hand out leaflets
- set up a blog/website
- set up a pressure group
- start a petition
- write a letter to a newspaper
- write to government representatives
- talk to community leaders/church groups

**10. In pairs, agree on the three most useful things speakers 1 and 3 could do to achieve their objectives.**

**Speaker 1** – to persuade people to contribute money to *Medecins Sans Frontieres*

**Speaker 3** – to make it easier for people to use bikes to get around cities

**3.4 Письмо.**  
**Листування з транспортними службами**

**WRITING IN AN APPROPRIATE STYLE**

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

1. Which types of writing from the list below would you find easier/more difficult? Give reasons.

a school essay

a short story

a leaflet for an NGO

a poem

a formal letter

an email to a friend

2. Why is it important to change the style of your writing according to what you are writing and who you are writing to?

**2. Speaker 3 wants to encourage people to take part in a demonstration. Match text types 1-3 with the styles he should use a-c.**

1 a letter to someone in the government

a an easy informal style

2 a leaflet to be handed out in the street

b a formal indirect style

3 an email to a friend

c a punchy direct style

**Croydon Cyclists Platform**  
**24 Chain Stree**  
**Croydon, CR3 QE2**  
[ccp@justbikeit.com](mailto:ccp@justbikeit.com)

Dear Ms Starr

a) \_\_\_\_\_ on Sunday September 22nd.

We are planning a series of initiatives designed to encourage people to leave their cars and motorbikes at home and to walk, cycle or take public transport.

Cycling is widely recognised to be the most effective way of commuting short to medium distances. Not only is the bicycle better for your health and for the environment, it is also faster and more economical than the car or the motorbike. b) \_\_\_\_\_

c) \_\_\_\_\_ A growing number of MPs are using bikes to travel to Westminster and are enjoying the many benefits of cycling.

d) \_\_\_\_\_ which will be leaving from Trafalgar Square at 10a.m. on Car-free Day.

e) \_\_\_\_\_ and if you would like a bicycle to provided for your use.

Yours sincerely,

Julian White

**Bike rally**

To: [johnacoyn@gmail.com](mailto:johnacoyn@gmail.com)

Subject: Bike rally

f) \_\_\_\_\_ Well, this Sunday is World Car-free Day and we're organising a rally called 'Bike it Better!' I know you're a bit of a car freak and you'd probably be happier sitting in front of the telly watching the Grand Prix, but g) \_\_\_\_\_ It's starting at 10 in Trafalgar Square, and it's sure to be a lot of fun. Your kids will love it and you'll be doing something to fight against climate change.

h) \_\_\_\_\_ It's [www.justbikeit.com](http://www.justbikeit.com).

i) \_\_\_\_\_

All the best,  
Julian

### **Bike it better!**

j) \_\_\_\_\_  
Cars and motorbikes cause global warming.  
They produce vast quantities of  
greenhouse gases.  
Our world is choking to death.

k) \_\_\_\_\_  
Join 'Bike it better' rally this Sunday.  
It starts from Trafalgar Square at 10 a.m.  
next Sunday.

l) \_\_\_\_\_  
Visit [www.justbileit.com](http://www.justbileit.com) for more information

**3. In pairs, decide which text types above (1, 2 or 3), sentences/phrases 1-12 come from. Give reasons.**

#### **Getting attention**

- 1 Isn't it about time you did something to save the planet?
- 2 You know I told you I'm involved in a bike group?

#### **Encouraging action**

- 3 Get on your bike and Bike it Better!
- 4 We urge you to join our 'Bike it Better' demonstration ...

#### **Making an invitation**

- 5 I am writing on behalf of the Croydon Cyclists Platform to invite you to join us in celebrating World Car-free Day
- 6 ... why don't you dust off your bike and head into London?

#### **Making a suggestion**

- 7 If you like, you could check out our website for more details.
- 8 Might I suggest you visit our website to discover more advantages?
- 9 But you can do something to change that.
- 10 Have you considered commuting by bicycle yourself?

#### **Finishing up**

- 11 Please confirm as soon as possible whether you can attend ...
- 12 Hope to see you there.

**4. Complete gaps a-l in the three texts with sentences 1-12 from Exercise 23.**

**5. Work in groups of three. Use the models to help each other to write texts to persuade people to do one of the following:**

- take part in a demonstration in favour of a new community centre in a small town
- **donate money to Medecins Sans Frontieres**

**Student A**, write a formal letter to a politician.

**Student B**, write an informal email to a friend.

**Student C**, write a leaflet to advertise your action.

**6. In groups, agree on one thing you would like to change about your town/country or the world and give reasons.**

**7. Write a formal letter, an informal email and a leaflet to achieve the change you have agreed on.**

**8. You are a member of the SOS cooperative. Write a letter to your local council's transport committee asking for free parking in town for your cars.**

***You should:***

- introduce yourself and describe the organisation.
- encourage the transport committee to support shared ownership.
- suggest the committee shows its support by giving all SOS cars free parking in town.
- invite a representative from the committee to meet your organisation to discuss how you could work together to make the town greener.



### 3.5 Охорона навколишнього середовища *Our changing world*

#### READING

*1. You are going to read an extract from a book in which a famous conservationist and author describes his experiences of searching for rare animals in South America. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text*

Most people seem to be under the impression that a frog is just a frog the world over. Nothing could be further from the truth, for with frogs and their near relatives, toads, you find that they vary from country to country, displaying a bewildering variety of shapes, sizes, colours, and habitats where they are to be found. The so-called flying frog of Asia, a large, tree-dwelling species, has developed very elongated fingers and toes. The skin between them is like a web and as this frog leaps from tree to tree, it spreads its fingers and toes wide so that it can glide like an aeroplane. The goliath frogs of West Africa measure two feet in length and can eat a rat, while a pygmy species of South America is about as big as your fingernail. In coloration, frogs are perhaps the only species that could seriously claim to rival birds, for there are frogs coloured red, green, gold, and blue. When it comes to rearing their young, frogs produce some startling results. The midwife toad of Europe hands her eggs over to the male who, in order to protect them, winds them around his hind legs and carries them around until they hatch. A species of tree frog glues two leaves together, and when water collects in the cup thus formed, the frog lays its eggs in this home-made pond.

Guiana has more than her fair share of frogs that possess ingenious methods of safeguarding their eggs and young, and the creek lands proved to be the best place for catching them. Bob was amusing himself by dragging one of these narrow, smelly little streams with a long-handled net, while I prowled hopefully around some tree roots. With the aid of a torch I succeeded in capturing three large tree frogs with huge eyes.

Bob continued doggedly with his net. I saw him haul his net out, as usual full of a pile of dirty leaves, and tip them out onto the bank. He was just going to plunge his net back into the water again when he stopped and peered down at the pile of leaves he had just pulled up.

Then he dropped the net and let out a delighted shout.

'I've got one!' he yelled.

'What have you got?'

'A pipa toad.'

'Nonsense,' I said.

'Come and have a look, then,' said Bob, bursting with pride.

He opened his hand for my inspection and revealed a strange, ugly creature. It looked, to be quite frank, like a brown toad that had been run over by a heavy truck. Its short, rather thin arms and legs stuck out stiffly, one at each corner of its squarish body, and it looked quite dead. It was, as Bob said, a large male pipa toad, perhaps one of the most curious amphibians in the world. Ever since we arrived in Guiana we had been trying to get specimens of this creature. Now, after Bob's success, we searched every inch of

that small stream, producing a mountain of rotting leaves which we picked over as carefully as a couple of monkeys searching each other's fur. An hour later we had captured four more of these weird toads. Moreover one of them was a female with eggs, a prize that was worth anything in our eyes, for the breeding habits of the pipa toad are the most extraordinary thing about it.

At the beginning of the breeding season, the skin on the female's back becomes soft and spongy. When her eggs are laid they are deposited with the help of the male along her back, where they stick like glue. After they have been fertilised they sink into her skin, forming cup-like depressions. The soft tops of the eggs then harden, forming little pockets on her back. In these pockets her young spend the whole of their early life until they have fully developed when they push the little lid on the top of the pocket and make their way out into the dangerous world.

The female we captured could only just have had her eggs installed, for their lids were still soft. When her young were at last old enough to leave their mother's back they chose a moment when I was looking after their mother and the other animals I had collected on board a ship, in the middle of the Atlantic Ocean.

1. What is the purpose of the first paragraph?
  - A to provide a scientific description
  - B to show that frogs have similarities with birds
  - C to emphasise variety in nature
  - D to entertain readers
2. The writer and his assistant searched for frogs in Guiana because
  - A the frogs in Guiana have wonderful colours.
  - B the behaviour of Guianan frogs is interesting.
  - C Guianan frogs are unusual in their appearance.
  - D the frogs in Guiana live in unusual places.
3. The place where they searched for frogs was
  - A dangerous.
  - B unpleasant.
  - C attractive.
  - D uninteresting.
4. Bob
  - A nearly missed a valuable find.
  - B was systematic in his method of searching.
  - C was about to give up when he found the toad.
  - D was disappointed when he saw what his toad looked like.
5. The author particularly wanted to catch a pipa toad because
  - A it is such an unusual-looking creature.
  - B it is very difficult to find.
  - C it is unique because it looks dead when alive.
  - D it has a fascinating breeding method.
6. The female toad's babies
  - A were born in dangerous circumstances.
  - B were born soon after the author caught her.

- C were born at an inconvenient time.
  - D were born in an unusual way for this species.
7. The writer's overall purpose in the text is to
- A inform his readers about a rare species.
  - B make his readers like frogs and toads.
  - C amuse his readers with a funny story.
  - D interest his readers in the natural world

## LANGUAGE DEVELOPMENT

### Word attack

2. *Look back at the text. Complete the following list of words, all of which are used in the text to describe how animals reproduce and take care of their young. All the words can be found in paragraphs 1 and 5. The first letter of each word is provided.*

- |   |             |   |        |
|---|-------------|---|--------|
| 1 | rearing.... | 5 | b..... |
| 2 | h.....      | 6 | d..... |
| 3 | p.....      | 7 | f..... |
| 4 | l.....      | 8 | d..... |

3. *Complete the following sentences using the words from Exercise 2. Make any necessary changes.*

- 1 A chicken can .....many eggs in a single week.
- 2 Birds' eggs require the warmth from the bodies of the parent birds in order
- 3 The baby bird slowly.....inside the egg.
- 4 Female fish release their eggs into the water, where the eggs... by the male fish.
- 5 Many mammals like apes and monkeys are very good parents. They put a lot of effort into .....their young.
- 6 Some insects have a special tool with which they ..... their eggs on the undersides of leaves.
- 7 The patterns and colours of birds' eggs make them hard to see and help ..... them from predators.
- 8 Many zoos have tried to get pandas ..... , so that the pandas born in the zoos can be returned to the wild.

4. *Look back at the text. Find the words that mean the same as the following definitions.*

- 1 the natural home of a plant or animal.....
- 2 a group of plants or animals of the same kind .....
- 3 moved around quietly, trying not to be seen.....
- 4 catching an animal after chasing or following it .....
- 5 animals that are able to live both on land and in water.....
- 6 single plants or animals that are typical of their kind.....
- 7 the hair that grows thickly over the bodies of some types of animal .....
- 8 unusual or surprising .....

**5. Complete the following text, using the words from Exercise 4. Make any necessary changes.**

Africa has some of the most interesting animal (1) \_\_\_\_\_ in the world. The large mammals, like lions and elephants are well known, but there is also an extraordinary variety of birds, snakes, (2) \_\_\_\_\_ and some of the (3) \_\_\_\_\_ insects on earth. In the old days, Europeans used to go to Africa to shoot magnificent (4) \_\_\_\_\_ of lions and other large animals. A lot of animals were also killed to supply the (5) \_\_\_\_\_ trade. Nowadays, however, visitors from Europe go to enjoy seeing the animals in their natural (6) \_\_\_\_\_. There is simply no comparison between seeing a lion in a zoo and seeing one (7) \_\_\_\_\_ at dusk, looking for an opportunity to hunt. Some of the national parks have too many lions and so some (8) \_\_\_\_\_ and transferred to areas where the lion populations are smaller.

**6. Complete the following newspaper article, using the compound adjectives in the box.**

deep-sea	free-range	lead-free	man-eating	nuclear-free
		world-famous		

Environmentalists meeting at a conference in London today discussed several serious issues. A (1) \_\_\_\_\_ conservationist expressed concern about the number of tigers still surviving in the wild. He suggested that one reason for the continuing decline in their numbers is the myth of the (2) \_\_\_\_\_ tiger, which continues in some places, leading to tigers being shot by local farmers out of fear. The conference delegates were warned that marine pollution appears to be getting worse, so much so that (3) \_\_\_\_\_ fishing vessels are finding that their catches are decreasing every year. Despite these ongoing problems, there are also some encouraging developments. In many countries, the demand for factory-farmed produce is falling, while there is increased demand for produce like (4) \_\_\_\_\_ eggs and organically-grown vegetables. Further good news for the environment is that more countries have declared themselves to be (5) \_\_\_\_\_ zones and there has been a huge rise in the amount of (6) \_\_\_\_\_ petrol being sold.

**7. Complete the text**



**SAVE OUR WORLD**

- The <sup>1</sup>death toll on our roads is rising and the messages to <sup>2</sup>c\_\_\_\_\_ down on car use are ignored.
- What can we do? We want government to charge a fuel <sup>3</sup>t\_\_\_\_\_ so that the price of petrol goes up.
- Our <sup>4</sup>p\_\_\_\_\_ group can't do that, but we do <sup>5</sup>h\_\_\_\_\_ out leaflets to drivers reminding them of the effect they are having on <sup>6</sup>c\_\_\_\_\_ change.
- Now, we are <sup>7</sup>d\_\_\_\_\_ up a plan for a new campaign which will involve direct anti-car action.
- Join us now to save our world!

### 3.6 Фізика майбутнього Science and technology

#### READING

*1. You are going to read an extract from a famous novel about a future society. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.*

Inside a large, factory-like building, the Director of Hatcheries and Conditioning was addressing a group of young students as they followed him around the building.

He explained, 'Bokanovsky's process produces standard men and women and standardizes the level of intelligence within each social group; the whole of a small factory can now be staffed with the products of a single human egg. Ninety-six identical Epsilon twins, for example, working ninety-six identical machines. Automation perfected.' He quoted the motto of the planet. 'Community, Identity, Stability.' Grand words.

'The aim is to create standard Gammas, unvarying Deltas, uniform Epsilons. Millions of identical twins. The principle of mass production at last applied to human biology.'

Of course, there was the problem of the modification of human embryos. Could a process be found to produce the same growth rate as in dogs and cows, but without defects? They had produced individuals who were full grown at six. A scientific triumph. But socially useless. Six-year-old men and women were too stupid to do even the simple, repetitive work of Epsilons. And the process was all or nothing; either you failed to modify at all, or else you modified the whole way. Scientists were still trying to find the ideal compromise between adults of twenty and adults of six. So far this had been a failure.

The visitors had arrived at Metre 170 on Rack 9. From this point onwards Rack 9 was enclosed and the bottles containing human embryos continued the remainder of their journey in a kind of tunnel, interrupted here and there by openings two or three metres wide. 'Heat conditioning,' explained Mr. Foster, the young man who was in charge of this area.

Hot tunnels alternated with cold tunnels. Coolness was associated with discomfort in the form of hard X-rays. The embryos were learning the horror of cold. They would become adults who would go to the tropics, to become miners and steel workers. When they became small children, they would be taught to love heat, but now, as tiny embryos still in the bottles where they were developing, they were being taught to hate cold.

'And that,' stated the Director, 'is the secret of happiness and correct living – liking what you've *got* to do. All conditioning aims at that: making people like the work that society has chosen for them.' In a gap between two tunnels, a nurse was delicately inserting a syringe into a passing bottle. The students stood watching her for a few moments in silence.

'Well, Lenina,' asked the young guide, 'What are you giving them?' 'Oh, the usual tropical diseases.'

'Tropical workers start being inoculated at Metre 150. We immunize them against future diseases,' explained Mr. Foster.

On Rack 10, rows of the next generation of chemical workers were being trained in the toleration of lead, chlorine and other industrial chemicals, as they travelled along on a giant conveyor belt. The first batch of two hundred embryonic rocket-plane engineers were just passing the eleven hundredth meter mark on Rack 3. A special mechanism kept their containers in constant rotation. 'To improve their sense of balance,' Mr. Foster explained. 'Doing repairs on the outside of rockets is a difficult job. We decrease the circulation of oxygen when they're the right way up, so they're half-starved of oxygen, and we double the flow when they're upside down. They learn to associate being the wrong way up with well-being; in fact, they're only truly happy when they're standing on their heads.'

'And now,' he continued, 'I'd like to show you some very interesting conditioning for Alpha- Plus intellectuals.'

1. The aim of Bokanovsky's process is to
  - A increase the human population.
  - B train men and women to do industrial work.
  - C create skilled factory workers.
  - D produce large numbers of people who are the same.
2. Epsilons must be
  - A a type of human being produced for industrial work.
  - B some kind of industrial machine.
  - C people who are as stupid as simple animals.
  - D adults with the minds of six-year-old children.
3. What had failed so far were attempts to produce
  - A young and mature people.
  - B humans that resembled animals.
  - C twenty-year-olds with childish mentalities.
  - D six-year-old children.
4. What happened at Metre 170 in the building?
  - A People were being experimented on.
  - B People were given injections against diseases.
  - C Unborn human beings were prepared for their future lives.
  - D Children were taught to like the jobs they would do in the future.
5. How were the future rocket-plane engineers being prepared for their jobs?
  - A They were being exposed to special chemicals.
  - B They were kept upside-down all the time.
  - C They were being trained to live without oxygen.
  - D They were being made to enjoy being upside-down.
6. The overall aim of what was going on inside the building seems to be
  - A to use science to improve human health.
  - B to use science to improve people's lives.
  - C to use science to create human machines.
  - D to help people cope with living in an industrial environment.
7. The writer's overall purpose is to
  - A entertain his readers with an imaginative piece of science fiction.

- B warn readers about the dangers of scientific progress.
- C show that science cannot replace nature.
- D amuse readers by treating the issue of cloning humorously.

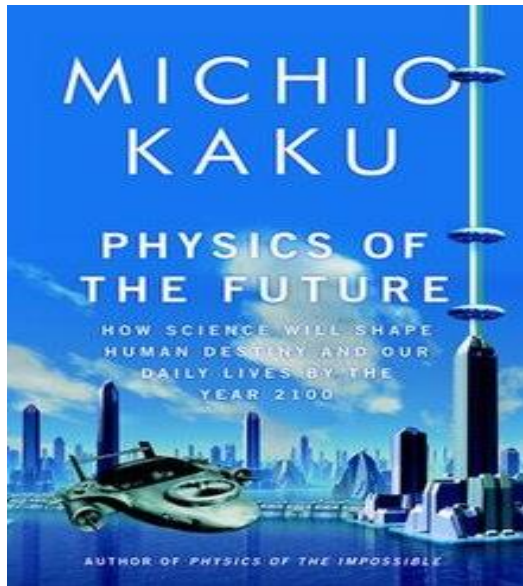
2. Use the categories below to make your own predictions. Then discuss them in groups.

- |         |                 |            |
|---------|-----------------|------------|
| my life | beauty & health | education  |
| fashion | society         | the planet |
| music   |                 |            |

3. Read and translate the text.

**Physics of the Future:  
How Science Will Shape Human Destiny and  
Our Daily Lives by the Year 2100**

In 2011 a book “*Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year 2100*” by [theoretical physicist Michio Kaku](#) was published. He is also author of [Hyperspace](#) and [Physics of the Impossible](#). In it Kaku speculates about possible future technological development over the next 100 years. He interviews notable scientists about their fields of research and lays out his vision of coming developments in medicine, computing, artificial intelligence, nanotechnology, and energy production. The book was on the New York Times Bestseller List for five weeks.



Kaku writes how he hopes his predictions for 2100 will be as successful as science fiction writer Jules Verne's 1863 novel *Paris in the Twentieth Century*. Kaku contrasts Verne's foresight against U.S. Postmaster General John Wanamaker, who in 1893 predicted that mail would still be delivered by stagecoach and horseback in 100 years' time, and IBM chairman Thomas J. Watson, who in 1943 is alleged to have said "I think there is a world market for maybe five computers." Kaku points to this long history of failed predictions against progress to underscore his notion "that it is very dangerous to bet against the future".

### **3. Say if the sentences are True or False**

1. Michio Kaku vision is based on his night dreams about future technological development.
2. Notable scientists are forbidden to publicize the latest scientific achievements.
3. Kaku writes about predictions.
4. Jules Verne wrote scientific fiction novels.
5. Kaku makes prediction for 10-15 years.

### **4. Watch Michio Kaku's presentation of "The Physics of the Future" at Strand book Store, NYC, USA Part 1 of 5 at <https://youtu.be/WKOsFM9nJ1g>**

**Which of his prediction do you find the most fascinating?**

**Watch again and make a list of the predictions that make Kaku's astonishing forecast?**

**What decade people could use these scientific inventions such as.: driverless cars that float above the ground, x-ray vision, robot surgeons, and an elevator to space?**

## **PRESENTATION SKILLS**

### **5. Make a short report (5-8 sentences) about Michio Kaku.**

**Notes to help you:** Professor of Theoretical Physics / science/ the international bestseller / books /cofounder of string field theory / a leader in the field of theoretical physics/ CUNY/ Einstein and Hyperspace

### **6. Make a short presentation about Michio Kaku's life story (10-15 slides). Present it.**

**Use the following links :** [https://youtu.be/tnRIIi\\_1xzc](https://youtu.be/tnRIIi_1xzc)

<https://youtu.be/n0tjTquyyIo>

<https://youtu.be/K54LN9qLjSs>

<https://youtu.be/gRLdEsGY-uw>

## **SPEAKING SKILLS**

### **7. Choose one of the topics and prepare a three-minute presentation.**

1. 'Human history becomes more and more a race between education and catastrophe.' (H.G. Wells, English writer.) What do you understand by this quotation? Explain your point of view and give reasons.
2. Some people say that in the future most people will work and study from the comfort of their own home. Say how likely you think this is, and if you think it would be a good thing or not. Give reasons.



## 4.1 Вік. Повноліття *Coming of age*

### LEAD-IN

*In pairs answer the question. How significant is one's eighteenth birthday in your country? How do people tend to celebrate it?*

### LISTENING AND VOCABULARY

**1. Answer questions 1 and 2. Then listen and check.**

1. You are going to listen to a discussion about 'rites of passage'. What do you understand this phrase to mean?

2. Which of the following do you think the speakers might mention? Justify your opinion.

- being taught how to kill wild animals
- celebrating your eighteenth birthday
- doing an apprenticeship
- taking exams
- taking part in a religious ceremony

**2. Listen again. Are the statements true (T), false (F) or is there no more information (NI)?**

- 1 The British have recently decided to allow sixteen-year-olds to vote.
- 2 Ted Barnes is a social historian.
- 3 In the past, eighteenth birthday parties were less significant than now.
- 4 According to Ted, the simpler the job you did, the sooner you became an adult.
- 5 A coal miner's son would typically become an adult at the age of fourteen.
- 6 In prehistoric times, women were responsible for producing alcohol.
- 7 Ted believes that leaving school is a sign that you have reached adulthood.
- 8 According to Ted, people in their teens used to have much clearer roles.
- 9 Ted thinks it's a good thing that we have lost our traditional 'rites of passage' in the UK.

**3. Listen to five people phoning in and match them with statements a-g. There are two extra statements.**

- |                                   |                                   |                                     |
|-----------------------------------|-----------------------------------|-------------------------------------|
| 1 Martin <input type="checkbox"/> | 3 Kerry <input type="checkbox"/>  | 5 Mr Hayes <input type="checkbox"/> |
| 2 Agnes <input type="checkbox"/>  | 4 Nathan <input type="checkbox"/> |                                     |

**a** disagrees with something the studio expert said

**b** thinks politicians should do more to represent young people

**c** is disappointed that few people in the UK are religious nowadays

**d** thinks the adult world is a rather cynical place

**e** believes that marriage plays an essential role in becoming an adult

**f** is disturbed the government acknowledged his/her existence

**g** regrets that things have changed

4. Tell your partner about an occasion which suddenly made you realise you were 'grown-up'.

5. Look at the sentences from the phone-in and guess the meaning of the underlined idioms from the context. Use a dictionary to help you.

- 1 During your apprenticeship, you'd learn the ropes by doing the job.
- 2 Many teenagers feel out of place in society.
- 3 It really brought home to me the fact that I was now part of the 'adult world'.
- 4 I'm racking my brains to remember the date.
- 5 National Service is rather a can of worms, isn't it?
- 6 I remember being over the moon meeting the Queen.
- 7 I was in two minds about whether to extend our discussion to include religion.
- 8 We're just coming up to the news now so we'll have to call it a day.

6. Complete the sentences with the correct forms of the idioms from Exercise 5.

1. Police searched for the body for hours but when the weather got worse they decided to \_\_\_\_\_.
2. I'm \_\_\_\_\_ to think of an example for the second sentence but I'm stuck!
3. My poor test results really \_\_\_\_\_ how much revision I still had to do.
4. When I saw how smartly dressed everyone else was, I felt \_\_\_\_\_ in my scruffy clothes.
5. My parents were \_\_\_\_\_ when they heard I'd won a scholarship.
6. My new job's going well - it took me a few days to \_\_\_\_\_ but after that it was really easy.
7. I was so tired after finishing my dissertation that I was \_\_\_\_\_ whether to go to my English class in the evening.
8. It's best not to bring up the subject of cheating – it's \_\_\_\_\_.

7. Complete the sentences. Make new words from the words in capital letters. They have

all appeared in the listenings in this lesson.

- |   |            |
|---|------------|
| 1. We think the voting age should be _____ to sixteen.  | LOW        |
| 2. Your apology is completely _____ when you keep on upsetting everyone.  | MEANING    |
| 3. It's safe to eat those orangey mushrooms. They're perfectly _____.   | EAT        |
| 4. Take these tablets once a day, _____ just after your evening meal.   | PREFER     |
| 5. After he left school, he did an _____ at the car factory for six months.   | APPRENTICE |
| 6. Although her mother was pleased when Tegwen left home, she also admitted having a horrible feeling of _____ sometimes. | EMPTY      |
| 7. In the UK, young people officially reach _____ at the age of eighteen.   | ADULT      |

**8. In groups, discuss why you think young people do the following and report your ideas to the class.**

- get involved in anti-social behaviour
- identify with different subcultures
- radically change their appearance
- devote themselves to academic work

## READING AND VOCABULARY

**9. In groups, discuss the advantages/disadvantages of these choices. Use the prompts in the box or your own ideas.**

- being a secondary school student – being a university student
- studying at university – getting a job after secondary school
- studying in your hometown – moving to another town to study
- studying at a state university – studying at a private university
- taking a 'gap year' before university – going straight to university from school

(lack of) independence (less) impersonal 'recharge your batteries' less strict/stricter  
broaden your horizons (more) prestigious more fully rounded person network of  
friends/relatives take responsibility for own studying spread your wings

**10. Underline four words/phrases which we usually associate with secondary - not university - education. Use a dictionary to help you.**

assignment classroom dissertation form-tutor grant halls of  
residence lecture lecture theatre lecturer morning assembly  
parents' evening rag week resit exams seminar tutorial  
undergraduate

**11. Read the information in the box. How do you think John felt on his first day of university? Then read the extract and check.**

Philip Larkin is one of the most popular, widely read poets in the English language. He wrote two novels at the start of his career and *Jill*, from which this extract is taken, was written when he was just twenty-one. Set during World War Two, it describes the experiences of John Kemp, a poor, working-class teenager from a small industrial town in the north of England. John is a bright, hard-working student at the town's state grammar school but he is rather earnest and is crippled by shyness. He eventually wins a scholarship to study English at Oxford University, which, at that time, had the reputation of being a rather elite and conservative university, tending to attract upper-class students from private schools from the south of England.

When he walked out of Oxford station all the taxis had been taken. He stood on the pavement, happy to **loiter**, for he was so afraid that even now, if he had had the chance, he would have turned and fled back to his previous life. The fact that he had worked for years for this moment made no difference. A taxi finally arrived and, after a short, blurred

ride, he was standing at the college gates. He had never taken a taxi before. I must ask the porter where my room is, he told himself.

'Er - I've just arrived - er - can you - er - my room's

'What, sir?' **snapped** the little man, bending an ear nearer and frowning. 'A fresher, are you? What name?' 'Er - Kemp - er 'Kent?'

It seemed hours before the porter exclaimed:

'*Kemp!* Kemp, are you? Yes, room two, staircase fourteen. With Mr Warner.' 'Er - where?'

'Second arch on the left. Staircase fourteen on the right-hand side. You can't miss it.'

Who was Mr Warner? The news upset him so much that he forgot to ask the porter if his crate of cups and plates had arrived. It was something he had **dreaded**. He had thought that he would always have a refuge, a place to retreat to and hide in. This was apparently not so. Perhaps Mr Warner would be quiet and studious. When he reached the door to his room he was alarmed to hear that there was the sound of laughter and teacups coming from it. There were people there! He was about to **creep** away when the door suddenly opened and a young man came out holding a kettle.

'Er - I -,' he **stammered**.

'Hallo, did you want me?'

The young man was taller and stronger than John, with a square, stubbly chin and broad shoulders. John felt a twinge of distrust. He wore a lounge suit and on his right hand was a gold ring.

'Er - That is, I think this is - my name's John Kemp.'

'Oh, you're Kemp? How d'you do? I'm Warner - Chris Warner. We're just having tea; there's rather a crowd inside.' He began filling the kettle.

John followed Warner into the room.

'Friends, my better half has arrived, Mr Kemp. These are Elizabeth Dowling, Eddy Makepeace, Patrick Dowling and Hugh Stanning-Smith.'

John smiled blindly from face to face. They looked at him, and smiled too. The room was large and airy, bigger than any in his own house, and in a terrible mess.

He looked at Elizabeth Dowling first. Her golden hair was brushed fiercely up from the sides of her head, so that it formed a stiff ornament, like a curious helmet. Her right hand lay quiescently holding a burning cigarette.

Then he looked at Eddy Makepeace, who was wearing a yellow silk tie with horseshoes on it. He had a youthful, spotty face that expressed great confidence and stupidity and his eyes bulged.

'Chris, you are impossible,' Elizabeth **whined**. 'Filling it so full ... It'll take *hours* to boil. Simply *hours*. And I'm *dying* for another cup.'

John stared at her, never having heard before this self-parodying southern coo, and a sense of his alien surroundings came over him.

'Have you come a long way?' Elizabeth pronounced each word very clearly, as if speaking to a foreigner. 'From Huddlesford,' John replied.

The others started talking about mutual friends when suddenly the water in the kettle began to boil over.

'Oh, what an *age!*' cried Elizabeth, childishly holding out her cup.

'Visitors first,' said Christopher Warner, filling a cup for John.

John struggled for something to say. 'Do you know - er - rather a funny thing, I think we've both brought the same kind of cups ...' They all burst out laughing. John looked around him in alarm.

'What's wrong? he **exclaimed**, startled for once into natural behaviour. More laughter, only louder. 'Oh, God,' gasped Warner, so trying to catch his breath. "These *are* your cups. I haven't any cups so we opened your crate and gave your things a christening. I do hope you don't mind.'

Three weeks ago, John's mother had insisted that they spent an afternoon at the shops buying these things: it had been a touching little expedition, meaning, he realised, far more to her than it did to him. They had had tea afterwards in a cheap cinema cafe. Now all his china was lying across the floor. He was surprised he hadn't noticed before.

'God, I thought he'd never notice,' **chuckled** Eddy Makepeace, drying his bulging eyes. 'And the *exquisite* way he brought the subject up so politely!' laughed Elizabeth. John was acutely aware of being referred to in the third person, but it expressed his mood.

**12. Read the text again. Choose the correct answers a-d.**

1. When John came out of Oxford station he
  - a deliberately didn't rush to the collage.
  - b felt indifferent about his future.
  - c had to wait but didn't mind.
  - d considered taking a train home again.
2. When the porter mentions Mr Warner, John
  - a is shocked because he expected to share with somebody else.
  - b is pleased that he might meet someone similar to himself.
  - c has already worried about having to share a room.
  - d is more worried about what had happened to his crate.
3. What is John's reaction when he first meets Christopher Warner?
  - a relief
  - b terror
  - c jealousy
  - d suspicion
4. The way Elizabeth speaks is striking to John because
  - a she sounds so irritated.
  - b she is making fun of herself.
  - c it sounds very confronting to him.
  - d it makes him realize that he doesn't belong to Oxford.
5. John's memory of buying plates with his mother suggests that
  - a John didn't care about his mother's feelings.
  - b the plates cost a lot of money.
  - c John's mother feels very proud of him.
  - d John feels foolish that he bought the plates.
6. Generally, what is the attitude of Warner's friends towards John?
  - a amused hostility.
  - b politely patronising .
  - c friendly interest .
  - d awkward embarrassment.

**13. Match the words in bold from the text with their meanings.**

- 1 laugh quietly

- 2 shout something suddenly
- 3 say something with unusual pauses or repeated sounds because of fear and anxiety
- 4 say something suddenly in an angry or annoyed way
- 5 move slowly or stand, especially in a public place, without an obvious reason
- 6 feel very anxious or frightened about something that might/will happen
- 7 complain or express dissatisfaction
- 8 move slowly or quietly - for example in order to avoid being noticed

**14. Listen to the conversation. What changes have taken place at Oxford University in the following areas?**

- accommodation
- servants
- type of student

## VOCABULARY AND READING

**15. Read the exam tips. Which ideas do you agree with? Do you have any other favourite exam tips? What are they?**

### **Six foolproof tips for making the most of your exam revision**

- 1 Check you understand everything in the syllabus before you start revision. Ask teachers to go over something again, if necessary.
- 2 Draw up a revision timetable. Include time in your timetable for socializing and other things you usually enjoy.
- 3 Consider studying with friends – it's particularly useful for languages or subjects such as History which require a lot of interpretation or discussion.
- 4 Consider recording your notes onto your computer / MP3 player. Listen to them when you're out and about or relaxing.
- 5 Don't panic because someone gives the impression of having done a lot more revision than you. If you are keeping to your timetable, you will be fine.
- 6 Under no circumstances should you go into an exam after less than four-and-a-half hours' sleep. It's the absolute minimum – even for night owls!

**16. Read Sam's newspaper column and answer the questions.**

1. What kind of a student do you think Sam is? Why?
2. Which of the things she mentions do you think is sensible and which reckless behaviour, and why?

### A-LEVEL BLUES

*by Sam Jeffries*

*April 8<sup>th</sup>*

Today we broke up for the Easter holidays – which for us Year 13 students means no more classes. I've now six weeks' study-leave before my first A-level exam: French on May 22<sup>nd</sup>!

May 4<sup>th</sup>

I decide I'd better **get down to** some revision (some of the swots in my class have been revising since Easter!). I spend all day **drawing up** a revision timetable before realizing that I've only given myself an hour a week for English, which isn't enough so in the end I had to **chuck it out**. I'll start it again tomorrow.

May 7<sup>th</sup>

A bright idea – I have decided to try and memorise my English literature quotations by recording them onto my MP3 player! Mum must think I've gone mad – every time she goes past my bedroom she must hear me reading Shakespeare in a loud voice!

May 15<sup>th</sup>

One week left! Have been burning the midnight oil tonight, **mugging up on** English literature. Have decided not to bother revising George Orwell as I'd **skived off** a couple of the lessons on *1984* and I've just realized that I Don't have all the notes. Hopefully it won't **come up** in the exam.

May 20<sup>th</sup>

Have done nothing else but listen to the new Biotoxin CD for the past three days. It's really catchy. Dad keeps on coming into my room and saying, 'I hope you know what you're doing, Sam.' Mum suggests that as I don't seem to be doing any work, I could at least tidy up my bedroom (the floor is covered in books and notes). 'I can't – I'm studying,' I reply. 'I'm studying' has **got me out of** a lot of unpleasant tasks over the last six weeks!

May 21<sup>st</sup> 4 a.m.

Have been up all night cramming for the first exam in five hours. Realise that I can't make head or tail of the Past Historic tense! Why does French have so many useless tenses? Feeling very slow-witted this morning!

May 22<sup>nd</sup> 8 p.m.

I survived somehow. Some of it wasn't even that bad. Next exam – English on Thursday.

**17. Guess the meaning of these words in Sam's column from the context.**

- |                         |                              |
|-------------------------|------------------------------|
| 1 study-leave           | 4 cram (for an exam)         |
| 2 swot (informal)       | 5 can't make head or tail of |
| 3 burn the midnight oil | 6 slow-witted                |

**18. Match the verbs in bold in the text with their meanings 1-8.**

- 1 prepare or plan in writing
- 2 avoid doing something you don't want to do
- 3 study something quickly, eg before an exam
- 4 when classes end and holidays start
- 5 throw away
- 6 appear (as an exam question, a topic for discussion, etc)
- 7 start to focus your attention on something
- 8 be absent without permission

**19. Complete the sentences with the correct forms of the phrasal verbs from Exercise 18.**

- 1 I think she uses her backache to \_\_\_\_\_ helping us tidy up.
- 2 I've \_\_\_\_\_ a list of questions I want to ask during the interview.
- 3 Schools usually \_\_\_\_\_ three days before Christmas.
- 4 She was being bullied and started to \_\_\_\_\_ school.
- 5 Don't \_\_\_\_\_ all your revision notes – you might have to resit the exam later!
- 6 I've got an exam tomorrow so I'd like to \_\_\_\_\_ some grammar.
- 7 You must revise Trigonometry - it's guaranteed to \_\_\_\_\_ in the exam.
- 8 After our long holiday, we found it hard to \_\_\_\_\_ work again.

**20. Work in pairs. What is your next major test/exam? How do you intend to go about preparing for it? Use the words from Exercises 18 and 19.**

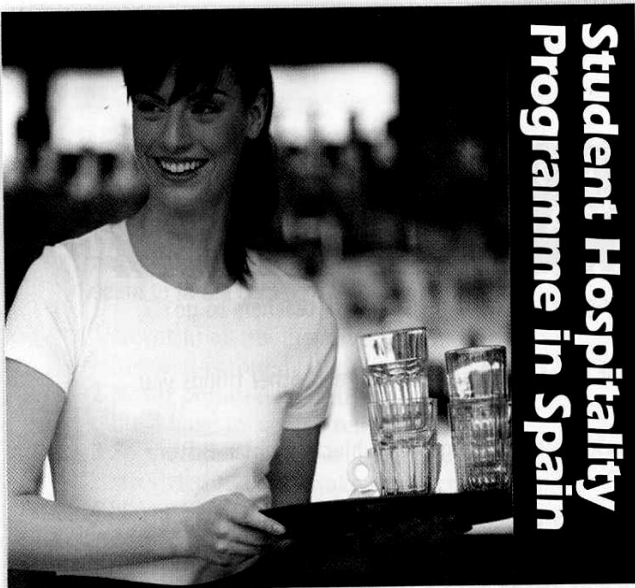
**WRITING**

**21. In pairs, answer the questions.**

- 1 Is it common for young people in your country to get work experience abroad before they continue their studies? Why? / Why not?
- 2 What sort of jobs do they typically do? Where?
- 3 What kind of advantages are there in working abroad?

**22. Read the adverts. Which job do you consider most interesting? Why?**





## Student Hospitality Programme in Spain

Send your CV and a covering letter, clearly stating the post you are interested in, to Estafa Recruitment, 23 All Souls Avenue, Perivale, London, UB6 8PQ

The Student Hospitality programme is a great way to combine travelling with gaining work experience. The programme is intended for students aged 17–24. All placements are in Spanish hotels, and your employer will provide free accommodation. You will be earning €750 a month, plus tips. Placements are available for a minimum of two months.

### Work positions

- Aerobics instructor
- Chambermaid
- Cooks/chefs and kitchen assistants
- Driver
- Lifeguard and pool attendant
- Masseur/masseuse
- Receptionist
- Waitress/waiter/bartender



## Volunteer Work in India

Voluntary work abroad is your fantastic opportunity to gain experience and really stand out from the crowd when applying for a job. More importantly, it will give you the chance to experience Indian culture whilst giving your time to a good cause. Anyone over the age of 18 is welcome to join. You will be working for a non-governmental organisation for at least 4 months – the work is unpaid but you will be given free accommodation with an Indian family. You can choose from any of the following organisations:

- ★ Adult education centres
- ★ Human rights charities
- ★ Orphanages
- ★ Red Cross projects
- ★ Wildlife protection centres
- ★ Women's welfare organisations

Send your CV and a covering letter, clearly stating the type of organisation you are interested in working for, as well as the name of two referees to  
Aid-India, 12 Woodbine Way, Eastbourne, Sussex

### 23. Read Gordon's application letter. Match paragraphs A-E with their content.

- 1 availability for interview
- 2 reason for writing
- 3 other personal qualities
- 4 education
- 5 relevant skills and experience

Aid-India  
12 Woodbine Way  
Eastbourne  
Sussex

Dear Sir/Madam

**A**

I am writing in connection with your job advert for volunteer workers for India which appeared in the latest edition of Gap Year Earners. I am particularly interested in working in the field of adult education.

**B**

I am an eighteen-year-old British student and have just finished secondary school. I am planning to start a degree in Education at Aberdeen University in September 2009. In the meantime, I am keen to travel but would welcome the opportunity to also gain some work experience.

**C**

I believe I am well suited for this position for a number of reasons. For the past year and a half I have been working as a volunteer at Broonhills Community Centre, helping adults with learning difficulties with Maths and English. I have found this a very rewarding experience. I am also extremely interested in Indian culture and I spent two months travelling around the Punjab last year, which was an unforgettable experience.

**D**

In addition to this, I believe I am mature and trustworthy - while I was at school, I held several positions of responsibility, such as being in charge of keeping the school website updated, and I also helped to run the school's Jujitsu club. Moreover, I consider myself to be adaptable and able to cope under pressure.

**E**

I would be delighted to attend an interview at your earliest convenience. As requested, I enclose my curriculum vitae and the names of two referees.

Yours faithfully,

*Gordon MacEwan*

Gordon MacEwan

**24. Find a word/phrase below that can replace underlined words/phrases in the letter.**

- |  |  |
|--|--|
| 1 acquire                                | 5 I regard myself as                     |
| 2 apart from this/additionally           | 6 last week's Gazette, dated 4th         |
| 3 I am due to                            | September                                |
| 4 I feel I am a strong candidate for the | 7 with regard to/in reply to/in response |
| job                                      | to                                       |

**25. Match 1-7 with a-g to make phrases used to talk about skills and experience.**

- |                              |   |
|------------------------------|---|
| 1 I have a clean/full        | <b>a</b> of a project/a campaign/staff    |
| 2 I have a working knowledge | <b>b</b> in working in the hotel industry |
| 3 I was in charge            | <b>c</b> to an organisation               |
| 4 I helped to run/organise   | <b>d</b> driving licence                  |
| 5 I have a lot of experience | <b>e</b> in first aid/hygiene/computing   |
| 6 I belong                   | <b>f</b> an event/a club/an activity      |
| 7 I completed a course       | <b>g</b> of German                        |

**26. Work in pairs. Which of these sentences are worth mentioning as 'personal qualities' in an application letter? Why shouldn't the others be mentioned?**

- 1 I like being able to show my own initiative.
- 2 I prefer to keep myself to myself.
- 3 People tell me that I've got a great sense of humour.
- 4 I'd like to think of myself as reliable.
- 5 I'm a born perfectionist and don't tolerate mistakes.
- 6 I'm generally a fairly outgoing person.
- 7 I'm highly motivated.
- 8 I'm rather lacking in confidence.
- 9 People tell me I'm quite domineering.
- 10 I suppose I've got quite a short attention span.

**27. Choose a job from the adverts on page 79. What skills, experience and personal qualities would be useful in this job?**

**28. Write a letter of application of about 180-220 words, using your answers to Exercises 24-26 to help you.**

## VOCABULARY REVISION

**29. Circle the correct words or phrases.**

- 1 The price of petrol has *raised* / *risen* / *slashed* by over 20 percent.
- 2 We are concerned by the disastrous *growth* / *surge* / *slump* in sales.
- 3 Sorry I forgot your birthday; I'll pay for lunch to *blow* / *make* / *stand* up for it.
- 4 We must *cut* / *play* / *turn* down on the use of petrol.
- 5 This technology allows us to *offset* / *soar* / *harness* wind power more efficiently
- 6 That question is unlikely to *come* / *draw* / *mug* up in the exam.
- 7 The kids in my class are nice, but I still feel *in two minds* / *a can of worms* / out of place.
- 8 The police charged him with *chuckling* / *loitering* / *stammering* in a public place.

**30. Complete the text with one word in each gap. The first letter of each word is given.**

Life is 1) h\_\_\_\_\_ at university, but it's been ever worse since I joined an environmental action group. A documentary I saw about the 2) d\_\_\_\_\_ consequences of global 3) w\_\_\_\_\_ really brought 4) h\_\_\_\_\_ to me how serious it is. So I worked out my carbon 5) f\_\_\_\_\_ and was shocked to see how much pollution I cause. Our group promotes energy-saving 6) m\_\_\_\_\_ and investment in 7) r\_\_\_\_\_ energies. The problem is I've been 8) s\_\_\_\_\_ off classes to go to the meetings or to 9) h\_\_\_\_\_ out leaflets in the streets. I always get notes of the 10) l\_\_\_\_\_ I miss, but I'm sure I'll have to 11) r\_\_\_\_\_ some exams after the summer. I'd like to take a 12) g\_\_\_\_\_ year to work full-time for the group, but I can't afford to.

**31. Complete the sentences. Make new words from the words in capital letters.**

1. It's a \_\_\_\_\_ job, but the money's not great.

PRESTIGE

2. I learnt a lot in the \_\_\_\_\_ on Shakespeare.

TUTOR

3. \_\_\_\_\_ soon discover university is very different from school.

GRADUATE

4. Most of what you wrote in this dreadful essay is \_\_\_\_\_.

MEAN

5. He was brought up in an \_\_\_\_\_.

ORPHAN

6. I'd like to work for a non-\_\_\_\_\_ organization.

GOVERN

7. I'd rather work as a \_\_\_\_\_ than a waitress.

RECEIVE

8. My stay in Kenya was an \_\_\_\_\_ experience.

FORGET

**READING SKILLS**

**32. Read the text and complete gaps 1-7 with sentences a-i below. There are two extra sentences. For questions 8-9, choose the correct answers (a-d).**

**a** Most bees lead solitary lives.

**b** No one knows for sure why it is happening.

**c** Bees are not the only species in danger of extinction.

**d** Most of the world's crops depend on pollination by bees.

**e** Improbable as this idea may seem, there is now evidence to back it up.

**f** The phenomenon started in the US before spreading to continental Europe.

**g** The vanished bees are never found, but thought to die singly, far from home.

**h** The alarm was first sounded last autumn, but has now hit half of all American states.

**i** Dr Jochen Kuhn, who carried it out, said this could provide a 'hint' to a possible cause.

**Are mobile phones wiping out our bees?**

Scientists claim radiation from handsets is to blame for mysterious 'colony collapse' of bees.

It seems like the plot of a particularly far-fetched horror film. But could our love of the mobile phone cause the world's harvests to fail, ultimately leading to massive food shortages? Some scientists are now suggesting that may be the case.

They are putting forward the theory that radiation given off by mobile phones and other hi-tech gadgets is a possible explanation of one of the more bizarre mysteries ever to happen in the natural world - the abrupt disappearance of the bees that pollinate crops.

<sup>1</sup>\_\_\_\_\_ And last week, some bee-keepers claimed it was beginning to hit the UK as well.

The theory is that radiation from mobile phones interferes with bees' navigation systems, preventing the famously home-loving species from finding their way back to their hives. <sup>2</sup> \_\_\_\_\_

German research has long shown that bees' behaviour changes near power lines. Now a limited study at Landau University has found that bees refuse to return to their hives when mobile phones are placed nearby. <sup>3</sup> \_\_\_\_\_

Colony Collapse Disorder (CCD) occurs when a hive's inhabitants suddenly disappear, leaving only queens, eggs and a few immature workers. <sup>4</sup> \_\_\_\_\_ Surprisingly, the parasites, wildlife and other bees that normally raid the honey and pollen left behind when a colony dies, refuse to go anywhere near the abandoned hives.

<sup>5</sup> \_\_\_\_\_ The West Coast is thought to have lost 60 percent of its commercial bee population, with 70 percent missing on the East Coast.

CCD has since spread to Germany, Switzerland, Spain, Portugal, Italy and Greece. And last week John Chappie, one of London's biggest bee-keepers, announced that 23 of his 40 hives have been abruptly abandoned. Other losses have been recorded in Scotland, Wales and north-west England, but the Department of the Environment, Food and Rural Affairs insists, 'There is absolutely no evidence of CCD in the UK.'

The implications of the spread are alarming. <sup>6</sup> \_\_\_\_\_

Albert Einstein once said that if the bees disappeared, 'man would have only four years of life left'.

<sup>7</sup> \_\_\_\_\_ Theories involving mites, pesticides, global warming and GM crops have been proposed, but all need further investigation.

## 4.2 Навчання в університеті. Волонтерство *Coming of age*

**1. Listen to the first speaker, Cassandra. Which rite of passage is she talking about?**

- a voting for the first time
- b celebrating a special birthday
- c leaving school
- d completing her apprenticeship

**2. Read the list of people. Listen to the whole recording and decide which five people you hear speaking.**

- a a temporary hotel worker **Speaker 1**
- b Cassandra **Speaker 2**
- c a disco manager **Speaker 3**
- d Cassandra's brother **Speaker 4**
- e the hotel chef **Speaker 5**
- f Cassandra's father
- g the hotel owner
- h Cassandra's grandfather

**3. Read the sentences. Listen again and choose the five which are expressed by the speakers.**

- a Shyness is a problem for me. **Speaker 1**
- b I can usually get what I want. **Speaker 2**
- c Nothing's too good for my little girl. **Speaker 3**
- d I'm racking my brains about what to wear. **Speaker 4**
- e I'll do anything that makes my business a success. **Speaker 5**
- f I'm only here to get some experience.
- g I think the party is a waste of money.
- h I'm over the moon that Cassandra has asked me to her party.

**4. Match the informal phrases from the listening 1-8 with the definitions a-h.**

- 1. to twist someone around your little finger (Speaker 1) [b]
- 2. to cross your mind (Speaker 2)
- 3. to (not) have money to burn (Speaker 2)
- 4. to show your face (Speaker 2)
- 5. to have friends in high places (Speaker 3)
- 6. to foot the bill (Speaker 3)
- 7. to ask for trouble (Speaker 3)
- 8. to say it to someone's face (Speaker 5)
  - a to appear in public
  - b to be able to persuade someone to do what you want
  - c to have more money than you need and to spend it on unnecessary things
  - d to do something that will probably have a bad result
  - e to know important people
  - f to pay for everything

- g to say something unpleasant directly to someone
- h to think of or have an idea

**5. Complete the sentences with the correct forms of the phrases from Exercise 4.**

1. You can't foot the bill for everyone's dinner, it's too expensive. Let's split it between us.
2. Jed has just bought himself a new phone and he's only had his old one for two months. He must \_\_\_\_\_.
3. Why do you revise until 4 a.m. the night before an exam? It's \_\_\_\_\_!
4. I hate her new hair colour but I'd never \_\_\_\_\_.
5. She'll get a good job – her parents \_\_\_\_\_.
6. It \_\_\_\_\_ this morning that I should register to vote.

**SPEAKING**

**6. Rewrite the underlined sentences so they sound natural.**

**Tom** What are you wearing for Cassandra's party?

**Ellie** I'm not sure yet. 1) Never have I been invited to such a posh hotel before. 2) Rarely do I wear smart clothes. Have you been to the Hatfield before?

**Tom** Yes, I went to my grandparents' fortieth wedding anniversary party at the Hatfield. I went in jeans! 3) Only when I arrived did I realise that I was underdressed! 4) So smart were the other people's clothes that I went home and got changed into a suit.

**Ellie** I wish I'd seen you. 5) Seldom do I see you in a suit.

**Tom** Well, you'll be lucky on Saturday. 6) So handsome did I look in it. that I'll be wearing it again!

**1** I've never been invited to such a posh hotel before.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**7. The hotel manager is dictating an email message. Use her notes to complete what she says.**

Most expensive party ever at the Hatfield Hotel  
Important to get everything right!

- 7.30: guests arrive: (1) take their coats and (2) offer them a drink  
NB: beer and wine won't be served to guests under eighteen years old
- 8.00: buffet supper - food can't be served until I give the signal
- 9.30: disco: (1) staff shouldn't chat up guests, (2) don't want to see any member of staff dancing

2

'This is an important evening. Never before 1) has there been such an expensive party at the Hatfield Hotel. So 2) \_\_\_\_\_ that everything must be perfect. The guests will arrive at seven thirty. Not only 3) \_\_\_\_\_ you their coats but you must also offer them a drink. However, in no circumstances 4) \_\_\_\_\_ guests under eighteen years old. The buffet will be served at eight o'clock. Only when I give the signal 5) \_\_\_\_\_ you the food. Later, there will be a disco in the ballroom. On no account 6) \_\_\_\_\_ staff the guests. And at no time 7) \_\_\_\_\_ I want to see any member of staff dancing!'

## WRITING

7. *Read the advertisements an application letter. Which job is Amber Jenkins applying for?*



## **OVERSEAS VOLUNTEERS**

We are an agency that finds volunteers to work on conservation and education programmes all over the world. We are currently recruiting for:

**Costa Rica:** rain forest conservation

**Romania:** English-language classroom assistants

## **Camp USA**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ **An opportunity to work in a Summer Camp, then travel in the United States for up to two months.**

★ **Earn a competitive wage.**

★ **Experience another culture.**

★ **Openings for: Lifeguards and sports coaches**

★ **Shared accommodation and all meals provided. Flights not included.**

### **Work in Europe this summer**

Seasonal work available (May–Sept) at European beach resorts. Lifeguards, kitchen staff, childminders and waiters/waitresses. Basic knowledge of English and one other European language is essential.

**8. *Underline the phrases that Amber Jenkins uses to:***

- 1 explain why she is writing
- 2 introduce her educational background
- 3 introduce relevant skills and experience
- 4 introduce other information
- 5 offer to go to an interview

**9. *Make up sentences with phrases from Ex.8***

**10. *Cross out the sentences which the writer shouldn't have included.***

**11. *Choose one of the advertisements and write a letter of application. Write about 200 words. Remember to:***

- lay out your letter correctly.
- State which job you are interested in.
- Structure your letter clearly.

46 Elm Avenue  
Cardiff  
Wales  
CF11 2PB

Camp USA  
134 Livingstone Road  
Twickenham  
London  
TW5 7YT

17th May 2009

Dear Sir/Madam

I am writing in response to your advertisement in the May 2009 edition of *Gap Year Earners*. I am interested in working as a sports coach.

I am eighteen years old and I am in my final year at Park Side High School. I am due to start a sports science degree at Loughborough University in 2010. Between now and then, I am taking a gap year in which I plan to travel and work in an area that will allow to me to acquire skills relevant to my future studies. I would welcome the opportunity to work with young people in the United States as I have spent several holidays there with relatives in Chicago and the job would give me an opportunity to have a more in-depth experience.

I believe that I am a strong candidate for the position described in your advertisement. For the last three years I have worked as a volunteer on a local sports programme. In that time I have passed the Basketball Foundation Course in Coaching. This is an introductory course, which teaches the basics of the game, organisational skills and first aid. I find helping young people to develop their skills very rewarding.

Apart from this, I am easy-going, flexible and mature. In my work with the local sports programme I have learnt how to motivate and encourage people. I have taken responsibility for teams travelling to away games and this has taught me the value of good organisational skills and adaptability. For example, on a recent trip, some of us went to a party and missed the coach home so I had to make alternative travel arrangements.

I would be free to attend an interview either before my exams, which start on 2nd May, or after they finish on 4th June.

I attach my CV along with the names of two referees.

Yours faithfully

Amber Jenkins

Amber Jenkins

Start by stating why you are writing, where you saw the advertisement and which job you are interested in.

Describe your current/most recent education and outline your plans for the future.

Give details of any skills and relevant experience that support your application.

List positive personal qualities and try to give an example which provides evidence of these qualities.

Say when you will be able to attend an interview.

List anything you are enclosing with your letter.

## VOCABULARY ACTIVATOR

### 12. Choose the correct phrasal verbs.

Greg Did you 1) \_\_\_\_\_ your Art History assignment?

**Ben** No, I didn't. I haven't even started it! I was hoping to 2) \_\_\_\_\_ it because I'd had a cold. I told my tutor it was flu, but she didn't believe me. She told me to stop 3) \_\_\_\_\_ and to get on with it!

**Greg** You'd better do it. She famous for 4) \_\_\_\_\_ students if they don't do their work on time.

**Ben** I'm busy for the rest of this week – I've got a rugby match and a couple of parties. I'll 5) \_\_\_\_\_ it next Monday.

**Greg** You should begin sooner. I spent three days 6) \_\_\_\_\_ fifteenth-century Florence before I started writing.

**Ben** Swot! Can I have your notes?

**Greg** No, you can't! But I'll help you 7) \_\_\_\_\_ a plan if you like.

**Ben** Plan? What's that?

- 1 (a) hand in    b mug up on    c skive off
- 2 a draw up    b get out of    c break up for
- 3 a getting down to it    b getting out of it    c skiving off
- 4 a breaking up    b chucking out    c getting down to
- 5 a get out of    b get down to    c come up
- 6 a mugging up on    b chucking out    c breaking up
- 7 a break up    b draw up    c get out of

**13. Sort out the mixed-up idioms. Change the forms if necessary.**

1. I've been feeling out of place to think of a suitable Bar Mitzvah gift. racking my brains
2. There were endless debates in the media following the prime minister's comments on private education. She really did open in two minds.
3. Please arrive early on your first day in the job so you can call it a day.
4. She's over the moon about whether to have a gap year.
5. My accident a can of worms how dangerous motorbikes can be.
6. Claire learnt the ropes at such a grand wedding in her cheap dress.
7. You've been revising for five hours, it's time to bring home to me.
8. Jon was racking his brains when he won a scholarship to a top university.

**14. Complete each group of three sentences with one word.**

**1 a** Although she received a small \_\_\_\_\_ each term she still needed a part-time job.

**b** The town was given a government \_\_\_\_\_ to build a swimming pool.

**c** I'll \_\_\_\_\_ that a good education is useful, but many successful people left school with few qualifications.

**2 a** I didn't like her at school. She was such a \_\_\_\_\_ – always trying to impress the teachers.

**b** If I \_\_\_\_\_ upstairs quietly, hopefully my parents won't wake up.

**c** Snakes and rats make my flesh \_\_\_\_\_.

**3 a** She's very bad-tempered and \_\_\_\_\_ at everyone.

**b** Can I see your holiday \_\_\_\_\_?

c That horrid dog \_\_\_\_\_ at everyone.

15. Complete the information from a university brochure with the correct word.

**WELCOME TO LEWIS UNIVERSITY**

**Accommodation**  
All first-year <sup>1</sup> undergraduates are expected to live in a <sup>2</sup> \_\_\_\_\_ .  
Second- and third-year students are allowed to find their own accommodation.

**Getting settled**  
In your first few weeks at Lewis you will be invited to numerous social events organised by the Student Union. As a <sup>3</sup> \_\_\_\_\_ , it is important to take advantage of this opportunity to get to know other people – and to have some fun.

**Tuition**  
Main lectures all take place in the <sup>4</sup> \_\_\_\_\_ in the Campbell Building. <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_ take place in the smaller rooms on the second floor of the same building.

**Submission of work**  
Students must take responsibility for their studies. You are required to complete all <sup>7</sup> \_\_\_\_\_ set by your tutors during the academic year. Late work may not be marked. In your third year you will write a thesis or a <sup>8</sup> \_\_\_\_\_ . This is an extended piece of scholarship and must show evidence of independent research. Please refer to your department's regulations regarding length and presentation.

16. Complete the sentences with the correct forms of the words in brackets.

1. I could have avoided the grim frustration of trying to set up the DVD player if I had read the instructions first. (grimness, frustrated)
2. Mistakes are marked down, so check your work with \_\_\_\_\_ . (particularly, careful)
3. Satellite navigation is a \_\_\_\_\_ for any driver who doesn't have a sense of direction. (reality, boon)

17. Circle the correct verbs.

1. 'Please, please, please can I have a Fendi bag?' Nicola 1) *exclaimed* / *chuckled* / *whined*. 'Do you think we've got money to burn?/ They cost hundreds of pounds!' her mother 2) *exclaimed* / *stammered* / *disclosed*.

2. 'Why do you 3) *dread / creep / loiter* Geography lessons?' ' Because I'm so scared of the teacher that I always 4) *snap / stammer / exclaim* nervously when he asks me a question.'

**18. Match the phrases with the correct definition. Use a dictionary if necessary.**

- |                                 |   |
|---------------------------------|---|
| 1 over the moon                 | a very rarely   |
| 2 once in a blue moon           | b very happy  |
| 3 everything under the sun      | c a large range of things   |
| 4 make hey while the sun shines | d to take an opportunity when you can   |
| 5 reach for the stars           | e to aim for something that is difficult to achieve   |
| 6 thank your lucky stars        | f used to tell someone they have been very fortunate because they have avoided something unpleasant |

**19. Complete the sentences with the correct forms of the idioms from ex. 18.**

- You should thank your lucky stars that someone called the fire brigade.
- We sat up all night talking about \_\_\_\_\_.
- Be ambitious! \_\_\_\_\_!
- Let's have a party while my parents are away. We might as well \_\_\_\_\_.
- I'm not much of a swot so I only get A grades \_\_\_\_\_.

## VOCABULARY AND LISTENING (REVISION)

**20. Complete the sentences with the correct forms of the words in capitals.**

- That's a really ingenious invention. \_\_\_\_\_ (GENIUS)
- Being able to live without fossil fuels depends on the \_\_\_\_\_ of alternative energy sources. (AVAILABLE)
- The \_\_\_\_\_ of luxury goods is still rising rapidly. (CONSUME)
- There has been a \_\_\_\_\_ slump in sales recently. (DISASTER)
- When I left school, I did a two-year \_\_\_\_\_ as a bricklayer. (APPRENTICE)
- I'm afraid your plan is \_\_\_\_\_ and impractical. (AFFORD)
- There has only been an \_\_\_\_\_ rise in renewable energy use, espite our warnings. (SIGNIFY)

**21. Read the advert and choose the correct answers a-c.**

- |                   |               |                 |
|-------------------|---------------|-----------------|
| 1 a considerable  | b considerate | c consideration |
| 2 a crippled      | b scribbled   | c scattered     |
| 3 a run away from | b run out of  | c run down      |
| 4 a take          | b get         | c pull          |
| 5 a mind          | b head        | c brains        |
| 6 a stumble       | b stammer     | c stutter       |
| 7 a keep          | b have        | c take          |

**The Jackson Door Organiser**

Do you spend a <sup>1</sup> \_\_\_ amount of time every day searching desperately for items <sup>2</sup> \_\_\_ all over your bedroom floor? Have you <sup>3</sup> \_\_\_ excuses for being late to work?

Never fear! Our door organisers make the perfect gift to put on your Santa list. Just slip them over the handle of your door and use the deep pockets they contain to store your keys, pens, driving licence and everything else you tend to lose. The Jackson Door Organiser will <sup>4</sup> \_\_\_ you out of trouble time and time again. You'll never have to rack your <sup>5</sup> \_\_\_ wondering where things are again. On the other hand, you will never feel that sense of relief as you <sup>6</sup> \_\_\_ on a missing object after countless hours of searching.

**Warning:** Purchasers of the Jackson Door Organiser still need to <sup>7</sup> \_\_\_ responsibility for putting objects into the organiser before they go to bed!

22. Complete the text with one word in each gap. The first letter of each word is given.

23. Listen to five people talking about things they could not live without. Match speakers 1 – 5 to the correct facts a – h. There are three extra facts.

- a It was bought overseas. \_\_\_\_\_
- b It was stolen. \_\_\_\_\_
- c It can be personalized. \_\_\_\_\_
- d It has many uses. \_\_\_\_\_
- e It helps to pass the time. \_\_\_\_\_
- f It was expensive. \_\_\_\_\_
- g It is difficult to understand. \_\_\_\_\_
- h It means there's one job less to do each day. \_\_\_\_\_

24. Listen again and choose the correct answer a-c.

- 1 Speaker 1 says that
  - a there are palmtops that have more functions than his.
  - b his colleague doesn't always look busy during lectures.
  - c he had wanted a palmtop for a long time before he got one.
- 2 Speaker 2 says that

- a her room hasn't been burgled.
  - b her friends' trick didn't fool her.
  - c she doesn't leave her laptop in her room.
- 3 Speaker 3 finds his iPod useful because
- a he hasn't got any music on his laptop.
  - b he gets carsick if he watches the films on the bus.
  - c without it the bus journey would be boring.
- 4 Before Speaker 4 got his electronic cookbook
- a he had two normal cookbooks.
  - b he never cooked in his shared flat.
  - c he hadn't thought of having his laptop on while cooking.
- 5 What does Speaker 5 say about her phone?
- a She got it from her boyfriend in France.
  - b It's identical to her boyfriend's phone.
  - c She can't understand the instructions.

## **SPEAKING**

*25. What are the advantages and disadvantages of living in a shared flat, a hall of residence or at home while you are a student? Where would you prefer to live and why?*

### 4.3 Студентське життя та технологічний прогрес *Coming of age*

#### LEAD-IN

- Can you think of any technological advances that have been made in your lifetime?
- How have they changed people's lives?
- Why do you think mankind is so keen to produce new technology?
- Are technological breakthroughs always positive?

#### READING 1

*1. You are going to read two paragraphs which come from texts about technology. Read the paragraphs below and write on the lines provided the words, phrases: or ideas which the words in bold refer to.*

**1** It's true what they say. We do live in the Technological Age. We mustn't forget, though, that mankind has been searching for technological solutions to problems ever since primitive man – or even **his** hairier ancestors – picked up a piece of flint or stone and used **it** to dig or cut. Later, we invented the wheel. Not only did **this** help us get around more easily, but **it** also served as a symbolic reminder – and still **does**, even today – that we have control over our environment and our actions in a way that other animals **do not**. But the motivation behind most of mankind's advances has generally been need. Necessity is the mother of invention, they say, and **it** certainly has proved **to be** throughout the history of mankind. We needed the wheel, we needed the plough, we needed ships, we needed buildings. So human creativity and inventiveness created **them**. What perhaps is different in the age in which we live now is that, with one or two exceptions, we don't invent because we **need to**. We invent because we **can**.

**It**            *that we live in the Technical Age*

**his**            \_\_\_\_\_

**it**             \_\_\_\_\_

**this**          \_\_\_\_\_

**it**             \_\_\_\_\_

**does**        \_\_\_\_\_

**do not**      \_\_\_\_\_

**it**             \_\_\_\_\_

**to be**        \_\_\_\_\_

**them**        \_\_\_\_\_

**need to**    \_\_\_\_\_

**can**           \_\_\_\_\_

**2** The argument that the billions of dollars spent on space research each year could be better spent on righting some of the injustices here on Earth is, at first sight, persuasive. And, of course, **they** do need to be righted. But **it** fails to take into account several economic realities. First, most of **the money** goes on salaries. If **these** were used to fund



other projects, hundreds of thousands of highly creative and intelligent scientists would be unemployed. **This** would have a severe impact on the world economy. Secondly, what **most of these people** are **doing** to earn their salaries is carrying out scientific and technological research, **which** is enormously beneficial to creating a prosperous and advanced society here on Earth. Much of the technology now employed in modern computers, for example, is a direct result of work done on the space programme. Without **them**, we wouldn't be able to distribute food to the Third World so effectively.

- they \_\_\_\_\_
- it \_\_\_\_\_
- the money \_\_\_\_\_
- these \_\_\_\_\_
- This \_\_\_\_\_
- most of \_\_\_\_\_
- these people \_\_\_\_\_
- doing \_\_\_\_\_
- which \_\_\_\_\_
- them \_\_\_\_\_

2. Now look at the words in bold again. Most of them refer **BACK** to words, phrases or ideas that have already been mentioned in the text. One of them in each paragraph, however, refers **FORWARDS** to words, phrases or ideas that haven't been mentioned yet. Find the two examples of this and circle them.

**SPEAKING**

3. In pairs, discuss your answers. Do you agree what the words and phrases refer to? Did you circle the same two words?

4. Here's a comedy routine which was given by a comedian in a comedy club. It's in three parts. Put the sentences into the correct order to complete the routine. Some of them have been done for you. Use the words in bold to help you.

**Part 1**

- 1 D **A** Suddenly, a tall girl walked passed the window.
- 2 \_\_\_\_\_ **B** This was strange, as I don't have a phone.
- 3 \_\_\_\_\_ **C** I knew **she** was tall; I live on the seventh floor of an apartment block.
- 4 \_\_\_\_\_ **D** I was sitting in my armchair at home one evening when the phone rang.

**Part 2**

- 1 E **A** She was standing **there**, pointing a gun at me.
- 2 \_\_\_\_\_ **B** I opened **it**.
- 3 \_\_\_\_\_ **C** It's okay,' she said with her mouth full, **it** isn't loaded.'
- 4 \_\_\_\_\_ **D** 'Don't do anything stupid with **that thing!**' I shouted.
- 5 \_\_\_\_\_ **E** The tall girl knocked on the door of my apartment.
- 6 \_\_\_\_\_ **F** 'I really don't think **that's** very good for you,' I said.
- 7 \_\_\_\_\_ **G** But it was too late. She was already eating **it**.

### Part 3

- 1 B **A** 'Well, **in that case**,' I replied, 'you'd better take my life. I'll need my money when I'm older.'
- 2 \_\_\_ **B** When she'd finished eating her gun, she told me her name was Robin.
- 3 \_\_\_ **C** 'Are you **Robin Hood**?' I asked.
- 4 \_\_\_ **D** 'No, I'm robbin' you. Your money or your life. It's your choice.'

5. *Read the comedy routine to each other. Remember it's supposed to be funny! What kind of Voice and speed do you think you should use?*

6. *The comedy sketch mentions several things which humans have invented or developed. Find them and write them in the table below.*

Invented	Developed

### VOCABULARY

7. *Read these sentences and then use the words in bold to complete the sentences below.*

1. An **inventor** invents things that didn't exist before. Alexander Graham Bell invented the telephone.
2. The antibiotic penicillin was **discovered** by Alexander Fleming.
  - Scientists hope that this new drug will be a major **breakthrough** in the fight against AIDS.
  - In the last forty years, the computer has **developed** from little more than a pocket calculator into an extremely powerful tool.
  - Scientific **progress** has led to improvements in our lives, but it's also led to weapons of mass destruction, like nuclear bombs.
  - A lot of **research** has to be carried out before doctors can be sure a new drug is safe.
  - I used to love doing **experiments** with chemicals in the science lab at school.
  - We shouldn't talk about finding a **cure** for cancer; there are lots of different types of cancer and they'll each need a different cure.
3. With the introduction of satellites, fibre optics and the internet, **telecommunications** have changed enormously in my lifetime.
4. The modern office greatly relies on electronic **equipment**: computers, scanners, printers, photocopiers, fax machines, etc.

1. Human society has \_\_\_\_\_ enormously over the last thousand years.

2. There's still no \_\_\_\_\_ for the common cold; millions of people suffer from it each year.
3. We did \_\_\_\_\_ to discover what happens to sodium when it's exposed to air.
4. It will be a great \_\_\_\_\_ if they discover a way to predict earthquakes.
5. Physicists have made great \_\_\_\_\_ in understanding the origins of the universe.
6. Charles Darwin did a huge amount of \_\_\_\_\_ before he came up with his theory of evolution.
7. Do you know who \_\_\_\_\_ electricity?
8. Do you know who the \_\_\_\_\_ of the vacuum cleaner was?
9. What \_\_\_\_\_ do I need to connect my computer to the Internet?
10. Sandra works in the \_\_\_\_\_ industry. She's designing a new mobile phone.

## READING 2

**8. You are going to read a short story about a scientist. Seven paragraphs have been removed from the story. Choose from the paragraphs A-H the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).**

**A** Angela had just sat down with the first sample and was holding it under the microscope. 'That's interesting,' she said to herself as she saw something she hadn't expected.

**B** Angela heard these words with complete astonishment. She knew it was impossible. And yet ... She walked slowly towards the cages, 'Horn' do you know my name?' she asked. It was the only question she could think of. The rat replied that he'd heard Brian call her that only the day before. 'I nearly introduced myself to you then,' it said. 'But I wanted to wait until we were alone.'

**C** She'd seen the same thing a while ago, and knew exactly what to do. She called reception, 'Susan, could you come in here, please. I think we've got a problem.' She sat back and waited for Susan to come in.

**D** But she knew in her heart that they had to use them. There was no other way. And so she reminded herself once again of the people who would continue to suffer if she didn't find a vaccine, and that gave her the strength to carry on working.

**E** 'Me too,' said the voice. 'You've no idea what it's like stuck in here all day. At least you get to go home at night. I've been here for months.' Angela jumped up, 'Who said that?' she asked nervously. For a second, the thought crossed her mind that it was one of the rats in the cage at the back of the lab. 'It can't be,' she said.

**F** Today, however, he was absent. He'd flown to Fullingham for his sister's wedding, and wouldn't be back until next Monday. Angela made herself some coffee, and started to get the test tubes and microscopes ready. She was going to be analysing some chemicals that they'd prepared the day before.

**G** She wasn't sure she was quite ready for that, yet. So she stopped. Leaning forward as far as she could, and peering into one of the cages, she said, 'Where are you? Let me see you. Which cage are you in?'

**H** Angela was expecting another normal day at the laboratory. For the past three years, she had been conducting experiments at the Winchester Foundation in the hope of developing a vaccine against leukaemia. Yes, she sometimes had to do experiments on live animals, but she knew that in the long run it would save millions of lives.

### **The laboratory**

The sky was grey as Angela Dawson got out of the car and walked towards the cold, steel building. She opened the heavy steel door. 'Morning, Or Dawson,' said the secretary as Angela walked past reception. 'Another day in paradise.' The secretary always said this, and Angela always replied, 'Hi, Susan. Only four hours till lunchtime.'

0 H

She did, of course, have doubts about such experiments. 'Is there a better way?' she would ask herself sometimes, 'Can't we do our research without having to make animals suffer?'

1 \_\_\_\_\_

She walked into her laboratory. Normally, her assistant Brian would already be there, hard at work getting the equipment ready for the day's experiments.

2 \_\_\_\_\_

Once she'd finished this analysis - probably after lunch - she'd have to inject a small amount of one of the chemicals into a rat. The rat wouldn't feel any pain, and there shouldn't be any serious side effects.

3 \_\_\_\_\_

'What is?' asked a squeaky voice. Angela looked up suddenly.

'Who's there?' she asked: She looked around the lab. It seemed to be empty. 'Strange,' thought Angela. 'I must be imagining things.' And then she said aloud,

I guess I need a holiday.'

4 \_\_\_\_\_

Actually, it can. You, Dr Dawson, have the privilege of speaking to the world's first talking rat. Do come closer, I can hardly see you. We don't have very good eyesight, you know. And don't be frightened. I'm not going to hurt you.'

5 \_\_\_\_\_

She was approaching the cages now. They kept that end of the laboratory fairly dark, and it was difficult to see clearly inside the cages without standing right next to them.

6 \_\_\_\_\_

'Over here,' said the squeaky voice. 'Come Closer...' Suddenly, she heard laughter coming from behind the cage. 'Come closer... I'm sorry, Angela. I couldn't keep it up,' said Brian laughing.

'Brian! I don't believe this. What are you doing here? What; is all this?'

'Angela, it's your birthday. I knew you'd forget; you always do. I wanted to give you a birthday to remember.'

'Well, you've certainly managed that,' she said as she started hitting him playfully.

## *Coming of age*

### LEAD-IN

- Make a list of people who use computers. What do they use them for?
- Who might say the following?
  - 1 'I love computers. In fact I have one at home and I use it to play games. The games are on floppy disks but the programs are on the hard drive.'
  - 2 'I couldn't live without my laptop. I take it everywhere with me.'
  - 3 'We upgraded our old computers by having CD-ROM drives installed.'
  - 4 'Having databases of names and fingerprints is useful for us.'
  - 5 'Our students can connect to the Internet to download software and also to find information for different research projects they are working on.'

### READING

***1. Skim through the following text to get the general idea of the meaning. Do not worry about words you do not know. Choose a suitable title for the text. (Do not focus on the words in italics or on the gaps 1 -3 at this stage.)***

- a The development of the computer
- b The problems of having a computer
- c Personal computer components

Although computers have been around for a long time, it wasn't until recent years that *they* became accessible to almost everyone. Approximately 60 million computers are sold each year. In the 19th century, Charles Babbage, an English mathematician worked out the principles of the modern computer. 1 \_\_\_\_\_

One of Babbage's designs had many features of a modern computer. It had an input screen and a store for saving data, together with a printer that made permanent records. Today, a typical computer has components to display and print information. *These* are the monitor and the printer. 2 \_\_\_\_\_

Nowadays, most computers come equipped with CD-ROM drives, which provide users with immediate access to a huge source of information; for *those* who want entertainment, the CD-ROM and the addition of speakers can bring a game or activity to life. With the development of the Internet and the World Wide Web, many computer-users now have access to an even bigger range of facilities, by linking up with other computers around the world. 3 \_\_\_\_\_

Another feature of high-technology machines is video conferencing. *Such* a facility enables people to see each other while they are talking on the phone through the Internet. If the people communicating through the Internet have mini-cameras connected to their computers, they can speak to each other face-to-face in real time. The need to be better informed is creating more powerful machines to provide society with all kinds of information and services.

2. Read the text again more slowly. Choose from the sentences A-D the one which best fits each gap (1-3) in the above text, using the reference words in bold to help you. There is one extra sentence which you do not need to use.

A **This** is achieved through a modem and a telephone line.

B Both of **these** involve training

C **It** also has a keyboard and a mouse to enter commands and data which is stored on and retrieved from the hard drive or floppy disks.

D At **that** time, the technology to put the theory into practice did not exist.

3. Look at the words in italics in the above text and write the words or information they refer to.

1 *they* (line 1) refers to \_\_\_\_\_.

2 *It* (line 5) refers to \_\_\_\_\_.

3 *These* (line 7) refers to \_\_\_\_\_.

4 *those* (line 10) refers to \_\_\_\_\_.

5 *Such* (line 14) refers to \_\_\_\_\_.

4. Complete the following text with suitable reference words. Sometimes more than one answer is possible.

Despite the advantages of using computers, there are also drawbacks. First, (1) \_\_\_\_\_ are generally expensive to buy, maintain and update. There are also fears that the use of computers in education reduces human interaction and (2) \_\_\_\_\_ may cause developmental problems in some students. A further problem is the availability of software. Educational computer programs can be bought but (3) \_\_\_\_\_ programs may not suit the needs of individual classes. Teachers can adapt (4) \_\_\_\_\_ software to suit (5) \_\_\_\_\_ needs in the classroom, but this is time-consuming and often complicated.

5. You are going to read an article about the uses of computers. Eight sentences have been removed from the article. Choose from the sentences A-I the one which best fits each gap (1-7). There is one extra sentence which you do not need to use. There is an example at the beginning (0). Key parts of the sentences are in italics to help you with some of the questions.

### The computer and its uses

Few industries have changed so much in such a short time as the computer industry, and the pace of change shows no sign of slowing. The computer now has a role in almost every aspect of modern life, and it has radically affected the way people work, play, study and organise their lives.

As we enter the 21st century, computers are influencing ways of teaching and learning, as access to computers in schools is becoming more widespread and varied. 0 *H*

In a teaching mode, computers provide a wide variety of information and practice material. They can also play a testing role in a range of subjects including Maths, English and Modern Languages. The one-to-one interaction students have with the computer,

along with the immediate response to their answers, help to promote independent learning.

1 \_\_\_\_\_ In the fast-changing world of business, employees are being physically removed from the workplace and the proximity of their colleagues, while remaining virtually connected via telephone, and the Internet. Laptop computers enable business-people who travel to have access to important information at the touch of a key. 2 \_\_\_\_\_

Computers are used to solve time-consuming data- management problems, such as payroll calculations, keeping stock records, bank account transactions, airline reservations, and scientific and engineering computations. Computers are also important in the collection, organisation, storage, retrieval and interpretation of information. 3 \_\_\_\_\_

In the film industry, computers are used to create graphics for scenes which would have been inconceivable in the past. This technique was used for films like 'Jurassic Park' where the incredibly realistic scenes of dinosaurs were all computer-generated.

4 \_\_\_\_\_ Additionally, computer technology enables the training of pilots in flight simulators. Not only do these create the illusion of flying but they are safer and cheaper than training staff in aeroplanes.

In the home, the computer has become a great source of entertainment with the introduction of interactive Virtual Reality programs which are available on CD-ROM or through the Internet. They enable people located in different places to come together and interact with one another in real time using speech, sound and 3-D animated graphics. 5 \_\_\_\_\_

Nowadays, computers come equipped not only with a mouse, but also a host of different devices. Such components are essential if you are to spend any time online, whether it is playing games or researching any number of topics on the Internet. 6 \_\_\_\_\_ It is possible to explore sites on anything you are interested in, or even chat with celebrities, experts and others who share your interest. Keep up with the latest news, fashions and reports. Look up facts on everything from who invented the plane to where to go on holiday.

In the future, today's technology will probably become obsolete as machines become more powerful. 7 \_\_\_\_\_ The development of smaller machines will mean that it will be possible to condense all the written knowledge in the world into devices the size of a child's notebook. All human knowledge will literally be at your fingertips.

A *Another* area where computers are used is in the military, especially in the development of weapons and surveillance equipment to use in satellites for spying.

B *Here* you can access all kinds of valuable information and the beauty of it is that you do not need to leave your house to find it.

C *Then*, there may well be a microchip in each telephone receiver with more computing power than the huge machines of today.

D In fact, *they* are essential tools in almost every field of work from constructing models of the universe to predicting tomorrow's weather reports.

E Outside the classroom, computers provide people with greater flexibility and freedom, and also allow them to organise their time in a more productive way.

F Programs like *these* can often be downloaded free from different sites.

- G Connections through a modem allow *them* to transfer data anywhere in the world.  
 H *Their* use enables the learner to develop at his or her own pace and makes the whole learning process more flexible.  
 I Computers are machines which take over more mechanical aspects of our brain.

## LANGUAGE DEVELOPMENT

### Word attack

6. *The text contains the noun phrase* the pace of change. *Complete the text with the nouns in the box to form appropriate noun phrases. There are two nouns that you do not need to use.*

century	fame	key	life	information	nonsense	technology
time						

With the development of (1) \_\_\_\_\_ in recent years, the way of (2) \_\_\_\_\_ for a great number of people has changed beyond recognition. Because of increased speed in the transfer of (3) \_\_\_\_\_, news and ideas travel around the world in seconds. Whatever we want to know is available at the touch of a (4) \_\_\_\_\_. Not long after the turn of the (5) \_\_\_\_\_, scientists expect us to have computers which are so small and powerful that they will fit into our pockets. Because of this, some believe that newspapers and books will become a waste of (6) \_\_\_\_\_, as we will have all the information we need through our personal computers.

7. *The text contains the phrase* It is possible ... *Complete the following sentences, using the phrases in the box.*

It is a good idea	It wasn't until	It is necessary	It is unwise
It doesn't matter	It seems impossible	It is incredible	It is only a matter of time

- 1 \_\_\_\_\_ to imagine a world without computers.
  - 2 \_\_\_\_\_ to have a CD-ROM drive to make use of multimedia facilities.
  - 3 \_\_\_\_\_ the mid-1990s that the Internet became easily accessible to the general public.
- \_\_\_\_\_ how our lives have changed with the advent of the computer.
  - \_\_\_\_\_ before every household has a computer.
  - \_\_\_\_\_ to leave CDs and floppy disks in direct sunlight.
  - \_\_\_\_\_ to read the instructions on computer hardware carefully.
  - \_\_\_\_\_ how old you are, it's never too early or late to learn to use a computer.

### Word-building: nouns

8. *Complete the table with the noun form of the words in the box.*



accessible	attach	decide	defend	discuss	equip	explode	generous
	imagine	invest	mature	participate	violent		

conference	development	illusion	possibility	information

## USE OF ENGLISH

**9. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).**

You come across plenty of people who say they (0) dislike computers. **like**  
 These 'computer-phobes' resent what they see as the (1) \_\_\_\_\_ **invade**  
 of our lives by computer technology, which, they say, is used for (2)  
 \_\_\_\_\_ information about people's private lives. Most are (3)  
 \_\_\_\_\_ of the many benefits computers can bring to users, **store**  
 like word (4) \_\_\_\_\_ which allows so many tasks to be done **aware**  
 much more (5) \_\_\_\_\_ than was possible in the past. They allow **process**  
 their fear to (6) \_\_\_\_\_ them from ever finding out about the **quick**  
 extraordinary (7) \_\_\_\_\_ of programmes that are now available, **courage**  
 most of which are (8) \_\_\_\_\_ easy to operate. PC-users now **various**  
 perform tasks that would have been beyond the (9) \_\_\_\_\_ of **remarkable**  
 computer enthusiasts just a decade ago; that surely explains why there **imagine**  
 has been an (10) \_\_\_\_\_ of interest in computing all over the world. **explode**

**10. Read the following sentences and decide which answer A, B, C or D best fits each space.**

- Having a computer allows you to have all kinds of information at your \_\_\_\_\_.  
 A arm                    B fingertips    C fingers        D hand
- She is a specialist in the \_\_\_\_\_ of Information Technology.  
 A job                    B subject        C topic            D field
- The Internet allows users to download free \_\_\_\_\_.  
 A sites                    B hardware      C viruses          D software
- Video \_\_\_\_\_ can only be done if you have a camera with your computer.  
 A conversations    B conferencing    C discussions      D meetings
- The bigger the memory on your hard disk, the more \_\_\_\_\_ you can store.  
 A details            B money            C data              D transactions
- Most hard disks today have a \_\_\_\_\_ capacity of 200 megabytes.  
 A storing            B memory          C huge              D storage
- When you connect to the Internet it is said that you are \_\_\_\_\_.  
 A on-line            B on                  C in-line            D integrated
- A computer should be seen as a \_\_\_\_\_ we use to help us do our work.  
 A disk                  B mechanism      C tool                D source

9. You need to have a lot of \_\_\_\_\_ available on your hard disk if you want to run multimedia programs.

A memory      B room      C area      D bytes

10. Technology has indeed had a significant \_\_\_\_\_ on our lives today.

A change      B role      C effort      D effect

## *Science and technology*

### READING

**1. You are going to read an extract from a famous novel about a future society. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**

Inside a large, factory-like building, the Director of Hatcheries and Conditioning was addressing a group of young students as they followed him around the building.

He explained, 'Bokanovsky's process produces standard men and women and standardises the level of intelligence within each social group; the whole of a small factory can now be staffed with the products of a single human egg. Ninety-six identical Epsilon twins, for example, working ninety-six identical machines. Automation perfected.' He quoted the motto of the planet. 'Community, Identity, Stability.' Grand words.

'The aim is to create standard Gammas, unvarying Deltas, uniform Epsilons. Millions of identical twins. The principle of mass production at last applied to human biology.'

Of course, there was the problem of the modification of human embryos. Could a process be found to produce the same growth rate as in dogs and cows, but without defects? They had produced individuals who were full grown at six. A scientific triumph. But socially useless. Six-year-old men and women were too stupid to do even the simple, repetitive work of Epsilons. And the process was all or nothing; either you failed to modify at all, or else you modified the whole way. Scientists were still trying to find the ideal compromise between adults of twenty and adults of six. So far this had been a failure.

The visitors had arrived at Metre 170 on Rack 9. From this point onwards Rack 9 was enclosed and the bottles containing human embryos continued the remainder of their journey in a kind of tunnel, interrupted here and there by openings two or three metres wide. 'Heat conditioning,' explained Mr Foster, the young man who was in charge of this area.

Hot tunnels alternated with cold tunnels. Coolness was associated with discomfort in the form of hard X-rays. The embryos were learning the horror of cold. They would become adults who would go to the tropics, to become miners and steel workers. When they became small children, they would be taught to love heat, but now, as tiny embryos still in the bottles where they were developing, they were being taught to hate cold.

'And that,' stated the Director, 'is the secret of happiness and correct living - liking what you've got to do. All conditioning aims at that: making people like the work that society has chosen for them.' In a gap between two tunnels, a nurse was delicately inserting a syringe into a passing bottle. The students stood watching her for a few moments in silence.

'Well, Lenina,' asked the young guide, 'What are you giving them?' 'Oh, the usual tropical diseases.'

'Tropical workers start being inoculated at Metre 150. We immunise them against future diseases,' explained Mr Foster.

On Rack 10, rows of the next generation of chemical workers were being trained in the toleration of lead, chlorine and other industrial chemicals, as they travelled along on a giant conveyor belt. The first batch of two hundred embryonic rocket-plane engineers

were just passing the eleven hundredth meter mark on Rack 3. A special mechanism kept their containers in constant rotation. 'To improve their sense of balance,' Mr Foster explained. 'Doing repairs on the outside of rockets is a difficult job. We decrease the circulation of oxygen when they're the right way up, so they're half-starved of oxygen, and we double the flow when they're upside down. They learn to associate being the wrong way up with well-being; in fact, they're only truly happy when they're standing on their heads.'

'And now,' he continued, 'I'd like to show you some very interesting conditioning for Alpha- Plus intellectuals.'

1. The aim of Bokanovsky's process is to
  - A increase the human population.
  - B train men and women to do industrial work.
  - C create skilled factory workers.
  - D produce large numbers of people who are the same.
2. *Epsilons* must be
  - A a type of human being produced for industrial work.
  - B some kind of industrial machine.
  - C people who are as stupid as simple animals.
  - D adults with the minds of six-year-old children.
3. What had failed so far were attempts to produce
  - A young and mature people.
  - B humans that resembled animals.
  - C twenty-year-olds with childish mentalities.
  - D six-year-old children.
4. What happened at Metre 170 in the building?
  - A People were being experimented on.
  - B People were given injections against diseases.
  - C Unborn human beings were prepared for their future lives.
  - D Children were taught to like the jobs they would do in the future.
5. How were the future rocket-plane engineers being prepared for their jobs?
  - A They were being exposed to special chemicals.
  - B They were kept upside-down all the time.
  - C They were being trained to live without oxygen.
  - D They were being made to enjoy being upside-down.
6. The overall aim of what was going on inside the building seems to be
  - A to use science to improve human health.
  - B to use science to improve people's lives.
  - C to use science to create human machines.
  - D to help people cope with living in an industrial environment.
7. The writer's overall purpose is to
  - A entertain his readers with an imaginative piece of science fiction.
  - B warn readers about the dangers of scientific progress.
  - C show that science cannot replace nature.

D amuse readers by treating the issue of cloning humorously.

## LANGUAGE DEVELOPMENT

### Word attack

**2. Look back at the text. Focus on the sections of the text which begin** Inside a large ..., The aim is to ..., Of course, there was ..., **and** On Rack 10, ... **to find the words and expressions to complete the following text. Make any necessary changes. (The first letter of each missing word is given to help you.)**

Many attempts have been made to use (1) m..... p..... methods in farming, most successfully in egg farming. Chickens spend their entire lives in tiny cages inside (2) f.....-l..... buildings, where (3) c..... b..... carry their eggs the moment they are laid straight to the packing area in the building. Special (4) m..... above every cage dispense food and water to the birds in carefully measured amounts.

Science has played its part by (5) m..... chicken breeds to produce a bird that can lay eggs at the amazing (6) r..... of up to 300 a year.

Not only that, but the eggs each bird lays are of (7) u..... size, and a (8) s..... quality can be guaranteed in each (9) b..... of eggs.

Many scientists and egg farmers claim that the birds are perfectly happy living in this way. Opponents say that the animals' (10) w.....-b..... must be affected by such unnatural conditions.

### 3. Look at the example from the text.

... the young man who was *in charge of* this area.

**Complete the following sentences, using the phrases in the box.**

in case of	in charge of	in control of	in danger of	in fear of
in place of	in sight of	in terms of	on account of	on behalf of

1. The famous scientist accepted the award \_\_\_\_\_ of his entire research team.
2. A researcher has announced that she believes her team are \_\_\_\_\_ a major development in treating cancer.
3. Many workers feel they are \_\_\_\_\_ being replaced by industrial robots.
4. Professor James is \_\_\_\_\_ the Linguistics Department.
5. I had to stand up and give a short speech \_\_\_\_\_ the guest lecturer who had to cancel at the last minute.
6. Technologists at the power station where the accident occurred say they are now completely \_\_\_\_\_ the situation.
7. This has been a highly successful project, both \_\_\_\_\_ the results we have achieved and the team spirit we have had all along.
8. A team of scientists in the Himalayas have had to abandon their experiments \_\_\_\_\_ the terrible weather conditions they have met with.
9. When the rocket exploded, spectators ran as fast as they could \_\_\_\_\_ their lives.
10. All laboratories have instructions about what to do \_\_\_\_\_ fire.

## USE OF ENGLISH

**4. Read the following text and decide which answer A, B, C or D best fits each space. Science promises to change our lives in many ways in the twenty-first century.**

Most people probably (1) \_\_\_\_\_ future scientific (2) \_\_\_\_\_ with travelling to distant planets or with the host of new (3) \_\_\_\_\_ that will be available in twenty-first-century homes. However, it is probably in the (4) \_\_\_\_\_ of medicine that science will have the greatest (5) \_\_\_\_\_ on people's lives. (6) \_\_\_\_\_ is going on to find ways to (7) \_\_\_\_\_ people against AIDS, which has claimed the lives of so many young people, and to (8) \_\_\_\_\_ cures for terrible (9) \_\_\_\_\_ like cancer. Of course, before any of these are made available to the public, they will have been thoroughly (10) \_\_\_\_\_.

- |    |                |                 |               |              |
|----|----------------|-----------------|---------------|--------------|
| 1  | A connect      | B link          | C associate   | D join       |
| 2  | A developments | B progresses    | C improvement | D advance    |
| 3  | A mechanisms   | B gadgets       | C instruments | D machines   |
| 4  | A subject      | B department    | C region      | D field      |
| 5  | A impact       | B force         | C change      | D affect     |
| 6  | A Research     | B Investigation | C Studying    | D Analysis   |
| 7  | A inject       | B immunise      | C defend      | D cure       |
| 8  | A invent       | B locate        | C discover    | D make       |
| 9  | A diseases     | B illnesses     | C sicknesses  | D infections |
| 10 | A proven       | B tried         | C checked     | D tested     |

**5.1 Ыжа.**  
*Live to eat?*

**VOCABULARY AND SPEAKING**

**1. Work in pairs. Do you often talk about food? In what sort of contexts do you talk about it?**

**2. Read the poem. In pairs, decide which options a – d, in your opinion, best complete the sentences. More than one answer is possible.**

**Chocolates**

Once some people were visiting Chekhov. While they made remarks about his genius the Master fidgeted. Finally he said, ‘Do you like chocolates?’  They were astonished, and silent. He repeated the question, whereupon one lady plucked up her courage and murmured shyly, ‘Yes.’  ‘Tell me,’ he said, leaning forward, light glinting from his spectacles, ‘what kind? The light, sweet chocolate or the dark, bitter kind?’  The conversation became general. They spoke of cherry centers, of almonds and Brazil nuts.	Losing their inhibitions they interrupted one another. For people may not know what they think about politics in the Balkans, or the vexed question of men and women, but everyone has a definite opinion about the flavor of shredded coconut. Finally someone spoke of chocolates filled with liqueur, And everyone, even the author of <i>Uncle Vanya</i> , Was at a loss for words.  As they were leaving he stood by the door And took their hands. In the coach returning to Petersburg They agreed that it had been a most <i>unusual</i> conversation.
--	--

*Louis Simpson*

**1. Chekhov brought up the topic of chocolates**

- A in order to embarrass his guests.
- B because he knew the topic of food is a good way of making people relax.
- C because he hadn't enjoyed the previous topics of conversations.
- D as a subtle hint that it was time for his guests to leave.

**2. The guests thought the conversation had been unusual because**

- A it was such a trivial topic to discuss with a great writer.
- B it had been surprisingly enjoyable.
- C they had never shared their opinions about chocolate in company before.
- D Chekhov hadn't actually offered them any chocolates.

**3. Put the words in the right groups. Can you add any more words to the lists?**

appetising    bake    bitter    chew    chop    creamy    famished    gobble  
 guzzle    juicy    nibble    parched    peckish    ravenous    roast    savoury    sip  
 slice    slurp    sour    stew    stomach-turning    swallow    sweet

adjectives for food / drink	adjectives for hunger / thirst	verbs of eating / drinking	verbs of food preparation

**4. In pairs answer the questions.**

1. Have you got a *sweet tooth*? What kinds of sweet do you like?
2. What sort of *savoury* foods do you like and why?
3. What kind of food do you find has a particularly *appetising* aroma?
4. What food do you love but consider to be an *acquired taste*?
5. What food do you find *stomach-turning*?
6. At what time of day do you feel particularly *peckish*?
7. What food would you particularly miss if you moved to another country?

**5. Listen and decide whether the following are considered good manners when visiting someone's house for a meal in the UK. Write T (true), F (false) or D (depends). Then, in pair, compare with your own country.**

1. Make sure you are dressed up for the occasion. \_\_\_\_
2. At the table, start eating as soon as you receive your plate. \_\_\_\_
3. You shouldn't look at other people's plates when eating. \_\_\_\_
4. Don't chew your food with your mouth open. \_\_\_\_
5. Never gobble your food – even if you are very hungry. \_\_\_\_
6. Slurp your soup loudly to show that you are enjoying it. \_\_\_\_
7. It is better to leave something you don't like than pick at it. \_\_\_\_
8. Never eat up everything that's on your plate – otherwise it suggests you weren't served enough food. \_\_\_\_
9. Never ask for seconds (second helpings). \_\_\_\_
10. Offer to help with the washing-up after your meal! \_\_\_\_

**6. Try and guess what the underlined metaphors in the sentences 1 – 7 mean.**

1. I'm afraid I find his lies really hard to swallow.
2. Relations between the two countries quickly turned sour.
3. Don't help him – it's his own fault. Let him stew in his own juice.
4. My new sports car really guzzles petrol.
5. I've got some juicy gossip about Joe!
6. It's really hot in there. You'll bake in that sweater.
7. I found the violence in the film stomach-turning.



**7. Think about the images conveyed by these metaphors. Choose the metaphor which best fits the context. Then make sentences with the unused options.**

1. Genetically modified food is an issue which always provokes a lot of controversy. It's
  - a pie in the sky
  - b a hot potato
2. Cara's quite a complex person and her behaviour is sometimes hard to understand. She's
  - a a hard nut to crack
  - b the salt of the earth
3. Dan and Megan make a great couple together.
  - A two peas in a pod
  - b carrot and stick

**8. Choose two of the topics below and talk about them in pairs.**

- a friendship / relationship that has turned sour
- a recent storyline from a serial / soap opera you've found hard to swallow
- a situation in which you found yourself 'out of the frying pan, in the fire'
- an issue which is currently a hot potato in the media
- some particularly juicy gossip you've heard about a celebrity

## READING AND VOCABULARY

**9. Work in pairs. What do you understand these quotations to mean? Which one appeals to you most? Why?**

1. 'The way to a man's heart is through his stomach.' *English saying*
2. 'The English eat to live, while others live to eat.' *Popular saying*
3. 'You should eat to live; not live to eat.' *Aristotle*

**10. Read the two first lines of the texts A – E. Match the texts with the text types 1 - 6. There is one extra text type.**

- |                  |                      |                     |
|------------------|----------------------|---------------------|
| 1 travel writing | 3 an article         | 5 an autobiography  |
| 2 a news report  | 4 a children's story | 6 a fictional diary |

**11. Read texts A – E. Which text would you most / least like to continue reading? Why?**

**12. Match texts A – E with the main ideas.**

1. Some people have an unhealthy obsession about how much they eat. \_\_\_\_
2. You can learn a lot about nation's character from how or what people eat. \_\_\_\_
3. Major political changes may be reflected in what we eat. \_\_\_\_
4. Some nations seem to tolerate bad food. \_\_\_\_
5. Food can provide a sense of pleasure and well-being. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**A** Once a year, around the beginning of December, the evening news bulletin would end with a seemingly insignificant item in which we saw a cargo ship, docked in a faraway port, being loaded with bananas, a Christmas present from our comrades in an exotic but friendly country. Over the next few weeks, there would be regular updates on the ship's progress on its journey to our shores, which my classmates and I would follow

with great interest. But the fruit never seemed to make the final leg of their journey to the cheerless supermarket shelves in our little, provincial town and so it felt that we were destined never to discover what real bananas tasted like. We resigned ourselves to the fact that we just weren't worthy enough (after all, the Party leader had once famously said that we should use pickled cabbage instead of lemon to flavour our tea). And then, just before my twelfth birthday, the Party leader suddenly disappeared from the news bulletins and everything changed until, finally, my mother excitedly brought home a brown paper-bag of bananas. My uncle, who was old enough to remember the old days, showed me how to peel one. I remember being surprised at its grainy texture, as I bit it I was startled to find it was soft in the middle, my tongue tingled pleasingly with the creamy, intense bananeness of the taste. Soon afterwards the street markets seemed to sell nothing but bananas, I was packed off to school each day with two bananas in my satchel and my parents seemed to grow restless and disillusioned.

Anna Zelmer

**B** In the village square I came on a great studded door bearing the sign: 'Posada de Nuestra Senora'. I pushed the door open and entered a whitewashed courtyard hanging with geraniums

and crowded with mules and asses. An old woman, crouching by the fire in the corner, was stirring soup in a large black cauldron, and as she seemed to be in charge I went up to her and made a sign for food. Without a word she lifted a ladleful of the soup and lifted it to my mouth. I tasted and choked; it was hot, strong, and acrid with smoke and herbs. I wiped my burnt mouth, nodded my head and said, 'Good,' in loud, clear English.

Supper was laid at last on the long wooden table set out under the open sky. When it was ready the innkeeper, with a sweep of his arm, invited me to join them. Carters and drovers gathered quickly round the table, and a girl dealt out loaves to each of us, and we ate the stew from a common dish, scooping it up with our bread. The old woman sat beside me and roared at me continuously, pinching my legs and thumping me in the belly and urging me to eat.

Supper was prolonged and noisy, and I didn't know whether it was night or morning. By now I was gorged with stew and warmed to idiocy by wine; I was the stranger, but I felt at home. In each face around me I seemed to recognize characters from my own village [in England]. I felt like a child crawling on the edge of some rousing family life which I had yet to grow to understand. And I think they felt it too, for they treated me like a child, grinning, shouting, and acting dumb-shows to please me.

Laurie Lee

**C** 'Rabbit,' said Pooh to himself. 'I like talking to Rabbit. He talks about sensible things. He doesn't use long, difficult words, like Owl. He uses short, easy words like "What about lunch?" and "Help yourself, Pooh." I suppose, really, I ought to go and see Rabbit.'

Pooh always liked a little something at eleven o'clock in the morning, and he was very glad to see Rabbit getting out the plates and mugs; and when Rabbit said, 'Honey or condensed milk with your bread?' he was so excited that he said, 'Both,' and then, so as not to seem greedy, he added, 'But don't bother about the bread, please.'

And for a long time after that he said nothing ... until at last, humming to himself in a rather sticky voice, he got up, shook Rabbit lovingly by the paw, and said that he must be going on.

‘Well, good-bye, if you’re sure you won’t have any more.’

‘Is there any more?’ asked Pooh quickly.

### **D Sunday 5<sup>th</sup> November**

Tom started saying he was too fat and was going on a diet. ‘How many calories are you supposed to eat if you’re on a diet?’ he said.

‘About a thousand. Well, I usually aim for a thousand and come in at about fifteen hundred.’ I said, realising as I said it that the last bit wasn’t strictly true.

‘A thousand?’ said Tom, incredulously. ‘But I thought you needed two thousand just to survive.’

I looked at him nonplussed. I realised that I have spent so many years being on a diet that the idea that you might actually need calories to survive has been wiped out of my consciousness.

Have reached point where believe nutritional ideal is to eat nothing at all, and that the only reason people eat is because they are so greedy they cannot stop themselves from breaking

out and ruining their diets.

‘How many calories in a boiled egg?’ said Tom.

‘Seventy-five.’

‘Banana?’

‘Large or small?’

‘Small.’

‘Peeled?’

‘Yes.’

‘Eighty.’ I said, confidently. ‘Olive?’

‘Black or green?’

‘Black.’

‘Nine.’

‘Box of chocolates?’

Ten thousand, eight hundred and ninety-six.’ ‘How do you know all this?’

I thought about it. ‘I just do, as one knows one’s alphabet or times tables.’

‘OK. Nine eights,’ said Tom.

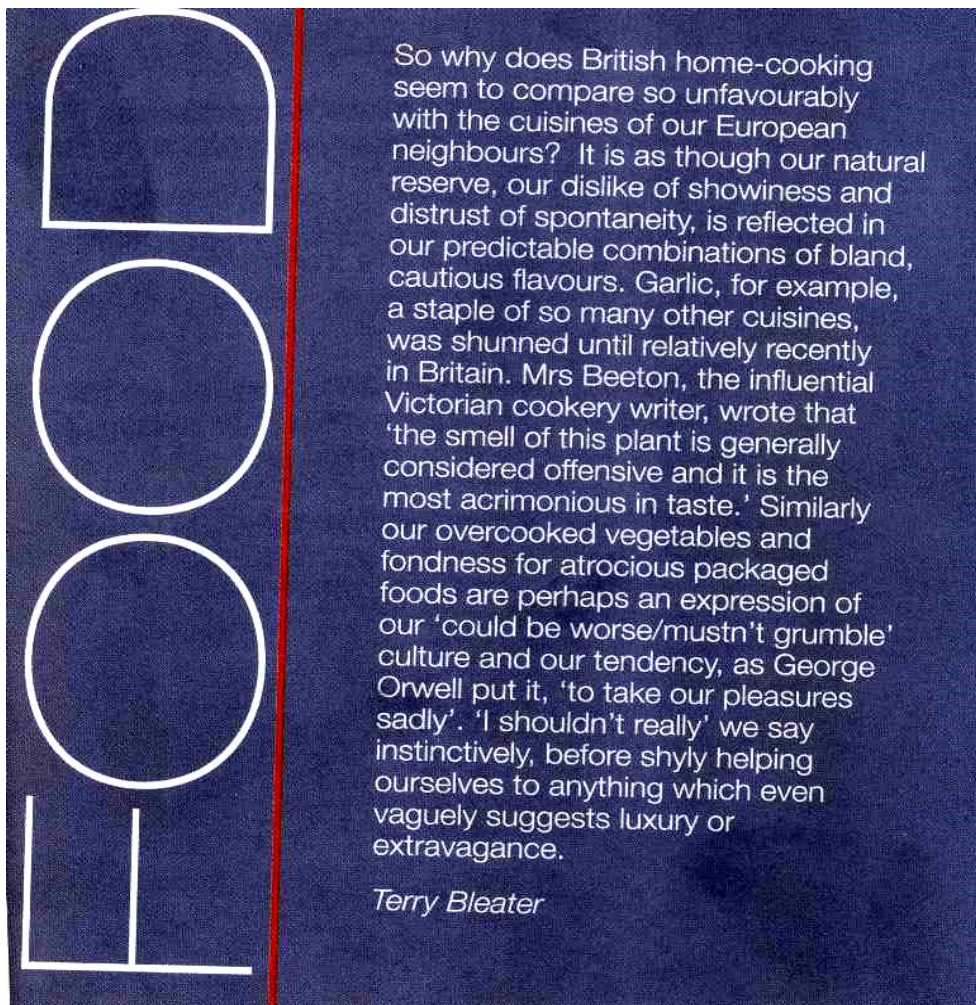
‘Sixty-four. No, fifty-six. Seventy-two.’

‘What letter comes before J? Quick.’

‘P. L, I mean.’

Helen Fielding

**E**



**13. Complete the sentences with words from the texts, changing the form if necessary.**

1. \_\_\_\_\_ fish or vegetables, which have been preserved in vinegar, are popular throughout Europe. (text A)
2. Vinegar has an \_\_\_\_\_ taste. (text B)
3. \_\_\_\_\_ such as basil or oregano are an essential ingredient in Italian cooking. (text B)
4. She \_\_\_\_\_ on a fishbone and had to go to hospital. (text B)
5. She's a very \_\_\_\_\_-conscious and doesn't eat anything fattening. (text D)
6. You don't need to \_\_\_\_\_ the mushrooms – it's enough just to rinse them. (text D)
7. Rice is a \_\_\_\_\_ part of the diet in many Asian countries. (text E)

**14. Complete the sentences with the correct forms of the words in capital letters. They all appear in the reading texts.**

1. She enjoyed her course at first but she soon grew \_\_\_\_\_ ILLUSION
2. The film was too long and the children started to get \_\_\_\_\_ REST
3. These deaths brought home to me the \_\_\_\_\_ of the war. IDIOT
4. He gazed at her \_\_\_\_\_ across the table. LOVE
5. She felt dizzy and began to lose \_\_\_\_\_ CONSCIOUS
6. We were afraid that your performance compared \_\_\_\_\_ FAVOUR  
with the other candidates.

7. He was a natural comedian – his \_\_\_\_\_ and sense of timing SPONTANEOUS were amazing.

8. Expensive aftershave is his greatest \_\_\_\_\_ EXTRAVAGANT

**15. In pairs, discuss the questions.**

- Is there a particular smell or taste that reminds you of your childhood? What is it?
- In what way does your country's cuisine or the way people eat reflect your country's 'national character'?
- What's the most unusual or exotic meal you've ever eaten?
- What kind of food do you sometimes have a craving for?
- How careful are you about what you eat?

**LISTENING AND GRAMMAR**

**16. Match the expressions with their meanings. Then listen and check.**

- |                              |  |
|------------------------------|--|
| 1 Nothing (really) grabs me. | A Let me refill your glass / cup.          |
| 2 The ... is off.            | B I'll pay for everyone's meal / drink.    |
| 3 Will you join me in ...?   | C Do you fancy having ... together?        |
| 4 It's out of this world!    | D I can't see anything that appeals to me. |
| 5 Help yourself!             | E Tell me when to stop serving / pouring.  |
| 6 Can I top you up?          | F It's currently unavailable.              |
| 7 Say when!                  | G Take as much as you want.                |
| 8 It's on me!                | H really good (especially food)            |

**17. Listen again and complete the sentences with the correct forms of the verbs in brackets.**

1. It's about time they \_\_\_\_\_ (change) the menu.
2. Would you rather we \_\_\_\_\_ (go) somewhere else?
3. If only you \_\_\_\_\_ (tell) me that earlier!
4. They treat us as though we \_\_\_\_\_ (be) idiots!
5. I'd rather you \_\_\_\_\_ (not tell) me all that.
6. I wish I \_\_\_\_\_ (order) it myself.
7. I wish they \_\_\_\_\_ (not serve) boiled potatoes with everything.
8. It tasted as though it \_\_\_\_\_ (be) squeezed from a wet shirt-sleeve.
9. It's time we \_\_\_\_\_ (ask) for the bill.
10. I'd prefer it if you \_\_\_\_\_ (not pay) for the meal.
11. I really wish you \_\_\_\_\_ (never become) a restaurant critic.

**18. Choose the sentence, 1 or 2, that reflects the meaning of the sentences.**

They treat us as though we were idiots!

1 And we are idiots!

2 But we aren't idiots!

If only you'd told me that earlier!

1 It's a pity you told me!

2 It's a pity you didn't tell me!

**19. Finish the sentences so that they mean the same as the original sentences.**

- 1 Sometimes his behaviour suggests that he owns this place.  
He acts as \_\_\_\_\_.
- 2 I'm extremely disappointed that he can't be with us today.  
If only \_\_\_\_\_.
- 3 He never listens to me (and it's really annoying).  
I wish \_\_\_\_\_.
- 4 I really ought to do some revision now.  
It's time \_\_\_\_\_.
- 5 He looked like somebody who hadn't eaten a square meals for days.  
He looked as \_\_\_\_\_.
- 6 She really regrets that she never learnt to cook.  
She wishes \_\_\_\_\_.
- 7 We really don't want you to go to too much trouble.  
We'd rather \_\_\_\_\_.
- 8 I'm a bit cross that you told everyone about my diet.  
I'd rather \_\_\_\_\_.

**20. Complete the sentences to make them true for you.**

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. I wish I'd never ...          | 3. I'd rather my parents ... |
| 2. It's about time I started ... | 4. If only I knew how to     |

**WRITING**

**21. In pairs , look at the texts and visuals A – C. Decide how strongly you personally agree with the statements in the questionnaire. Compare your answers.**

A

**TESDA**  
supermarkets

**THIS WEEK'S SPECIAL OFFERS**

Men's cotton T-shirt  
**£3.99**  
Range of sizes

English pears\*  
**£1.75 per kilo**  
\*country of origin may vary

**TESDA**  
Why should we pay more than we have to?

One of the oldest cultivated fruits, the pear regularly popped up in Roman fruit bowls. With more than 30 species, there are few climates that the tree – which can survive temperatures as low as  $-30^{\circ}\text{C}$  – doesn't thrive in. However, all too often we rely on exports from South America and China.

**Typical exporter:** Argentina

**Food miles to UK:** 6,900

**CO<sub>2</sub> produced to transport 1kg to UK by air:** 6.3kg

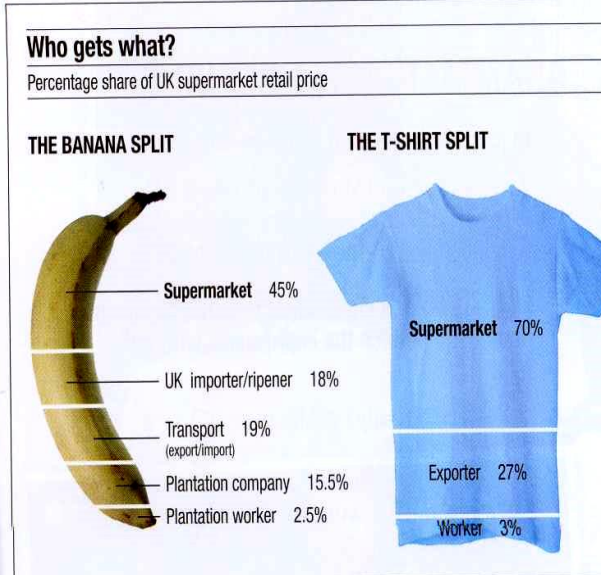
In 2005, China was the largest producer of carrots. China accounted for at least a third of the global output, followed by Russia and the US. In the UK, we get most of our carrots from South Africa, despite the fact that the carrot has been grown in Europe since the 15th or 16th century.

**Typical exporter:** South Africa

**Food miles to UK:** 6,000

**CO<sub>2</sub> produced to transport 1kg to UK by air:** 5.5kg

B



## SUPERMARKETS 'DRIVING DOWN WAGES OF WORLD'S POOREST WORKERS'

Susie Mesure

The low prices enjoyed by shoppers at British supermarkets are paid for by poor wages, job insecurity and a denial of basic human rights for workers in some of the world's poorest countries, a report has concluded.

The investigation found that supermarkets were paying wages of as little as 5p an hour

in some Bangladeshi garment factories, while in India some workers processing cashew nuts were being paid just 30p a day.

The charity ActionAid found that for every pound spent on cashew nuts in UK

supermarkets just 1p went to the women workers who processed the nuts.

## Questionnaire

	Strongly disagree			Strongly agree	
	1	2	3	4	5
1 Given the choice, I would always buy something I want from a supermarket rather than a small shop where prices are higher because they have to pay their staff higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Goods like T-shirts or fruit are basic, everyday necessities so they should be as cheap as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I prefer the convenience of being able to buy everything under one roof, rather than in lots of different shops across town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Supermarkets shouldn't make such large profits. It'd be better if they paid more to their staff and suppliers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I'd be happy to pay a higher price for goods in shops, if it meant the people producing the goods in other countries received higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I like the fact that supermarkets import food from all over the world. It means I get to try a lot of exotic food that isn't grown in my country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 It's wrong that we import common fruit and vegetables (such as tomatoes) that can be grown in my country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 We should be able to buy food such as strawberries or lettuce at any time of the year, even if it means we have to import it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 22. Read the paragraph from a for-and-against essay. What do you think the essay question was?

First and foremost, supermarkets tend to be cheaper than smaller stores, which is an obvious advantage to people on tight budgets. Secondly, if we were to visit many different shops to buy all our groceries, it would be extremely time-consuming. Therefore, due to the fact that supermarkets sell a whole range of goods under one roof, they not only save us time but they spare us from the vagaries of British weather as well. Last of all, people say that supermarkets have had a beneficial effect on our eating habits. The fruit and vegetable section is a striking example of this. We have never had such a tempting array of fresh produce from all corners of the globe to choose from before.

### 23. In pairs answer the questions.

- 1 How many points / arguments does the writer make in this paragraph?
- 2 Which linkers are used to introduce each point?
- 3 What phrase is used to introduce what the writer considers to be the most important point?

### 24. Read the next paragraph of the essay and answer the questions.

- 1 How many points does the writer make in this paragraph?
- 2 What phrase is used to introduce a point that is important despite being mentioned last?
- 3 Which of the two paragraphs do you find more convincing? Why?

<sup>1</sup>On the other hand, <sup>2</sup> people who are anti supermarkets <sup>5</sup>say that they have a <sup>4</sup>very bad effect on our lives. <sup>5</sup>One bad thing about supermarkets is that they encourage habits which



are harmful to the environment. For example, they have made us accustomed to having fresh fruit and vegetables all year round, <sup>6</sup>so food which could be grown at home <sup>7</sup>is often imported from thousands of miles away. This means that <sup>8</sup>lots of carbon dioxide is produced just to transport basic fruit and vegetables by plane. <sup>9</sup>Also, people in Third World countries are encouraged to grow crops <sup>10</sup>like strawberries and green beans instead of food for themselves. Last but not least, <sup>11</sup>another bad thing about supermarkets is that not only do they drive down the wages of their own staff but also of workers in the producer countries (often some of the poorest in the world) <sup>12</sup>because they are so aggressively competitive.

**25. Replace underlined phrases 1 – 12 with phrases a – l to make the register more formal.**

- |  |  |
|--|--|
| a a further (another) disadvantage of / argument against | g detrimental / pernicious                   |
| b a large (considerable) amount (number) of              | h due to (in view of/owing to) the fact that |
| c and consequently (thus/as a consequence)               | i furthermore/in addition to this            |
| d claim/argue/maintain                                   | j such as                                    |
| e a major (obvious) disadvantage (criticism) of          | k opponents (critics/detractors) of          |
| f conversely/by way of contrast                          | l tends to be                                |

**26. Work in pairs. Choose one of the following essay questions. Write down three points for and three points against. Which points do you consider to be the most important?**

- 1 The world would be a better place if everyone were all vegetarians. Discuss.
- 2 Supermarkets should not be allowed to open late in the evening / every day of the week. Discuss.

**27. Write a paragraph for and against your chosen essay question. Try to use formal register.**

## SPEAKING

**28. Study Speak Out and complete the gaps with words from the box.**

Consideration	convinced	do	go	idea	safe	settled	way	what
---------------	-----------	----	----	------	------	---------	-----	------

### Speak Out / Problem solving

Expressing your own point of view

The <sup>1</sup>\_\_\_\_\_ I look at it, I think ...

Personally, I quite like the <sup>2</sup>\_\_\_\_\_ of...

I think we can discount the idea of...

Thinking about it, perhaps ...

The more I think about it, the more I'm <sup>3</sup>\_\_\_\_\_ ...

Asking others for opinions

<sup>4</sup>\_\_\_\_\_ do you reckon? Any thoughts?

Agreeing with a previous speaker

You've got a point there. Very true.

**We could** <sup>5</sup> \_\_\_\_\_ **worse.** (= it's certainly not a bad decision)

Proposing an alternative option

Let's not forget that...

We have to take the fact that... into<sup>6</sup> \_\_\_\_\_

Perhaps we should/shouldn't <sup>7</sup> \_\_\_\_\_ for...

We could just play <sup>8</sup> \_\_\_\_\_ and ... (= **choose the** easiest option)

**As a last resort, we could ...** (= the last feasible option)

Summarising decisions

So that's <sup>9</sup> \_\_\_\_\_. We've decided to ...

I think we both/all feel that...

I'm afraid we'll have to agree to disagree!

**29. Choose a national dish which you think could represent what's best about your country's cuisine to a visitor. Consider the following criteria:**

- how likely it is to appeal to most people's tastes
- how easy it is to prepare or find on a restaurant menu
- how typical it is of your country's cooking
- cost

**You have three or four minutes to come to a decision. Use Speak Out to help you.**

## 5.2 Відвідування закладів харчування

### *Live to eat?*

#### READING AND VOCABULARY

**1. Read the text and match each paragraph 1-5 with its main purpose a-f. There is one extra idea.**

- a** a detailed analysis and comment on how a particular family spends their money
- b** an anecdote to establish the topic
- c** general examples of the importance of food and how its significance isn't usually recognized.
- d** the background to how the author conducted his research into poverty and diet
- e** a transition between the background information and the main topic of the chapter
- f** some general observations about the English attitude to food

**2. Read the text again. Are the statements true (T), false (F) or is there no information (NI)?**

1. The author enjoyed the talks given by the visiting lecturer.
2. The author believes that food doesn't change people's lives as much as other influences.
3. Britain's industrial revolution was a direct consequence of root-crops being introduced.
4. The author has seen the statue that Charles V put up to commemorate the fish smoker.
5. The writer is surprised that the miner's family spent such a high percentage of their money on sugar.
6. The writer can't understand why the family choose not to buy healthier food.
7. The writer thinks rich people have less need for comfort food than poor people.
8. There is a description of French workmen's diets somewhere else in the book.
9. The author has seen English people throw away fresh meat.
- 10 Women baked bread once or twice a week because they were too busy to do it every day.

**3. Choose the best answer.**

*An army marches on its stomach*

(paragraph 1) means soldiers

- a** have healthy appetites and enjoy their food,
- b** are trained to crawl along the ground,
- c** need to be well fed to be effective,
- d** can march better after they've eaten.

4. Find the words in column A in the text. Study the context and match them with the correct part of speech (B) and definition (C).

A	B	C
1 maxim (paragraph 1)	noun adjective adverb	a dry, savoury biscuits
2 plausibly (paragraph 2)		b likely to make you healthy
3 dynasty (paragraph 2)		c friendly and easy to like
4 joint (paragraph 4)		d a family whose parents, grandparents, etc have ruled a country for a long time
5 crackers (paragraph 4)		e a well-known phrase or saying
6 wholesome (paragraph 4)		f a large piece of meat – usually containing a bone
7 amiable (paragraph 5)		g reasonably

5. Complete the sentences with words from Exercise 4, column A.

1. The Habsburg dynasty was one of the most powerful royal houses in Europe.
2. A traditional British Sunday lunch is a roast \_\_\_\_\_ with vegetables and potatoes.
3. It's a waste of time doing lots of exercise if you don't have a \_\_\_\_\_ diet.
4. There is a \_\_\_\_\_ that fish and guests both smell bad after three days.
5. Cheese is often served with \_\_\_\_\_ at the end of a meal.
6. It could \_\_\_\_\_ be said that eating a healthy diet leads to a longer life.
7. Being offered tea and biscuits is very \_\_\_\_\_ when you're a guest, but it's not great for the waistline.

*The Road to Wigan Pier* was written by George Orwell (1903-1950) in the 1930s, a time of widespread poverty and high unemployment in Britain. The extracts opposite are from chapter six, which deals with the diets of coalminers' families and the unemployed.

(...) indicates cut text

#### THE ROAD TO WIGAN PIER

(1) When I was a small boy at school, a lecturer used to come once a term and deliver excellent lectures on famous battles of the past, such as Blenheim, Austerlitz, etc. He was fond of quoting Napoleons maxim 'An army marches on its stomach', and at the end of his lecture he would suddenly turn to us and demand, 'What's the most important thing in the world?' We were expected to shout 'Food!' and if we did not do so he was disappointed.

(2) Obviously he was right in a way. (...) I think it could be plausibly argued that changes of diet are more important than changes of dynasty or even of religion. The Great War, for instance, could never have happened if tinned food had not been invented. And the

history of the past four hundred years in England would have been immensely different if it had not been for the introduction of root-crops and various other vegetables at the end of the Middle Ages, and a little later the introduction of nonalcoholic drinks (tea, coffee, cocoa). (...) Yet it is curious how seldom the all-importance of food is recognised. You see statues everywhere to politicians, poets, bishops, but none to cooks or bacon-curers or market-gardeners. The Emperor Charles V is said to have erected a statue to the inventor of bloaters, but that is the only case I can think of at the moment.

(3) So perhaps the really important thing about the unemployed, the really basic thing if you look to the future, is the diet they are living on. As I said earlier, the average unemployed family lives on an income of round about thirty shillings a week, of which at least a quarter goes in rent. It is worth considering in some detail how the remaining money is spent.

(...)

(4) The miner's family spend only tenpence a week on green vegetables and tenpence half-penny on milk (remember that one of them is a child less than three years old), and nothing on fruit; but they spend one and nine on sugar (about eight pounds of sugar, that is) and a shilling on tea. The half-crown spent on meat might represent a small joint and the materials for a stew; probably as often as not it would represent four or five tins of bully beef. The basis of their diet, therefore, is white bread and margarine, corned beef, sugared tea, and potatoes – an appalling diet. Would it not be better if they spent more money on wholesome things like oranges and wholemeal bread or if they even (...) saved on fuel and ate their carrots raw? Yes, it would, but the point is that no ordinary human being is ever going to do such a thing. The ordinary human being would sooner starve than live on brown bread and raw carrots. And the peculiar evil is this, that the less money you have, the less inclined you feel to spend it on wholesome food. A millionaire may enjoy breakfasting off orange juice and crackers; an unemployed man doesn't. Here the tendency of which I spoke at the end of the last chapter comes into play. When you are unemployed, which is to say when you are underfed, harassed, bored and miserable, you don't want to eat dull wholesome food. You want something a little bit 'tasty'. There is always some cheaply pleasant thing to tempt you.

(...)

(5) It is unfortunate that the English working class – the English nation generally, for that matter – are exceptionally ignorant about and wasteful of food. I have pointed out elsewhere how civilised is a French 1490's idea of a meal compared with an Englishman's, and I cannot believe that you would ever see such wastage in a French house as you habitually see in English ones. Of course, in the very poorest homes, where everybody is unemployed, you don't see much actual waste, but those who can afford to waste food often do so. I could give startling instances of this. Even the Northern habit of baking one's own bread is slightly wasteful in itself, because an overworked woman cannot bake more than once or, at most, twice a week and it is impossible to tell beforehand how much bread will be wasted, so that a certain amount generally has to be thrown away. The usual thing is to bake six large loaves and twelve small ones at a time. All this is part of the old, generous English attitude to life, and it is an amiable quality, but a disastrous one at the present moment.

## SPEAKING

### 6. Complete the phrases 1-7 and match them with the functions a-e.

- |   |                              |
|---|------------------------------|
| 1. The way I <u>look</u> at it, ... [a] | a expressing a point of view |
| 2. The m__l t__k about it...            | b asking for an opinion      |
| 3. We could pl__s and...                | c agreeing                   |
| 4. As a l__t r__t we could...           | d suggesting an alternative  |
| 5. We'll have to a__ee to dis_____.     | e summarising a decision     |
| 6. You've got a p__t there.             |                              |
| 7. What do you r__n ?                   |                              |

### 7. Tom, Clare and Jack are discussing where to take their parents for their twenty-fifth wedding anniversary dinner. Complete the conversation with phrases from the box.

Thinking about it	the more	I'm convinced	So that's settled	Perhaps we shouldn't
let's not forget that		into consideration		I think we can discount the idea of
<del>I quite like the idea</del>		could do worse		as a last resort

**Tom** Personally, <sup>1</sup> quite like the idea of having a meal at home.

**Clare** <sup>2</sup> \_\_\_\_\_ go for that because Mum will end up helping with the cooking.

**Jack** And <sup>3</sup> \_\_\_\_\_ there'll be about fifteen people so it would mean an awful lot of work. <sup>4</sup> \_\_\_\_\_ perhaps a restaurant is the best idea.

**Clare** We need to take <sup>5</sup> \_\_\_\_\_ the fact that there'll be two toddlers there so a posh restaurant may not be the best idea.

**Jack** Well, <sup>6</sup> \_\_\_\_\_, we could go to a burger bar.

**Clare** We <sup>7</sup> \_\_\_\_\_.

**Tom** That's ridiculous! <sup>8</sup> \_\_\_\_\_ celebrating Mum and Dad's silver wedding in a burger bar! The more I think about it, <sup>9</sup> \_\_\_\_\_ we should stay at home, but we pay caterers to do a really good meal for us so no one has to do any work.

**Clare** That's an excellent idea.

**Jack** <sup>10</sup> \_\_\_\_\_. We've decided to pay someone to come to the house and cook a fancy meal.

## WRITING

### 8. Read the text and study the notes.

### 9. Read the text again and underline more examples of:

1 a linker which introduces:

- a a contradictory point
- b a supporting point

- c a concluding point
- d an illustration of a point

2 formal register using:

- a the passive
- b inversion

- c conditional with inversion

Use linkers or discourse markers like *First*, *Furthermore*, *In addition*, *To conclude*, to structure and develop your points clearly.

The title of a *for and against* essay is usually a provocative statement.

### We should only buy food which is produced locally.

There are many persuasive arguments for eating locally produced food.

First and foremost, we can be confident that the produce is seasonal and therefore fresh and nutritious. It is said that the year-round availability of all types of fruit and vegetables has destroyed traditional cuisine in many countries. Therefore, were we to return to cooking what is in season, we would eat better, save money and regain lost skills. Secondly, when people buy local produce, money is put back into communities rather than the bank accounts of industrial-scale farmers on the other side of the world. Last but not least, the carbon emissions caused by the transportation of food are adding to global warming. For example, much of the lamb eaten in Britain has travelled from New Zealand while British sheep farmers are going out of business. Such has been the impact of the green argument that some manufacturers give information about food miles on their packaging.

On the other hand, never before have northern Europeans been able to enjoy fresh food such as strawberries throughout the year. Imported food means that an interesting and varied diet is enjoyed by most people in the developed world. Furthermore, were we to return to eating only local produce, our diets would be dependent on the vagaries of local climate conditions, with the risk of famine if a harvest were to fail. However, many would still claim that the environmental benefits of cutting food miles would outweigh the possible drawbacks. Yet there are those who question the logic of the food miles argument if all environmental factors are taken into account, not just transport. To truly measure the environmental impact of food production, water use, heating greenhouses, use of animal feed and fertilisers must be included in the equation. Using this formula, a lamb taken 12,000 miles from New Zealand to Britain by ship produces just 1,520 pounds of carbon dioxide, while a British lamb is responsible for a staggering 6,280 pounds because the latter has to be given supplementary processed food.

Use the passive, inversion and conditionals with inversion to create a formal register.

**10. Choose one of the titles below.**

Fast food shops should be banned within 2 km of all schools. Discuss.

The only way to improve our nation's health is for all school students to have compulsory cooking lessons. Discuss.

Convenience food has improved family life. Discuss.

**Start by making notes about all the points you want to include.**

**For**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

**Against**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

**When you write your for and against essay, remember to:**

- adopt a formal style
- use appropriate linkers to structure your writing

**VOCABULARY ACTIVATOR**

**12. Complete the table with suitable words .**

	noun	adjective
1	acrimony	<i>acrimonious</i>
2	allergy	
3	benefit	
4	detriment	
5		extravagant
6	feasibility	
7	insignificance	
8	mountain	
9	nutrient	
10	prediction	
11		spontaneous
12	temptation	

**13. Complete the article with the correct forms of words from the table in Exercise 12.**

Last Saturday, my partner and I tried the new Indian restaurant, Curry Nights, which has recently opened in the shopping centre.

All the food is served from a buffet. There were <sup>1</sup>mountainous piles of rice in enormous dishes and several curries to choose from. I couldn't resist the <sup>2</sup> \_\_\_\_\_ of trying a little of all of them and they were absolutely delicious.

Unfortunately, I am <sup>3</sup> \_\_\_\_\_ to all seafood so I was unable to try any of the fish dishes on offer. It would be a <sup>4</sup> \_\_\_\_\_ to people like me if all the ingredients were listed on the dishes so we can avoid those which make us ill.



Annoyingly, the tables are very close together and our neighbours were having a particularly <sup>5</sup> \_\_\_\_\_ row. Their bitter argument definitely had a <sup>6</sup> \_\_\_\_\_ effect on our enjoyment of the evening.

I'm not sure about the long-term financial <sup>7</sup> \_\_\_\_\_ of an eat as much as you want' buffet. My <sup>8</sup> \_\_\_\_\_ is that the restaurant will last only a few months (and our neighbours' marriage less than that!).

**14. Complete the introduction to a student cookery book with the word.**

**COOKING FOR STUDENTS**

Most students who are living away from their family for the first time miss the joys of <sup>1</sup>home-cooking and risk living on a less than <sup>2</sup> \_\_\_\_\_ diet of burgers and <sup>3</sup> \_\_\_\_\_. Luckily, cooking is enjoyable and needn't be <sup>4</sup> \_\_\_\_\_ if you learn to make dishes which are quick. And, if you learn to shop efficiently, it's easy to stay within your <sup>5</sup> \_\_\_\_\_.

There are a few basic bits of equipment all cooks need:

- a. good knives to <sup>6</sup> \_\_\_\_\_ meat and peel fruit and vegetables.
- b. a timer so you don't <sup>7</sup> \_\_\_\_\_ things.
- c. a wooden spoon to <sup>8</sup> \_\_\_\_\_ sauces.
- d. a large oven-proof dish to <sup>9</sup> \_\_\_\_\_ meat, etc.

You'll need to keep a stock of <sup>10</sup> \_\_\_\_\_ foods like flour, sugar and salt. To add flavour to any dish, keep a small collection of dried <sup>11</sup> \_\_\_\_\_ like oregano and thyme.

One way to save money is to grow your own food. Even on a window sill or balcony you can <sup>12</sup> \_\_\_\_\_ a few lettuce seeds and have your own salad crop.

Remember that hygiene is very important in any kitchen. If you handle meat, you must wash your hands thoroughly - <sup>13</sup> \_\_\_\_\_ them quickly under the tap is not enough.

Finally, if you love the smell of freshly <sup>14</sup> \_\_\_\_\_ bread, you could get yourself an automatic bread maker

**15. Sort out the mixed-up phrases.**

1. I'm not going to ask why Theo is in a bad mood. He can like a horse.

Stew in his own juice

2. Janey eats the salt of the earth. She always has seconds and, quite often, thirds.

---

3. Jim and his twin brother are a square meal. I never know who is who!

---

4. Leo is stew in his own juice. You can always rely on him.

---

5. The question of free school meals is like two peas in a pod.

---

6. They cost the government a lot of money, but no politician is brave

---

**16. Choose the correct words to complete the conversation.**

- A** You drank that water quickly!  
**B** Yes, I was absolutely <sup>1</sup> \_\_\_\_\_!  
**A** OK, what do you fancy to eat? A pizza?  
**B** No, I'm not that hungry, although I am a bit <sup>2</sup> \_\_\_\_\_. I'll have peanut butter with  
<sup>3</sup> \_\_\_\_\_ onions.  
**A** That sounds disgusting! You'll **get** <sup>4</sup> \_\_\_\_\_.  
**B** It's lovely – the sharp, acidic taste of the onions goes perfectly with peanut butter.  
**A** Peanut butter and onions certainly doesn't sound like the sophisticated <sup>5</sup> \_\_\_\_\_ you usually  
like! I think I'll have a smoothie. Do you want one?  
**B** No, thanks, I find them too thick and <sup>6</sup> \_\_\_\_\_. I'll have coffee. And some cake. I've  
**got** <sup>7</sup> \_\_\_\_\_ for something sweet.
- |                 |               |                 |
|-----------------|---------------|-----------------|
| 1 a thirsty     | b drowsy      | c parched       |
| 2 a ravenous    | b puckish     | c famished      |
| 3 a pickled     | b sour        | c bland         |
| 4 a predictable | b indigestion | c disillusioned |
| 5 a cuisine     | b vagary      | c groceries     |
| 6 a savoury     | b creamy      | c acrid         |
| 7 a an allergy  | b a tendency  | c a craving     |

**EXTEND YOUR VOCABULARY**

**17. Study the metaphors 1-5 and match them with the correct explanations a-e. Use a dictionary if necessary.**

- |                                   |   |
|-----------------------------------|---|
| 1 to be full of beans [a]         | <b>a</b> to be eager and full of energy                   |
| 2 to bite the hand that feeds you | <b>b</b> to harm someone who has helped you               |
| 3 to cook up (something)          | <b>c</b> to invent an excuse, reason or plan              |
| 4 to put it in a nutshell         | <b>d</b> to save money for the future, often by hiding it |
| 5 to salt away something          | <b>e</b> to say something in a short, clear way           |

**18. Complete the conversations with the correct forms of the metaphors in Exercise 17.**

- 1** **A** My boss is really stupid and I'm going to tell her so!  
**B** I wouldn't if I were you. You shouldn't bite the hand that feeds you .
- 2** **A** Would it be OK if I were to hand in my assignment a week late, please?  
**B** \_\_\_\_\_, no.
- 3** **A** How did Bill afford a motorbike?  
**B** He \_\_\_\_\_ a few pounds a week for years.
- 4** **A** Why did your parents allow your younger brother to go to an all-night party?  
**B** They didn't know he'd gone to a party. He \_\_\_\_\_ some nonsense about revising with a friend.

### 5.3 Правила поведінки *Live to eat?*

#### LEAD-IN

- Can you cook? What can you cook?
- Is it important for people to learn how to cook?
- Should cookery be taught in schools?

#### READING

*1. Each paragraph has a sentence in the wrong place. Underline the sentence and put an arrow to show where it should go. Use the words in bold to help you.*

1

The restaurant had been open; for three months when: I Went, f knew Rene, the chef, from his last job, so I looked for **his specialities**. I was a little late but the waiter kept my table. I ordered a bottle of house wine and picked up a menu, I was rather surprised that none of **them** were there. **Instead**, it was all pizza and salads. I was a bit disappointed.

2

Coriander has had an effect on cooking in many places, Many parts of the plant are eaten, including the cool the seeds and the leaves. The root is used in Thailand in stews and curries. In Asia, **though**, many dishes get their flavour from the strong-tasting **leaves**, The seeds have been used as a spice in Southern Europe since classical times. The **leaves**, with their strong smell, are not generally used as a herb in Europe, except in Portugal.

3

My father was a bee-keeper and I used to help him with the hives, I had my **own**, in a smaller size. We **did get stung** sometimes but you soon got used to it. My father would also carry a can of smoke with him to calm the bees down. I used to open the hives and lift out the honeycombs.

When we had collected-the honey, we would close tile hive: and the bees would go back to making more. He had **special equipment**, such as a mask and gloves, to protect his face and arms from **the bees' stings**.

*2. These sentences have been taken from the following text Read the text and draw an arrow showing where you think each sentence should go. Use the words in bold to help you.*

- a) The Ancient Greeks, **though**, had **three**: drink, staple food (bread) and things to go with bread.
- b) The floor was **then** swept to get rid of **the bones**.
- c) One thing they particularly loved was **fish**.
- d) **They** would get together in a special room at one of **their** houses.

We have two categories at mealtimes: food, which we eat, and drink, which we .. well, drink. It seems they ate bread with the left hand and other things with the right. Unlike

meat, **fish** was not controlled by a system of sacrifices to the gods. Their comedies are full of characters who eat tuna slices and octopus boiling hot, straight from the pan. One way **the men** drank wine was to hold a symposium. They ate **fish**, bread and olives and the tables would be removed when they had finished. Wine was brought in and water added to make it weaker. The men would drink and tell stories or talk about politics.

3. *In pairs, discuss your answers. Do you agree?*

4. *You are going to read a newspaper article about a chef. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).*

- A It was difficult at first to adjust.
- B This kind of discipline is important because there is no time to wonder about what is happening during busy periods.
- C He chopped so many onions that he started to see them in his sleep.
- D There's nothing like the satisfaction you get when you know that you made it to the end of the day.
- E These men seemed to be in complete control of chaos.
- F Few diners realise the effort that goes into producing their meals.
- G He likes to have a hand in every aspect of the kitchen.
- H It's noisy, fast, and some find the stress unbearable.

### **Chef's Life**

*Interview by Gordon Wright*

Pierre Wilkinson believes that TV chefs give people the wrong idea. Their clean, white kitchens, which are perfectly tidy and quiet, are a world away from his day-to-day life. Pierre is the head chef at the New York Bistro and in his kitchen you have to be tough to survive. 0 H Pierre, though, loves it when The orders are coming in thick and fast.

Growing up in tourist resorts along the East Coast, Pierre's early heroes were the men he saw working twelve-hour shifts over the stoves.; It was hard work; in high season, a small<sup>1</sup> kitchen might turn out 400 seafood lunches. 1 \_\_\_\_\_ Their voices would cut through the noise of cooking, shouting orders to each other. Their hands, scarred from so many cuts, used to amaze Pierre and he was determined to become a chef when he was older.

His first job was in a chilli bar in Texas. It was boring and hot and he soon lost any romantic illusions he had about cooking. His main responsibility was keeping the cooks supplied with prepared vegetables. He remembers his boss as a big Texan who was constantly shouting at him for falling behind. 2 \_\_\_\_\_ He loved the kitchen atmosphere, but knew that he had to get more experience if he was ever going to be in charge of his own kitchen.

Moving to New York, Pierre decided to qualify as a chef. 3 \_\_\_\_\_ He had to go from a fast, rough approach to food to a much more delicate approach. In some ways, he found it frustrating but he now believes that some of the techniques he learned then have been very useful.

His day at the Bistro begins before everybody else's and ends after- everybody, else's. 4 \_\_\_\_\_ He might be a tough boss, but nobody can ever say he doesn't work hard. His deliveries start arriving early and he checks all of them for quality. He often sends loads back, even if he really needs the food. The supply companies know he will only accept the best.

Once the restaurant opens for lunch, the action is non-stop. His kitchen becomes a mad rush, while outside in the dining room everything is quiet and calm. 5 \_\_\_\_\_ That's exactly the way Pierre wants it, creating an image of peace while behind the scenes his people work flat out.

Pierre has a staff of ten and each of them has a particular job to do. 6 \_\_\_\_\_ The more experienced cooks produce the final dishes, while the beginners prepare the vegetables. Many of the workers who pass through his kitchen look at Pierre and dream of having a kitchen of their own, in the same way he once did.

**5. Put the sentences in the correct order to recreate the jokes.**

**1**

- A His aunt wakes up and smiles when she sees him.
- B Little Johnnie goes to visit his aunt in hospital.
- C He decides to wait until she wakes up.
- D They chat for a while and Johnnie says, 'Oh, thanks for the peanuts.'
- E She's lying there asleep and he doesn't want to disturb her.
- F His aunt says, 'That's all right. I don't like them after I've sucked the chocolate off, anyway.'
- G He opens a magazine and starts eating peanuts from a bowl by his aunt's bed.

**Correct order:**

**2**

- A The man thinks for a moment and waiter comes over.
- B The waiter goes into the kitchen and the man can hear people shouting.
- C The man says that he'd like an elephant steak with pitta bread.
- D A man walks into a new restaurant and sits down.
- E 'That's the first time in ten years we've run out of pitta bread,' he says.
- F It says that anybody who orders anything the restaurant doesn't have will win 1,000 euros.
- G The manager appears and gives him his 1,000 euros with an angry look on his face.
- H While he's wondering what to have, he sees a sign.

**Correct order:**

## VOCABULARY

**6. Read these sentences and then use the words in bold to complete the sentences below.**

- Make sure you have all the **ingredients** ready before you start cooking.
- We use a knife to **slice** bread, cheese and vegetables.
- We **roast** meat, and sometimes vegetables, in the oven.
- My mum likes to **bake** her own bread and cakes.

- Follow a **recipe** if you're not sure how to make the dish.
- You forgot to **peel** the potatoes before you cooked them!
- When we **fry** food, like chips, we cook it in hot oil.
- I'm going to have steak because it's the chef's **speciality**.
- **Herbs** are plants, such as oregano, whose leaves *we* use for their taste;
- **Spices** add flavour to food and they usually come from seeds.
  - 1 Chop the \_\_\_\_\_, including the mint, and add to the soup.
  - 2 It's not very healthy if you \_\_\_\_\_ all your food in oil.
  - 3 You need to \_\_\_\_\_ the bread for about half an hour.
  - 4 Indian food uses a lot of hot \_\_\_\_\_ to flavour the dishes.
  - 5 You should \_\_\_\_\_ the onions before you chop them.
  - 6 I can do spaghetti, but my \_\_\_\_\_ is pizza.
  - 7 Make sure you \_\_\_\_\_ the carrot thinly so that it cooks well.
  - 8 I'd love to have the \_\_\_\_\_ for the sauce you made last night.
  - 9 We can't make a cake unless we have all the \_\_\_\_\_.
  - 10 To save time, we can \_\_\_\_\_ the potatoes with the meat.

## 6.1 Звуки навколо нас Sounds around us

### VOCABULARY

#### 1. Listen and order what Kirsty heard from 1 to 12.

- |  |  |
|--|--|
| a) a door <b>slam</b> ____               | g) a cat's bell <b>tinkling</b> ____       |
| b) the clock <b>ticking</b> ____         | h) the <b>rumble</b> of traffic ____       |
| c) her heart <b>beating</b> ____         | i) the <b>hum</b> of a computer ____       |
| d) a floorboard <b>creak</b> ____        | j) a glass <b>crash</b> to the floor ____  |
| e) logs <b>cracking</b> in the fire ____ | k) leaves <b>rustling</b> in the wind ____ |
| f) a motorbike <b>roaring</b> past ____  | l) a woman <b>shriek</b> in surprise ____  |

#### 2. Tick of the sounds that the things in the phrases below make. Then say the words and decide which sounds better. Listen to check.

1. the chime / click of church bells
2. the chime / click of a computer mouse
3. the whisper / crunch of footsteps in snow
4. someone whispering / crunching the words 'I love you'
5. a little baby babbling / cracking to itself
6. someone babbling / cracking their knuckles
7. the bubbling / banging of pots and pans in the kitchen
8. sauce bubbling / banging in a pot
9. the screech / whine of chalk on a blackboard
10. the high-pitched screech / whine of the dentist's drill

#### 3. Match the sound verbs from the box with the things that can make them 1 – 7.

Bang	click	creak	crunch	roar	rustle
tinkle					

1. a chandelier / a wind chime / a cheap bracelet \_\_\_\_\_
2. wooden stairs / an old bed / a door in a horror film \_\_\_\_\_
3. an aeroplane / a lion / the crowd at a football match \_\_\_\_\_
4. driving slowly on gravel / eating a biscuit / a car hitting a tree \_\_\_\_\_
5. long dry grass / a newspaper / a bird in a bush \_\_\_\_\_
6. high-heel shoes on a hard floor / a light switch / a seatbelt \_\_\_\_\_
7. gunfire / a door in the wind / your head on the door \_\_\_\_\_

### READING AND VOCABULARY

#### 4. In pairs, discuss the quotations. Do you agree with them? Why? / Why not?

'Of all noises, I think music is the least disagreeable.' (Samuel Johnson, English writer)

'Those who know, do not speak; those who speak, do not know.' (Chinese saying)

#### 5. Before reading the text discuss questions a-g in pairs.

- A Can noise kill?
- B Duz noyze make your spelin bad?
- C Why do some songs stick in your head?

- D Can sounds improve your marks?
- E How can you hear smoke?
- F What noises annoy us?
- G Do we need noise?

**6. Read the text quickly and match questions a-g from Exercise 2 with paragraphs 1-7.**

**WHAT DO YOU KNOW ABOUT NOISES?**

Noise is all around us. In our boisterous modern world it's getting harder and harder to find a moment's peace and quiet. But how much do you know about it? Damian Peters has been investigating how noise affects our minds...

1 \_\_\_\_\_ According to researchers it's because they create a 'brain itch' that can only be scratched by repeating the tune over and over. Such songs, which are known in Germany as 'earworms', tend to verge between catchy and annoying and have a high, upbeat melody and repetitive lyrics. Famous examples include YMCA, Who Let The Dogs Out? And Macarena. Surveys show that 97% to 99% of people have suffered from 'earworms' at some time. Women tend to be more susceptible than men, and musicians are more susceptible than non-musicians. Unfortunately, there appears to be no guaranteed way of getting rid of these unwanted songs.

2 \_\_\_\_\_ It's an example of the baffling phenomenon of synaesthesia – when senses get mixed up. Some synaesthetes taste sounds, others smell shapes, see music, feel flavours or sense physical touch when they see other people being touched. For some, every letter of the alphabet takes on a distinct human personality, and for others, odours make noise. An involuntary, hereditary and generally lifelong condition, synaesthesia affects women significantly more than men. Sensory information entering one channel somehow sets off activity in another. We don't really know how it happens, but scientists hope it may help us learn more about the workings of the brain and language.

3 \_\_\_\_\_ In the urban world noise is taken for granted. The rumble of passing trains, the roar of aircraft, the constant hum of traffic ... It has long been known that excessive noise can cause hearing disorders, prevent us from sleeping and affect children's ability to learn. But generally noise has been seen as simply a nuisance we have to put up with. However, new findings from the World Health Organization suggest it may be killing us. The stress caused by long-term exposure to traffic noise could be responsible for 210,000 deaths from heart disease worldwide per year. Traffic kills in more ways than one.

4 \_\_\_\_\_ Some scientists claim that listening to Mozart improves people's intelligence. In one test a Mozart piano sonata stimulated activity in rats' brains, and in another, rats ran mazes better after hearing music of the Austrian genius. But not everyone who has looked for the 'Mozart effect' has found it. Perhaps music promotes brain power simply because it relaxes and stimulates you. Listening to a story could have a similar effect. However, one way to get smarter may be to study music. In one experiment six-year-old children improved their IQ scores by two to three points after taking music lessons. Nobody knows if it helps adults too, but it can't hurt to try.

5 \_\_\_\_\_ It depends who you are, where you live, what you're doing and the time of day ... or night. However, in surveys the sources of noise pollution that most people complain about include these categories:

- Barking dogs.



- Noisy neighbours: those friendly souls who crank up the volume of their CD players or TVs, shout abuse at each other in the middle of the night and who simply adore nocturnal DIY (DO IT YOURSELF).

- Street life: rowdy passers-by yelling their heads off, car owners honking their horns or showing off their latest car alarms, and the local Valentino Rossi roaring (or whining if it's only a little motorbike) down the road.

6\_\_\_\_\_ A recent survey has claimed that classrooms are so noisy these days, children can't think or work properly. Apart from external noise caused by traffic or aeroplanes flying past, schoolkids have to put up with the constant chattering of undisciplined classmates and the general 'babble' of classrooms. Worryingly, in tests, the more noise there was, the worse children performed, spelling three or four more words wrong compared to when they were tested in quiet conditions. Children with special needs were found to be particularly affected. Some schools have found that putting in more carpets and double glazing helps pupils concentrate and hear better.

7\_\_\_\_\_ In space no one can hear you scream, but on earth true silence is virtually impossible to attain. Perhaps it's just as well because most people find long periods without any noise uncomfortable. We imagine we can hear things that aren't there, or talk to ourselves to break the silence. Long pauses in conversations are usually filled, even if it's with a trivial or pointless comment. Animals too dislike a lack of noise and in experiments can become aggressive if subjected to prolonged silence. Silence is something we find hard to bear in our daily lives. Perhaps that's why religions consider it so important to be able to keep quiet.

**7. Read the text again. Are the statements true (T) or false (F)?**

1. Men and non-musicians tend not to suffer from repetitive songs getting stuck in their heads.
2. There are many different ways for senses *to combine in* synaesthesia.
3. There is no doubt that traffic noise causes heart disease.
4. The experiments to test the 'Mozart effect' have not been conclusive.
5. The writer thinks noisy neighbours are friendly people.
6. In tests, special needs children spelt three or four more words wrong than other children.
7. Many people prefer talking nonsense to remaining silent.

**8. Complete the sentences with adjectives from the text.**

- 6 I don't fancy teaching a group of b \_\_\_\_\_ six-year-olds.
- 7 The French national anthem has a really c \_\_\_\_\_ tune.
- 8 Some breeds of dog are more s \_\_\_\_\_ to deafness than others.
- 9 Grandpa thinks the Internet is a b \_\_\_\_\_ invention.
- 10 Each frog species has a d \_\_\_\_\_ call.
- 11 When I hit you on the knee, you may have an i \_\_\_\_\_ reaction.
- 12 Could asthma be a h \_\_\_\_\_ disease?
- 13 An e \_\_\_\_\_ amount of salt can kill you.
- 14 The r \_\_\_\_\_ youths fell silent when they saw the police.

10 He bored us with a long p\_\_\_\_\_ story about his dog.

**9. In pairs, match verbs 1-6 with a-f to make collocations. Then use them in sentences about your own life.**

- |           |                         |
|-----------|-------------------------|
| 1 find    | a an itch               |
| 2 scratch | b your head off         |
| 3 take    | c a horn                |
| 4 yell    | d something for granted |
| 5 honk    | e the silence           |
| 6 break   | f some peace and quiet  |

**10. Complete questions 1-6 with the correct forms of these phrasal verbs from the article. Then discuss the questions in pairs.**

*get rid of      mix up      take on      set off      put up with      show off*

1. What noises do you have to \_\_\_\_\_ at home?
2. Have you ever accidentally \_\_\_\_\_ an alarm?
3. Why does music \_\_\_\_\_ more importance when you become an adolescent?
4. Do you ever \_\_\_\_\_ things \_\_\_\_\_? For instance, words, names or days?
5. Do you know anyone who is always \_\_\_\_\_? What do you think of them?
6. What's the best way of \_\_\_\_\_ old CDs you don't want?

**11. Complete questions 1-4 with words from the box and discuss them. Then listen to find out the answers.**

heart disease	societies	intelligence	sense	noise
	pollution	synaesthesia	music lessons	

1. Does \_\_\_\_\_ only occur when one \_\_\_\_\_ gets mixed up with another?
2. If it can cause \_\_\_\_\_, why aren't there stricter laws to control \_\_\_\_\_?
3. Which type of \_\_\_\_\_ is improved by children taking \_\_\_\_\_?
4. Which are the quietest \_\_\_\_\_ in the world?

**12. Discuss these questions in groups.**

1. Can you think of any 'earworms'?
2. What do you think it is like to have synaesthesia?
3. Does listening to music help you study? If so, what kind of music?
4. What would you do if you had really noisy neighbours?
5. How could this classroom be made quieter?
6. How easy do you find it is to put up with long pauses in conversations?

**13. Add the words to the correct group. Then use some to describe the best concert you have ever seen.**

beat	concert	four-piece	group	lip-synching
chords	tune	band	lead	live music
composer	conductor	gig	guitarist	lyrics

melody	recital	rhythm	string	symphony
orchestra	tour	solo	quartet	
classical music		pop music		both

## SPEAKING

### 14. Match adjectives 1 – 6 with descriptions a – f.

- |                |   |
|----------------|---|
| 1 velvety ____ | a deep, quiet and attractive                        |
| 2 squeaky ____ | b hard, rough and unpleasant                        |
| 3 hoarse ____  | c low and rough, perhaps due to a sore throat       |
| 4 husky ____   | d high-pitched, unpleasant, sets your teeth on edge |
| 5 harsh ____   | e high-pitched, not loud, like a mouse              |
| 6 shrill ____  | f mellow, warm and smooth                           |

15. Find an adjective to describe your own voice. Ask a partner if he / she agrees with you.

16. Study Speak Out and complete the sentences using the correct forms of any words in brackets.

### Study Out / Differences and similarities

#### big differences

- not nearly as (good) as
- a lot / far / much (better) than

#### small differences

- not quite as (cool) as
- marginally / a bit / slightly (less laid-back) than

- by far the (best)
- totally different from / than

#### similarities

- fairly / quite similar to
- absolutely identical to
- just the same as

- 'Grey tapes' sounds \_\_\_\_\_ 'great apes' if you say it quickly.
- Italian sounds \_\_\_\_\_ Spanish, but it's \_\_\_\_\_ German.
- It's terrible. It isn't \_\_\_\_\_ (good) her last record. In fact, it's \_\_\_\_\_ (bad) album she's ever released.
- Spain is a very noisy country, but it isn't \_\_\_\_\_ (noisy) Japan.
- You were too calm! You've got to sound \_\_\_\_\_ (angry) that.
- That wasn't almost perfect, but this time can you say it \_\_\_\_\_ (loud) the last time?

## WRITING

### 17. In pairs, discuss the questions.

- What do you think of compilation albums? Have you got any?
- Do you think cover versions can ever be better than the originals? Give examples.
- Where can you find reviews of music CDs?

4. Do you read reviews before you buy music? To what extent do they influence you?

**18. Read the review and find synonyms (S) or antonyms (A) to these words and phrases.**

- |                              |                                |
|------------------------------|--------------------------------|
| 1 come up with new ideas (A) | 7 instantly forgettable (A)    |
| 2 to be concerned about (S)  | 8 dreadful (A)                 |
| 3 sensational (S)            | 9 as far as I am concerned (S) |
| 4 mediocre (A)               | 10 a waste of money (A)        |
| 5 humorous (S)               | 11 keen to see (S)             |
| 6 horribly (A)               |                                |

### **BLACK NIGHT – Lyrics**

**Usually when a band** releases a compilation of cover versions, it's an admission they've run out of ideas. But if you're a Black Night fan, you've got nothing to worry about. Since their stunning debut album two years ago, Philadelphia's finest have gone on to become one of the best US rock groups around today. Frontman Alex Castro writes fantastic songs with catchy tunes and witty lyrics you have no trouble remembering. But now he's decided it's time to pay homage to his favourite songwriters. In this, their fourth album, Black Night cover sixteen classic songs which all have one thing in common: great lyrics.

Musically the group is firing on all cylinders from the first track (Chuck Berry's *School Days*) to the last (Eminem's *Lose Yourself*). *The Sound of Silence*, in which Castro's husky voice and guitarist Steve Horn's crashing guitar chords contrast exquisitely with Penny Smith's subtle tinkling keyboard, is unforgettable. But brilliant though it is, it isn't quite as good as their roaring version of Dylan's *Like a Rolling Stone*, which includes a thundering drum solo from Jazza Jones. I can't remember hearing a better version of a Dylan song.

In my humble opinion, the only mistake on the album is *Heartbreak Hotel*. Castro's voice is mellow and sweet but there's no point trying to compete with Elvis. Frankly, I'd rather listen to the original.

Despite that, this album is genuinely worth buying. In fact, I'm really looking forward to seeing Black Night play some of these classics along with their own hits on their forthcoming tour.

**19. Replace phrases in the text with the phrases below. How does it change the review?**

*Paragraph 1*

- And I'm sorry to say that's the case with

*Paragraph 2*

- sounds uninspired and short of energy
- hoarse/muddy/drown out/bland/unbearable
- awful/bad/shrill, squeaky/by far the most boring drum solo I've ever heard
- worse

*Paragraph 3*

- the only highlight/and proves he can
- the cover is actually slightly better than the original

*Paragraph 4*

- There's really no point/You'd be better off listening to the originals
- I was looking forward to/after listening to this dreadful compilation/I'm not so sure I'll bother going

**20. Write a review of a CD you love.**

**21. Swap your review with a partner and rewrite your partner's review in a more negative way.**

**VOCABULARY REVISION**

**21. Circle the correct words or phrases.**

1. She *guzzled* / *nibbled* / *sipped* her food as if she was a mouse.
2. I'm *appetising* / *parched* / *peckish*. Can I have a glass of water?
3. Could you *chew* / *rinse* / *slice* the carrots thinly, please?
4. Garlic is *beneficial* / *nutritious* / *susceptible* to your health.
5. The only sound was the *bubbling* / *rumbling* / *rustling* of newspapers.
6. We froze in fear as the old door *crackled* / *creaked* / *crunched* open.
7. English football fans have a reputation for being *baffling* / *ravenous* / *rowdy*.
8. He has a *harsh* / *hoarse* / *velvety* voice that reassures you.
9. Tim gets rather *boisterous* / *nonplussed* / *stomach-turning* if he drinks cola.
10. A man at the next table *choked* / *gobbled* / *slurped* on an olive and almost died.

**23. Complete the text with one word in each gap. The first letter of each word is given.**

A Black Night with Alex Castro

Alex Castro can't be accused of putting all his <sup>1</sup>e\_\_\_\_\_ in one bucket. Best known for the <sup>2</sup>c\_\_\_\_\_ tunes and clever <sup>3</sup>l\_\_\_\_\_ of the songs he writes for Black Night, he's a classically trained <sup>4</sup>m\_\_\_\_\_ who still plays in a <sup>5</sup>s\_\_\_\_\_ quartet. At first, we talked about the <sup>6</sup>c\_\_\_\_\_ versions of classic songs on his new compilation <sup>7</sup>a\_\_\_\_\_. Then he opened the box of chocolates that looked really <sup>8</sup>a\_\_\_\_\_. 'H\_\_\_\_\_ yourself!' he said smiling, as he <sup>10</sup>t\_\_\_\_\_ up my drink. But then I split my drink and he got really angry and started <sup>11</sup>s\_\_\_\_\_ like a witch in a horrible <sup>12</sup>s\_\_\_\_\_ voice. Then he fell silent. There was just the <sup>13</sup>t\_\_\_\_\_ of the clock and the <sup>14</sup>b\_\_\_\_\_ of my heart. I was wondering how to break the <sup>15</sup>s\_\_\_\_\_ when he began to talk as if nothing had happened.

## 6.2 Музика. Музичні конкурси світу *Sounds around us*

### LISTENING AND VOCABULARY

#### 1. Listen. Are the statements true (T), false (F) or is there no information (NI)?

- 1 The radio programme is for a general audience.
- 2 The two guests work in the same place.
- 3 The programme is a documentary.
- 4 The announcer wants to limit the discussion to noise pollution.
- 5 The atmosphere in the studio is relaxed

#### 2. Read the questions. Listen again and choose the correct answers.

- 1 Ranesh Singh's job
  - a involves lots of different fields of study,
  - b is limited to laboratory work.
  - c requires a professional knowledge of music,
  - d requires discipline and hard work.
- 2 Denise Hope is interested in all aspects of sound because
  - a it involves studying noise pollution,
  - b that's what she is paid for.
  - c it is connected to her job.
  - d she wants to know how sound influences us.
- 3 The idea of white noise is \_\_\_\_\_ that of white light.
  - a totally different from
  - b marginally less intrusive than
  - c far more complicated than
  - d fairly similar to
- 4 According to Denise, if a thousand people are talking, you
  - a will be able to hear a few people clearly,
  - b can't distinguish individual voices,
  - c become temporarily deaf,
  - d aren't hearing white noise.
- 5 Ranesh says he listens to number stations
  - a because he wants to stay awake.
  - b when he wants to fall asleep,
  - c because people swear by them,
  - d on the web.
- 6 Ranesh \_\_\_\_\_ who broadcasts number stations.
  - a won't tell them
  - b isn't allowed to explain
  - c is curious to know
  - d doesn't care
- 7 If people are placed in sensory deprivation for more than a short time, they
  - a usually find it relaxing and enjoyable,
  - b often suffer from psychological problems,
  - c always go mad.
  - d rarely need any stimulation afterwards.

#### 3. Listen to the extract and complete the sentence.

Even in the countryside you can still hear the <sup>1</sup> \_\_\_\_\_ of birds, the <sup>2</sup> \_\_\_\_\_ of waves, the of traffic in the distance, and faint <sup>3</sup> \_\_\_\_\_ so on.

**4. Phrases 1-8 are from the listening. Match them with definitions a-h.**

1. a day job [c]
2. a wall of noise
3. to do the trick
4. you've lost me
5. to swear by (something)
6. search me
7. the Cold War
8. the matter in hand

*a* means *I don't know the answer*

*b* means *I don't understand what you're talking about*

*c* your employment that you earn your money from as opposed to what you do for interest

*d* constant loud sound

*e* the subject under discussion

*f* to have great confidence in how effective something is

*g* a period of tension between the USA and the USSR after the Second World War

*h* to solve the problem

**5. Complete the sentences with the correct forms of the phrases in Exercise 4.**

1. You've got a terrible singing voice. Don't give up your day job to pursue a career in music!
2. When I asked my mum if I had any clean jeans, she just said, ' \_\_\_\_\_ ' and went out.
3. That's an excellent plan! Let's hope it \_\_\_\_\_.
4. Please don't change the subject. We need to stick to \_\_\_\_\_.
5. I \_\_\_\_\_ recording my notes when I revise for exam. It's the most effective way I know to remember things.
6. Could you explain that theorem again, please? You \_\_\_\_\_ about ten minutes ago.

**SPEAKING**

**6. Complete the sentences describing similarities and differences.**

- 1 That cover artwork is absolutely identical to a 1980s album. They are exactly the same.
- 2 Glastonbury was b \_\_\_\_\_ f \_\_\_\_\_ the best of all of last year's festivals. The bands were great and the sun shone!
- 3 Going to a festival in the rain is f \_\_\_\_\_ s \_\_\_\_\_ to standing in a cold shower with all your clothes on.
- 4 Listen carefully – that tune he's playing on the electric guitar is j \_\_\_\_\_ the s \_\_\_\_\_ **as Bach's Air on a G String.**
- 5 I suppose the screech of chalk on a blackboard is m \_\_\_\_\_ l \_\_\_\_\_ unpleasant than your irritating ringtone.
- 6 Come off it! Duffy's voice is m \_\_\_\_\_ b \_\_\_\_\_ than Madonna's!
- 7 Will Young's voice isn't n \_\_\_\_\_ a \_\_\_\_\_ high as David Blunt's.

8 You can't compare classical and folk singers, they are t \_\_\_\_\_ d \_\_\_\_\_  
f \_\_\_\_\_ each other.

**7. Complete the conversations with phrases from the box.**

Totally different from <del>far better than</del>	quite similar to by far the best a bit more 'real'	not nearly as good as
--	---	-----------------------

1 A I think you should buy the best MP3 player you can afford. The sound quality of the more expensive ones is far better than the cheaper ones.

B I don't agree. Even if I had lots of money, I'd still buy a cheap one because I think they all sound \_\_\_\_\_ each other.

2 A Have you heard Kings of Leon's *Only By The Night* CD? I think it's quite disappointing. It's \_\_\_\_\_ *Because of the Times*.

B Don't you think so? I think it's \_\_\_\_\_ album they've ever done.

3 A Why on earth do you buy vinyl albums? They are enormous.

B LPs are by far the coolest way to listen to music. The experience is \_\_\_\_\_ listening to a digital recording.

A I suppose the sound might be \_\_\_\_\_, but they're difficult to buy and they damage easily.

**WRITING**

8. **Read the review and match the paragraphs 1 – 5 with the instructions for writing a review a – e.**

- a Describe the contents of the CD. \_\_\_\_\_
- b Get the reader's attention. 1
- c Recommend whether or not to buy the CD. \_\_\_\_\_
- d Say what you don't like about it and why. \_\_\_\_\_
- e Say what you like about the CD and why. \_\_\_\_\_

**DAVID GILMOUR LIVE IN GDANSK**

*'It has always been one of my regrets that I was born too late to see this legendary group live in concert, but this is the next best thing.'*

1) My parents music collection was the soundtrack to my childhood, and that's when my life-long love of 70s and 80s music started. At the top of my list of favourites is Pink Floyd. The band's innovative progressive rock and philosophical lyrics made them one of the world's most popular bands. Sadly, the band split up and, except for the London Live 8 Concert in 2006, they never all played together again.

2) David Gilmour, lead guitarist, singer and songwriter from the original band, released his album *Live in Gdansk* in September 2008. Recorded at the Gdansk Shipyards in 2006, the album showcases many classic Pink Floyd tracks, including *Shine on You Crazy Diamond* and *Us and Them*. Gilmour was backed by local pianist Leszek Mozdzer and



the Polish Baltic Philharmonic Orchestra conducted by Zbigniew Preisner, and the concert was to commemorate the events of 1980.

3) *Live in Gdansk* contains countless examples of Gilmour's skilled guitar playing and his warm, mellow voice is showing few signs of age. If I had to choose a favourite track, I'd have to say that the highlight for me is *Echoes*.

This is a truly great song, which deserves the 25-minute treatment it is given here. If anything, the pounding drums and soaring guitar chords on this updated version make it even more thrilling than the original.

4) Some people may criticise the artist for not including some of Pink Floyd's old classics in the programme. I would have liked to have heard updates of *Another Brick in The Wall* and *Money*, but with all the other riches in this package, that really is fault-finding. And my only other tiny criticism is that the orchestration occasionally threatens to overwhelm some of the songs.

5) *Live In Gdansk* is available in a special box set with audio disks and two DVDs. These DVDs are the real bonus for me. It has always been one of my regrets that I was born too late to see this legendary group live in concert, but this is the next best thing. *Live in Gdansk* is a fitting tribute to one of the greatest rock bands ever: the interpretation of the music is fresh and innovative, not a mindless copy of the original. In short, this is a classic collection and a must-buy for all Pink Floyd fans.

**9. Write a review of either your favourite CD or one that you hate. Write 250 – 350 words. Remember to:**

- plan the structure of your writing carefully
- include strong phrases, adjectives and adverbs to emphasise your opinion.

## VOCABULARY ACTIVATOR

**10. Sort out the mixed-up phrases. Use each phrase once.**

1 No one said anything for ages so in the end Oliver told a really corny joke to put up with. *Break the silence*

2 I don't know why that driver had to break the silence at me! I hadn't done anything wrong. \_\_\_\_\_

3 Ideally, we'd like to fill the pause that all children will grow up in a secure home. \_\_\_\_\_

4 Millie moved flat because she didn't want to take it for granted her noisy neighbours any longer. \_\_\_\_\_

5 There was an embarrassing moment when the speaker forgot what she was talking about so I asked a question to find some peace and quiet. \_\_\_\_\_

6 They needed to honk his horn after a very busy year in the city, so they had a holiday in the mountains. \_\_\_\_\_

**11. Read the CD reviews and circle the correct adjectives.**

- A** **Midnight Jazz** ★★★★★ slow jazz numbers with the *harsh / (husky) / squeaky* voice of Mimi Ray. The perfect music for the end of a party.
- B** **Stand Up Straight** ★★★ a pretty good second album from the duo Scratch the Itch. The singer doesn't have the most *faint / melodic / hoarse* voice in the world, but the lyrics are fantastic.
- C** **I See You Everywhere** ★ a truly appalling new collection from the singer with the *mellow / shrill / velvety* singing voice that does for my ears what a dentist's drill does for my teeth. Don't buy it.
- D** **Black and White Keys** ★★★ a superb collection of *tuneful / pointless / uninspired* piano sonatas from Chang Wai Ming.

12. Complete the review of a concert with the correct words from the box. There are three extra words.

Anthem	baffling	catchy	chime	chords	classic
composers	conductor	crackling	cranked up the volume	drowned	
out	humming	lead guitarist	lyrics	paying homage	show off
					solo

### A PERFECT MIX OF CLASSICS AND POP

I found the title of last night's concert, *Beethoven 2 Beatles*,<sup>1</sup> **baffling**. Why put together the music of one of Europe's greatest classical<sup>2</sup> \_\_\_\_\_ with a pop group? However, as soon as the<sup>3</sup> \_\_\_\_\_ raised her baton to start and the famous opening<sup>4</sup> \_\_\_\_\_ of Beethoven's Symphony No. 5 filled the theatre, I knew it was going to be a special evening.

This was followed by a collection of<sup>5</sup> \_\_\_\_\_ Beatles songs. Clearly the audience knew all the<sup>6</sup> \_\_\_\_\_ as at times the sound of the singing<sup>7</sup> \_\_\_\_\_ the sound of the orchestra.

By the end, the atmosphere was electric (and deafening!) when the orchestra really<sup>8</sup> \_\_\_\_\_ *for Roll Over Beethoven*.

After the interval, Pierre Carbonnier played a piano<sup>9</sup> \_\_\_\_\_. His interpretation of Beethoven's Piano Sonata No. 8 was dramatic and it gave him the opportunity to<sup>10</sup> \_\_\_\_\_ his considerable talent.

He ended by<sup>11</sup> \_\_\_\_\_ to John Lennon with his own arrangement of *Imagine*.

The evening finished with Beethoven's *Ode to Joy* – which is surprisingly<sup>12</sup> \_\_\_\_\_ considering it is the European<sup>13</sup> \_\_\_\_\_; I found myself<sup>14</sup> \_\_\_\_\_ it as I walked home!

All in all, a simply splendid evening's entertainment.

## EXTEND YOUR VOCABULARY

**13. Study the phrasal verbs and complete the conversations. Remember to use the correct forms of the phrasal verbs.**

**Come for:** to arrive to collect something or someone

**come forward:** to offer to help someone or offer to do something

**come over:** if someone comes over, they visit your home

**come up:** when a subject comes up, people mention it and discuss it

**set apart:** to have a quality that makes something or someone different/better

**set in:** when something unpleasant and long-lasting starts

**set to:** to start to do something with enthusiasm and determination

**set up:** to start an organisation, company or committee

**take after:** to look or behave like an older relative

**take apart:** to separate something into its different parts

**take over:** to take control of a situation

**take to:** to start to like something or someone

- 1 A Which of your parents do you take after ?  
B Both of them. I've got my dad's good looks and my mother's temper.
- 2 A How's your niece getting on at primary school?  
B Very well. Luckily, she \_\_\_\_\_ her teacher immediately.
- 3 A Do you think we should cancel the camping trip?  
B Yes, I do. The weather forecast says this rain has \_\_\_\_\_ for the next week.
- 4 A Are you going to talk to your parents about your plan?  
B I don't want to but if it \_\_\_\_\_ in conversation I'll have to.
- 5 A Marta has \_\_\_\_\_ and offered to be on the committee.  
B Typical! I bet she'll start telling everyone what to do. She is always \_\_\_\_\_ everything.
- 6 A Hello, sir. Can I help you?  
B Yes, I've \_\_\_\_\_ my plane tickets. I booked them last week.
- 7 A What are your plans for next term, Mr Howard?  
B I'd really like to \_\_\_\_\_ a school orchestra. Lots of our students are talented musicians.

## VOCABULARY REVISION

**14. Match sentence beginnings 1-7 with endings a-h. There is one extra ending.**

- 1 There's no point [c]
- 2 My parents discouraged me \_\_\_\_\_
- 3 If you take up karate seriously, it will mean \_\_\_\_\_
- 4 My parents encouraged my sister \_\_\_\_\_
- 5 The manager at the restaurant doesn't let us \_\_\_\_\_
- 6 My aunt congratulated me \_\_\_\_\_
- 7 I'm really looking forward \_\_\_\_\_

- a** from going on the trip to France,
- b** on getting a new job.
- c** in phoning Jake now.
- d** use our mobile phones,
- e** for leaving early,
- f** to going on the school trip,
- g** having even less free time,
- h** to study Maths at university.

**15. Complete the text with the correct forms of the words in capitals.**

The Fight Poverty Pay campaign aims to stop the practice of supermarkets paying very low levels of pay to food producers and factory workers in developing countries.

A spokesperson for the group talked to us and said: ‘Of course, it is <sup>1</sup> beneficial (BENEFIT) for supermarkets to pay such low rates of pay. After all, they wish to maintain their <sup>2</sup> \_\_\_\_\_ (EXCESS) profit levels. Unfortunately, there is also a <sup>3</sup> \_\_\_\_\_ (TEND) for customers to ignore the truth of what is happening. Obviously, they have a <sup>4</sup> \_\_\_\_\_ (FOND) for buying goods that at one time would have been considered an <sup>5</sup> \_\_\_\_\_ (EXTRAVAGANT), but which are now seen by many as a normal, everyday part of our lives. If only they thought of how others are suffering for their pleasure, they might not be so happy.’

Rather <sup>6</sup> \_\_\_\_\_ (PREDICT), a supermarket spokesperson disagreed with the campaign’s findings, saying that the supermarkets don’t want to cause hardship for overseas workers and often pay more than most employers in the area. However, such wage levels are a <sup>7</sup> \_\_\_\_\_ (NECESSARY) if people in Britain want to continue their comfortable lifestyles.

**16. Complete the text with one word in each gap.**

As a doctor, I’m often asked if long-term <sup>1</sup> exposure to loud music can cause deafness. Recent research indicates that it can. In fact, it is now believed that 20 percent of teenagers already have some sort of <sup>2</sup> \_\_\_\_\_ disorder caused by listening to loud music. Volume is very important. If you play music at 90 decibels, your ear can <sup>3</sup> \_\_\_\_\_ up with the noise for about eight hours with no harmful effects. However, if you crank <sup>4</sup> \_\_\_\_\_ the decibels to 100, the maximum length of time your ears can bear this is just one hour. Nightclubs generally play music at 110 decibels. Not only does this drown <sup>5</sup> \_\_\_\_\_ any conversation you may try to have, but it also leaves your ears buzzing at the end of the night, a sure sign that damage is being done. The growing use of MP3 players and iPods is making the problem even worse as the headphones intensify the sound. <sup>6</sup> \_\_\_\_\_ twice before you buy one for your children as a Christmas present. If they already have one and you can’t persuade them to <sup>7</sup> \_\_\_\_\_ rid of it, try to encourage them to have noise-free days, as giving your ears a rest can stop damage taking place.

## READING

**17. Read about some restaurants. Match the facts 1-8 to the correct places. Write BB (*Ain't Nothing But... The Blues Bar*), DS (*Dover Street Restaurant*), RS (*Ronnie Scott's*), QH (*The Old Queen's Head*) or NR (*The New Rose*).**

1. It is expensive. \_\_\_\_\_
2. The food is limited. \_\_\_\_\_
3. You don't have to just eat and listen. \_\_\_\_\_
4. It's a good place for someone who likes spicy food. \_\_\_\_\_
5. It may take a long time to be served. \_\_\_\_\_
6. There are different meals served at different times. \_\_\_\_\_
7. It isn't expensive. \_\_\_\_\_
8. It hasn't changed much since it opened. \_\_\_\_\_

### Explore London

#### FOOD

Does music aid digestion? I imagine that depends on the quality of the music. A fast-food bar with MTV playing at full volume on a wall of flickering TV screens may not suit anyone over the age of 18, but there are plenty of places where the music suits the meal perfectly and London has more than its fair share of such places.

*Ain't Nothing But...* The Blues Bar near Regent Street in the heart of London allows you to eat Louisiana-style seafood and hot beef chilli whilst listening to great blues music from the same area of the country. The walls are covered in Southern USA memorabilia, but beware if you are ravenous. There is no advance booking facility so the queues can be long, especially at the weekends.

Slightly to the west of the Blues Bar, but still in the centre of town, is the Dover Street Restaurant in Mayfair. The only difference you would notice since it first opened its doors 28 years ago is the lack of smoke due to the government's public smoking ban. There is live music while you eat and, if you're still here at 10.30 p.m., you can dance off the calories. The restaurant has an extensive range of food on offer, including the fabulous roast deer cooked with pears, so it will suit all tastes – although not all pockets, as it may not be affordable for all.

Ronnie Scott's is perhaps the most famous jazz club in London. Situated in the heart of Soho right in the middle of London, the club was completely refurbished in 2006 but, while the furniture and decoration may have been modernised, the atmosphere is still the same as it always was and the music is, of course, superb. Hot meals are available in the evening, but even in the early hours of the morning it is possible to get a great burger or steak sandwich. In fact, these are often better than the slightly disappointing full-menu choices.

Moving north of the city centre, The Old Queen's Head pub provides winter warmth with a magnificent fireplace in which burns a real log fire. The food is both delicious and reasonably priced, the steak in Italian ciabatta bread being a firm favourite. Music is of the alternative or independent rock variety which nearby Camden is famous for. So, who knows, you may be listening to the new Oasis or Blur.

Finally, staying in north London, if you are unsure of what kind of music you want to listen to, you may like to be surprised at The New Rose in Essex Road. Its decor aims to mirror a typical working-class (or should that be blue-collar) bar in a typical blue-collar town in the USA, which it does very well. The food is basic, with a choice of burgers, pizzas or sandwiches only, but the music is deliberately mixed. You can hear rock 'n' roll, country and western, a DJ playing the latest techno, female ballad singers and there's even an Elvis Presley impersonator who will wander past your table singing some of the legendary singer's greatest hits.

**18. Read the text again and choose the correct answer a-d.**

1. The main point of the article is to
  - a review the music played in the different restaurants,
  - b review the food served in the different restaurants,
  - c give an overview of some of the places in which you can listen to music while you eat.
  - d suggest which is the best of the five places for readers to eat at.
2. Which person could **not** find somewhere to suit their needs?
  - a Someone who wants to eat after midnight in the centre of town,
  - b Someone who is interested in American culture and likes Elvis Presley,
  - c Someone who likes blues music and hot, spicy food.
  - d Someone who likes rock music and doesn't want to leave the city centre.

## 7.1 Почуття *Calm Down!*

### LISTENING AND VOCABULARY

#### 1. Listen to Alex talking to his girlfriend. Are the statements true (T) or false (F)?

1. Megan isn't used to hearing about Alex's problems at work. \_\_\_\_
2. Alex took a longer lunch break than usual. \_\_\_\_
3. Megan believes that Alex's boss feels intimidated by him. \_\_\_\_
4. Alex is unlikely to make a complaint about his boss. \_\_\_\_
5. Gareth took the blame for the store being unattended. \_\_\_\_
6. Alex has been avoiding Gareth at work. \_\_\_\_
7. Alex was impressed with the way Gareth responded. \_\_\_\_
8. Alex feels that Gareth no longer bears a grudge against him. \_\_\_\_

#### 2. Try to replace the underlined phrases with informal expressions from the box. Then listen again and check.

At the end of my tether	wind (him) up	cheesed off	gets my back up
jumped down my throat	lose his temper	keep my head down	stick up
for	clear the air	pick on (him)	rant and rave

1. What's wrong? You look really angry and disappointed.
2. He just started to shout in a loud, angry but confused way at me.
3. Did you defend yourself?
4. He just responded in a very angry way.
5. I need to avoid trouble and finish the six months.
6. I'm utterly fed up and frustrated – he really infuriates me.
7. We all used to be unkind to him for no reason at school.
8. We used to torment him and enjoy watching him lose his cool.
9. I think he was trying to end the bad feelings between us.

#### 3. Read the dictionary definitions and match the words with situations 1 – 5.

- a) **tiff** (informal; humorous) a short argument about something trivial, especially between two people who are in love
  - b) **dispute** (formal) a serious, public argument about something important
  - c) **squabble** a noisy, childish argument about something trivial
  - d) **feud** an unpleasant, sometimes violent, argument between two groups (eg two families)
  - e) **quarrel / row** an angry argument between people who know each other
- 1 A teenage girl is arguing with her parents about her new boyfriend
  - 2 An argument between two Scottish clans, which lasted for many generations and often resulted in bloodshed
  - 3 Two children at playschool are bickering about whose turn it is to go on the swing

- 4 Two neighbouring countries are arguing about a shared border
- 5 A couple have fallen out over who forgot to empty the dishwasher

**4. Take turns to talk about an argument / conflict you once had or a situation where you felt intimidated. Use the vocabulary from this lesson where possible.**

## READING AND VOCABULARY

**5. In groups, make a list of the three most stressful things in your day-to-day lives and compare it with another group.**

**6. Check these words in a dictionary. Then listen and tick the ailments connected with prolonged stress. Do you ever suffer from them?**

acne	colds	headaches	mouth ulcers
anorexia	eczema	heartburn	oversleeping
backache	fever	insomnia	pneumonia
chest infections	hay fever	mood swings	stomachaches

**7. Read the article. Which tips for beating stress do you find the most useful? Why?**

### HOW TO BEAT STRESS ... without trying too hard!

**A** It is often said that stress is a fact of life and to a certain extent, stress is good for us as it keeps us on our toes. We all know people who actually seem to thrive in stressful situations such as taking exams, and successfully dealing with stress can improve our self-esteem.<sup>1</sup> \_\_\_\_\_ However, our bodies are not designed to handle stress for long periods of time and stress can have an extremely detrimental effect on our well-being. Indeed, it is estimated that 85 percent of all illness and disease is caused by stress. Unfortunately, these days many of us are on ‘red alert’ for long periods. Being a student is no exception – the fact that many people have recurring bad dreams about failing exams, even decades after finishing their education, speaks volumes! Luckily, however, there are several simple ways you can help yourself to cope with stress better.

#### **B Take a deep breath...**

Oxygen is our most important source of energy but when you’re feeling uptight, your breathing tends to become shallow and so you receive less oxygen than usual. Because of this, your body sends you messages that you need more energy so it’s tempting to eat something sugary

instead.<sup>2</sup> \_\_\_\_\_ So it’s worth stopping what you are doing for a few minutes to consciously focus on your breathing. If you watch a baby sleeping on its back, you will see that when breathing in, its stomach rises and its shoulders and chest barely move. Babies obviously know what’s good for them! Try this simple breathing exercise: position your tongue on your front palate (directly above the back of your upper teeth)-this is believed to be effective in simultaneously stimulating and soothing the brain. Rest your hands on your stomach and start to breathe in slowly and steadily through your nose for a count of seven. Now, breathe out slowly through your mouth for a count of ten, noticing



how your stomach rises and falls as you breathe. Repeat this for several minutes. Feels good, doesn't it?

### **C Drink away your troubles?**

Our bodies need water continuously for heating and cooling, and for eliminating waste and toxins. Being dehydrated will leave you feeling tense and listless. So if you're under pressure, be sure to sip water regularly. It is generally recommended that you should drink about a litre and a half a day. It's much better for you than sugary, fizzy drinks which are understood to leach minerals from your body.

As for coffee, research has shown that coffee works best in small, frequent doses, so if you must drink coffee, drink smaller amounts every few hours. Too much of it in the morning may actually make you feel sluggish.<sup>3</sup> \_\_\_\_\_

When you're stressed-out, tea is probably a much better option than coffee. The Chinese are thought to have known about the comforting and stimulating properties of tea as long ago as 2000 BC. Black tea has been found to speed up recovery from stress as it brings stress hormone levels back to normal. Meanwhile studies have suggested that green tea contains a unique amino acid which stimulates the production of alpha brain waves, creating a state of both alertness and relaxation, rather similar to the effects of meditation.

### **D Break your fast ...**

More and more young people are thought to be skipping breakfast and prefer instead to eat sugary snacks later in the morning. Unfortunately, however, there's a lot of truth in that old adage about breakfast being 'the most important meal of the day'. Firstly, breakfast obviously helps give you the sustenance to produce energy for work and to regenerate when you are under stress. Equally important, a healthy meal in the morning can stabilise your blood sugar levels. Sugary snacks and junk food may supply temporary energy but to balance this 'sugar high', the amount of sugar in your blood will dip suddenly later on, so ironically, such food provides you with less energy in the end.<sup>4</sup>

### **E Take it down, Mr DJ!**

<sup>5</sup> \_\_\_\_\_ However, it has been demonstrated that music which is slower than a relaxed heart beat (less than 72 beats per minute) is even more effective in helping us unwind (by contrast much house or techno music has around 110 to 140 beats per minute whilst jungle or drum'n'bass is often up to 200!). Music with repetitive melodies or rhythms is also supposed to calm the nerves. So why not spoil yourself and listen to some slow hip hop or 'chillout' techno? Or why not try a 17<sup>th</sup> century composer such as Vivaldi, Bach or Handel? Music from the baroque period is typically based on 60 beats per minute which is very conducive to regaining a feeling of calm. Listening to music that has 60 beats per minute has been shown to increase alpha waves that provoke a feeling of calmness whilst boosting learning and creativity.

### **F No excuses!**

It's pretty much common knowledge that exercise is a great stress- beater. Prolonged stress will make you feel lethargic, jaded and uninspired, feelings that exercise can alleviate – endorphins are thought to be produced during exercise which can increase your energy and make you feel better about yourself. Many people swim or go cycling to

unwind. <sup>6</sup> \_\_\_\_ Even a brisk ten-minute walk can be invigorating – it gets your blood pumping, fills the lungs with fresh air and helps focus the mind.

**8. Complete gaps 1-6 in the text with sentences a-h. There are two sentences you don't need.**

- A** Exercise is an even more effective way of dealing with stress, especially if you're stuck behind a desk all day.
- B** Many of us swear by raucous punk rock or frantic techno as the best way of letting off steam.
- C** Others sweat away the stresses of the past week at clubs and discos at the weekend.
- D** Many of us like to unwind by watching something undemanding on the TV.
- E** These 'sugar crashes' make it hard to concentrate and can make you feel anxious.
- F** Indeed, this may be due to the fact that stress releases hormones which create a short-lived feeling of euphoria, similar to what we experience when we've solved a difficult puzzle.
- G** Try apple juice instead – apples are thought to contain substances that make you feel energetic and keep you alert.

**9. Read the article again and choose the correct answers a-d.**

- 1 Stress can be good for us because
  - A** it stops us becoming complacent.
  - B** people perform better under pressure.
  - C** some people are better at exams than coursework.
  - D** it makes us feel better about ourselves.
- 2 Being a student
  - A** is a time when many people fall ill.
  - B** isn't stressful.
  - C** is at least as stressful as other periods in our lives.
  - D** is the most stressful period in our lives.
- 3 When babies sleep
  - A** they tend to sleep on their backs.
  - B** they don't feel stress.
  - C** they breathe very effectively.
  - D** they take very deep breaths.
- 4 When you're under pressure you should
  - A** drink lots of water all day.
  - B** avoid drinks containing sugar.
  - C** avoid drinking coffee in the afternoon.
  - D** ndrink black tea to help you concentrate.
- 5 The main problem with sweet snacks is that they
  - A** encourage people not to eat breakfast.
  - B** do not help regenerate your body.
  - C** cause the amount of sugar in your blood to increase.
  - D** do not supply you with any real energy.
- 6 Music from the baroque period
  - A** has monotonous tunes and rhythms.

- B** is slower than hip-hop and techno.
- C** has influenced many DJs' approach to playing beats.
- D** can be both relaxing and stimulating.

**10. Match the underlined words in the text with their synonyms 1-8.**

- |                  |                        |                   |
|------------------|------------------------|-------------------|
| 1 favourable for | 4 sustained            | 7 ease            |
| 2 saying         | 5 nourishment          | 8 self-confidence |
| 3 flourish       | 6 health and happiness |                   |

**11. Complete groups 1-4 with adjectives from the box.**

Comforting	invigorating	jaded	lethargic	listless	sluggish	soothing
stimulating	stressed-out	tense	uptight			

- 1 Lack energy or enthusiasm:
- 2 Anxious:
- 3 Calming:
- 4 Energising:

**12. In pairs, answer the questions using words from Exercise 11, where appropriate.**

How do you tend to feel

- before you go back to school after the summer break?
- before an important exam?
- on a Monday morning?
- during your last class on a Friday afternoon?

How would you describe the effect of the following on you?

- listening to your favourite song
- luxuriating in a long, hot bath
- taking a quick, cool shower
- getting to the climax of the plot in a crime novel/thriller
- playing with a pet animal
- brisk walking or exercise

**13. Complete the sentences with the correct words to make collocations. Use the article to help you.**

- 1 I have a recurring \_\_\_\_\_ in which I'm trapped inside a lift!
- 2 It's common \_\_\_\_\_ that yoga is a good way of working off stress.
- 3 Stress has a very detrimental \_\_\_\_\_ on our health.
- 4 It's a demanding school – students are \_\_\_\_\_ pressure to do well in exams.
- 5 After last week's terrorist attacks, the security forces are on \_\_\_\_\_ alert.
- 6 I'm sometimes so busy during the day that I have to \_\_\_\_\_ lunch.
- 7 The fact that Magdalena is so revered by her peers \_\_\_\_\_ volumes about her personal qualities.

**14. Work in pairs. How do you cope with stress? What is your own favourite way to unwind?**

## SPEAKING

**15. In pairs, discuss which of the following you would find most irritating if you were sharing a flat / house with someone. Why?**

- blaring music / TV / radio
- borrowing things without asking
- nicking food from the fridge
- hogging (spending too long in) the bathroom
- inviting other friends to stay for long periods
- not doing one's share of the cleaning / washing up
- slamming doors

**16. Read the email and answer the questions.**

Yes, it's me again with yet another whinging email!

How to wash up:

- |                                |   |
|--------------------------------|---|
| 1 Fill the bowl with hot water | 4 Use sponge to remove dirt from dishes |
| 2 Add washing up liquid        | 5 Rinse dishes and leave to dry         |
| 3 Put dirty dishes in bowl     |   |

So, now we all know how to wash up!

Not very difficult, is it?

I have just washed up everyone else's mess (three plates, five mugs, a glass and loads of cutlery). Of course, I don't mind doing it now and again but, frankly, it's not my job to do it!

For those of you who already wash up, thank you and please ignore this message!

Everyone else, please take note!

'Muggins'

1. What do you think the situation is?
2. How would you feel / react if you received an email like this?
3. Do you think there are better ways of dealing with a problem? What are they?

**17. Match the underlined words / phrases with their definitions.**

- 1 It was full of patronizing instructions about how to 'wash up' \_\_\_\_
- 2 Why did she have to beat around the bush with her pathetic email ...? \_\_\_\_
- 3 I come across Chrissy's little whinging notes all over the flat. \_\_\_\_
- 4 ... it just makes my blood boil. \_\_\_\_
- 5 She's got no right to nag us about the washing up! \_\_\_\_
- 6 Not being able to rub along with the people you live with can be ... stressful. \_\_\_\_
- 7 ... I was just trying to get my own back. \_\_\_\_
  - a criticise / complain repeatedly in an irritating way
  - b not say directly what you mean
  - c do something unpleasant to someone in revenge
  - d have an acceptable relationship with someone you live with
  - e infuriate; exasperate
  - f addressing someone as if they were stupid or unimportant

g continually complaining

### 18. Study Speak Out.

#### Speak Out / Being assertive

***Give the person some positive recognition or show that you understand the person's situation***

I realise ...

- you're having a hard time but ...
- you're trying your best but ...
- you were only trying to help but ...
- you have my best interests at heart but ...
- that ... is very important to you ...
- you're the kind of person who prefers to ... but ...

This might not be a good moment to mention this but ...

I really appreciate that you ... but ...

You've got every right to be annoyed / concerned about ...

***State clearly what your own opinion or preference is***

I really do think ...

I hope to understand that ...

Don't you agree it'd be better if ...

***You can use past or continuous tenses to 'soften' your message***

I was wondering when / whether ...

I just thought that it might be better for everyone if ...

I couldn't help but notice that ...

... when are you planning to ... / will you be ...ing ?

I was really hoping ...

### 19. In pair, read responses 1 – 4. Try to express them in a more assertive way, using Speak Out.

- 1 I've been short of money ever since you borrowed that \$30 from me. (to a friend)
- 2 I can't stand the loud music you play in the evenings. (to a neighbour in a student flat)
- 3 I don't care if you want me home before ten o'clock. I'm staying out as long as I like and that's that! (to parents)
- 4 The standard of your essays has really gone downhill recently. (a teacher to a student)

## WRITING

### 20. In pairs, look at the website and read the article. Answer the questions.

- 1 What is cyberbullying?
- 2 Are cases of cyberbullying common in your country?
- 3 Have you ever witnessed this yourself? Describe it.

**ONLINE ABUSE** the website dedicated to stamping out cyberbullying  
**Young people**

## ALARMING RISE IN CYBERBULLYING

One <sup>1</sup> \_\_\_\_\_ three young people in the UK has been bullied by mobile phone or via the Internet, a study <sup>2</sup> \_\_\_\_\_. <sup>3</sup> \_\_\_\_\_ incidents include abuse <sup>4</sup> \_\_\_\_\_ personal websites and message forums and <sup>5</sup> \_\_\_\_\_ threatened or harassed using text messages. Incidents of bullies using images taken with mobile phone cameras to <sup>6</sup> \_\_\_\_\_ or embarrass their victims are also <sup>7</sup> \_\_\_\_\_ common. The findings follow reports of 'happy slapping' attacks, where assaults on children and adults are recorded on mobile phones and then made <sup>8</sup> \_\_\_\_\_ online.

*What Can Be Done About Cyberbullying?*

Click here to download our information sheet for students and parents (25Kb)

Information sheet 1

### HOW TO DEAL WITH CYBERBULLYING

It is generally agreed that email and text-messaging have revolutionised how we keep in touch with people, whilst online message boards and personal blogs mean that it has never been so easy to make new acquaintances with similar interests. However, like any social interaction, this is open to abuse and sadly, cyberbullying is a fact of life. Here is some practical advice on how to pre-empt problems and deal with them if they arise.

#### **Prevention is better than cure**

The Internet is an informal place but don't be tempted to drop your guard and be less cautious than you normally would be.

- Always use a 'nick' or assumed name rather than your real one, and avoid the temptation to give out details about your family or where you live or study. Remember that any photos you post can give this information away very easily.
- Even in informal discussions, be polite. An aggressive or sarcastic tone will encourage others to attack you.

#### **If you have been a victim of cyberbullying**

Don't despair if you have been bullied online – there are still a number of steps you can take.

- Don't feed the troll – ignore abusive posts or emails. You may later need them as evidence, so don't delete them either.
- Contact the Web hosting company, website owner or mobile phone provider and tell them that you are being abused. They may be able to take down offensive material or ban the user.
- Set up a new email account if necessary.

Above all, remember to give yourself frequent breaks from 'virtual reality' and spend time with your family and friends offline. That can be fun too!

**21. Read the article again and choose the correct answers a – d to complete the gaps 1 -8.**

- |              |             |           |            |
|--------------|-------------|-----------|------------|
| 1 a of       | b to        | c in      | d or       |
| 2 a demands  | b reveals   | c praises | d proposes |
| 3 a Ordinary | b Universal | c Popular | d Common   |
| 4 a at       | b on        | c from    | d by       |
| 5 a be       | b being     | c been    | d were     |

- |   |                |                 |                |             |
|---|----------------|-----------------|----------------|-------------|
| 6 | a intimidate   | b perplex       | c flatter      | d devastate |
| 7 | a reassuringly | b progressively | c increasingly | d gradually |
| 8 | a applicable   | b accountable   | c admirable    | d available |

**22. Read the information sheet and choose the correct options. Sometimes more than one option is possible.**

- 1 The information sheet is rather similar to an *essay / a leaflet*.
- 2 The tone / style is *formal / neutral but friendly / informal*.
- 3 The opening paragraph includes *the most important advice / the purpose of the information sheet*.
- 4 The *bullet points / the opening sentence* in each main paragraph summarise(s) the content.
- 5 The information sheet ends on an *optimistic / pessimistic* note.

**23. Choose one of the following topics and write an information sheet of about 250 words.**

- how to get on with people living in a student flat-share
- how to be assertive
- how to stay safe in the city/ town centre in the evenings

## 7.2 Агресія. Конфлікти

### *Anger*

1. Watch BBC video “Why anger is overrated” where Historian Thomas Dixon is thinking if anger really a useful and healthy emotion Is. Use the link: <https://youtu.be/JC7U4tA8ttQ>

2. Watch BBC video “Why anger is overrated” again. Say if the statements are True or False.

1. Anger is a quite healthy emotion. T/F
2. Shouting at the cat is considered as anger. T/F
3. Eating noisily in a quiet public place is considered as anger. T/F
4. Anger is a protest against the world’s inexplicable refusal to cooperate with wishes. T/F
5. People are praised for being angry. T/F
6. Expressing anger in everyday life leads to the respect and appreciation. T/F
7. Seneca was a Greek philosopher, not stoic. T/F
8. According to Seneca anger wasn’t a harmless emotion. T/F

3. According to BBC video “Why anger is overrated” answer the following questions in the written form.

1. Is anger a useful or harmful emotion?
2. What is the danger of boasting about anger?
3. Why anger shouldn’t be a great basis for moral or political decisions?
4. What is the central idea about anger in the works of the Roman philosopher Seneca?
5. What are the practical tips given by Seneca for people with a bad temper?

## READING AND VOCABULARY

### Being Aggressive

4. Read the text.

By being aggressive towards someone else, their rights and self-esteem are undermined.

Aggressive behaviour fails to consider the views or feelings of other individuals. Those behaving aggressively will rarely show praise or appreciation of others and an aggressive response tends to put others down. Aggressive responses encourage the other person to respond in a non-assertive way, either aggressively or passively.

There is a wide range of aggressive behaviours, including rushing someone unnecessarily, telling rather than asking, ignoring someone, or not considering another's feelings.

Good interpersonal skills mean you need to be aware of the different ways of communicating and the different response each approach might provoke. The use of



either passive or aggressive behaviour in interpersonal relationships can have undesirable consequences for those you are communicating with and it may well hinder positive moves forward.

It can be a frightening or distressing experience to be spoken to aggressively and the receiver can be left wondering what instigated such behaviour or what he or she has done to deserve the aggression.

If thoughts and feelings are not stated clearly, this can lead to individuals manipulating others into meeting their wishes and desires. Manipulation can be seen as a covert form of aggression whilst humour can also be used aggressively.

**5. Make a written translation of the second paragraph of the text.**

**6. Watch BBC video “Can your genes make you violent?” about the so-called ‘warrior gene’. Science broadcaster Kat Arney investigates if it is responsible for acts of violence. Use the link: <https://youtu.be/jwhoCiJzK9o>**

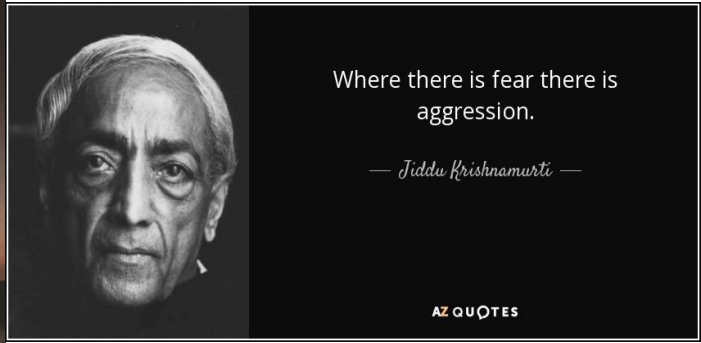
**7. Watch BBC video “Can your genes make you violent?” again. Say if the statements are True or False.**

1. The environment we raised in can drive us to commit act of violence. T/F
2. The first research of ‘warrior gene’ was made in the Netherlands in 1978. T/F
3. Early researches started to gather gene samples from one family in the Netherlands. T/F
4. Gene called MAOA (monoamine oxidase A) helps a person to control urges and linked to a violent behaviour. T/F
5. New Zealanders researched the connection between childhood experiences and violent behavior later in life. T/F
6. Researches worked with the imprisoned criminals in a very high security prison. T/F
7. Low activity of MAOA gene (monoamine oxidase A) will definitely lead to a violent behavior. T/F
8. Sally McSwiggan, clinic neuropsychologist says that the destroyed version of MAOA gene was never used in the courts to defend the criminals. T/F

**8. Discuss with your group mates such issues as:**

- The person with antisocial personality disorder should be tested for MAOA gene to make sure it is not destroyed.
- Only “bad genes” might make a person to bad things.

**8. In pairs, discuss the quotations. Do you agree with them? Why? / Why not?**



“Aggression only breeds more aggression. It only creates more fear and anger” (*Margaret J. Whitley, American writer*)

“Where there is fear there is aggression” (*Jiddu Krishnamurti, Indian philosopher, thinker, writer*)

### 7.3 Мова тіла *Body language*

*1. Make a list of factors which can be considered as body language. You have 5 minutes. Share these with the class, discuss it.*

#### **ROLE PLAY**

*2. Role play. The role play will be of two friends who are meeting (making a video call) after a long time. Ask one student to have very active body language (big smile, open hands, erected body). The other student will not smile, will keep hands closed and will not have eye contact. Tell these two students that they are presenting how body language makes a difference even when the words are the same.*

*2. Answer the questions.*

- What do you think is body language and why is it important?
- Is body language really important?
- How does it make our communication more effective?
- What all can be included in an effective body language?

#### **READING**

*3. Read the text.*

##### **CONSCIOUS AND UNCONSCIOUS BODY LANGUAGE:**

When we breathe impatiently, roll our eyes in annoyance, or purse our lips because we are offended, we are revealing our feelings, even if we do so for a fraction of a second. In the same way, just as these signals are emitted unconsciously, they can also be read unconsciously. This is the reason why there are some people that we do not like from the first moment, or that we are immediately passionate about it without being able to say exactly why. We perceive body language while concentrating on what is being said or letting our thoughts fly.

However, in addition to these unconscious body gestures, there are conscious bodily signals. These are trained and are marked by our cultural environment. We use them in the right situations to convey a certain message or to clarify what we are saying. Some typical examples are the index finger raised to express “attention”: Thumb is raised to express approval or to direct the palms of the hands to the person in front of us to clarify a situation or to mitigate an emotional outbreak. However, in these situations, one must be careful, as mindful body language must be read in the cultural context. A certain hand gesture and body postures can have completely different meanings on other continents or in other cultural circles.

Meaning of body language:

Body language has a great influence on the impression that how people give and what they express is assimilated. It has great importance when someone is delivering a presentation or speech. Take a look at video recordings of famous speakers. There, it is

easy to identify that not only the content of a speech contributes decisively to its success, but also the dynamics with which it is presented. Thus, among all other things, body language signals to viewers, how important the topic is to the speaker and thus constitutes a decisive criterion in their credibility.

However, in personal or work environments, people are also evaluated by how their body language adapts to what they say. There is nothing more disconcerting than a coworker who says with a blank face that he is taking care of the task, or a boss who looks relentlessly around the room while muttering that he finds the idea just presented interesting. These cases are a clear example of how we constantly read body language and how the attitude of other people often reveals more than the expression of verbal content. If the person in front of us sees a clear discrepancy between what is being said and what body language express, this will confuse or irritate him.

In addition, body language also opens up communication possibilities, even if the same language is not spoken. Thus, in the first line, we find the gestures and facial expressions that are already used instinctively and that are understood in all parts of the world because they are directly related to the basic emotions of the human being. And a smile will be understood almost everywhere as a sign of accessibility and friendliness. In the case of all other gestures, it is important to ascertain the meaning in each of the cultural circles. For example, while in Europe a raised thumb usually signifies approval, while in Australia it is understood as a serious offense.

**4. Retell the text in Ukrainian.**

**5. Look at the pictures. What body language signs can you recognize?  
Picture 1.**

TORSO	ARMS	HANDS AND FINGERS	FEET AND LEGS
<p><b>LEANING AWAY FROM SOMEONE:</b> Means we dislike or disagree with them.</p>  <p><b>LEANING TOWARD SOMEONE:</b> Means we like or agree with them.</p> 	<p><b>FINGERTIPS SPREAD ARMY ON A SURFACE:</b></p>  <p>A display of confidence and authority.</p>	<p><b>THUMBS UP:</b></p>  <p>A good indication of positive thoughts.</p>	<p><b>JUGGLING/KICKING FEET:</b></p>  <p>Indicates discomfort.</p>
<p><b>SPLASHING OUT:</b></p>  <p>A sign of comfort becomes a territorial or dominance display when there are latent issues being discussed.</p>	<p><b>ARMS AWAY:</b></p>  <p>Establishes dominance or communicates there are "stakes."</p>	<p><b>STEEPLING: (INDEX FINGER TO FOREFINGER)</b></p>  <p>A powerful display of confidence.</p>	<p><b>CROSSING LEGS:</b></p>  <p>Indicates we are comfortable.</p>
<p><b>CROSSED ARMS:</b></p>  <p>Suddenly crossing arms tightly is a sign of discomfort.</p>	<p><b>ARMS BEHIND THE BACK:</b></p>  <p>Says "don't draw near" — keeps people at bay.</p>	<p><b>NECK TOUCHING:</b></p>  <p>Indicates emotional discomfort, doubt or insecurity.</p>	<p><b>THE POINTS UPWARD:</b></p>  <p>Signals a good mood.</p>

**Picture 2.**



**6. Look at the pictures again, discuss the following:**

- Eye contact
- Erect posture
- Smile
- Nodding head
- Blinking the eyes
- Use of arms
- Position of legs

**7. Using your phones make videos when you speak. This way you can watch your own videos to check your body language.**

● **Use the following topics for the activity:**

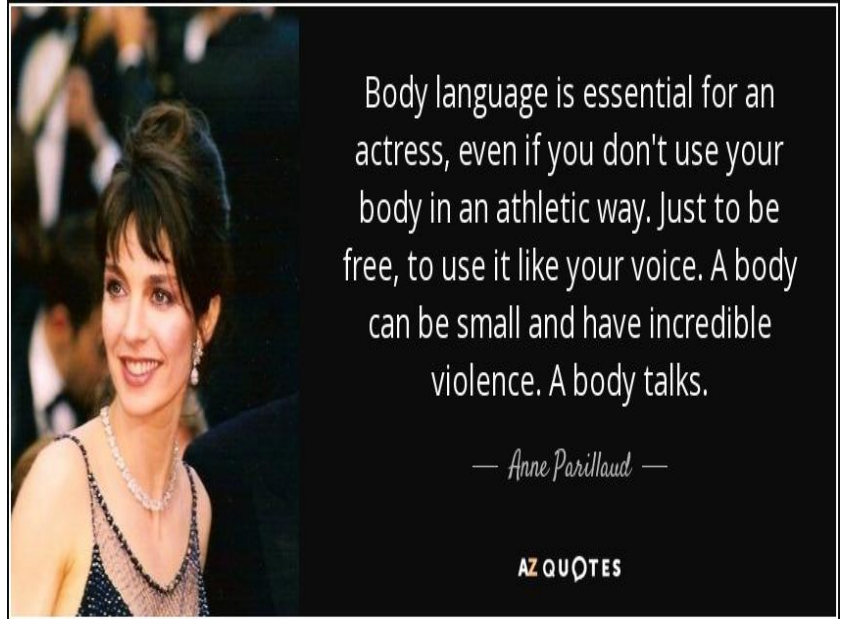
- My school
- My hometown
- My friends
- How I spend my day
- What do I do on weekends
- My favourite festival
- A person I dislike a lot

**8. In pairs, discuss the quotations. Do you agree with them? Why? / Why not?**

**THE MOST IMPORTANT  
THING IN  
COMMUNICATION IS  
HEARING WHAT ISN'T SAID**

PETER DRUCKER  
PICTUREQUOTES.COM

PICTUREQUOTES



‘The most important thing in communication is hearing what isn’t said.’ (*Peter Drucker, American scientist, writer*)

“Body language is essential for an actress, even if you don’t use your body in athletic way. Just to be free, to use it like your voice. A body can be small and have incredible violence, A body talks”. (*Anne Parillaud, French actress*)

## 7.4 Асертивна поведінка *Calm down!*

### READING AND VOCABULARY

1. Study phrases 1-8 and match them with definitions a-h. Use a dictionary if necessary.

1 to take advantage of [h]

2 to get your way \_\_\_\_

3 to up the ante \_\_\_\_

4 to stand your ground \_\_\_\_

5 duty of care \_\_\_\_

6 grievance procedure \_\_\_\_

7 (don't) jump to conclusions \_\_\_\_

8 to not put up with \_\_\_\_

**a** to refuse to tolerate something

**b** to stick up for yourself

**c** an official system for making a complaint at work/school/university, etc

**d** to form an opinion before you have all the facts

**e** to increase your demands/try to get more from a situation

**f** an obligation to look after people

**g** to do what you want – even if other people want to do something different

**h** to treat someone unfairly to get what you want

2. Complete the sentences with the correct forms of phrases from Exercise 1.

1. If you believe you have been treated unfairly, you should follow the *grievance procedure*.

2. Although your phone disappeared when Tom was in your room, you mustn't \_\_\_\_\_ and assume he took it.

3. Nobody has the right to bully you and you mustn't \_\_\_\_\_ it.

4. We all have a \_\_\_\_\_ to protect vulnerable people.

5. You ought to \_\_\_\_\_ when you believe you are right.

6. Our team was doing well in the match until the opposition \_\_\_\_\_ by bringing on their star player in the second half.

2.1 Read the text. Rewrite the last paragraph into your copybook.

Assertiveness is a skill regularly referred to in social and communication skills training.

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

Those who behave assertively always respect the thoughts, feelings and beliefs of other people as well as their own.

Assertiveness concerns being able to express feelings, wishes, wants and desires appropriately and is an important personal and interpersonal skill. In all your interactions with other people, whether at home or at work, with employers, customers or colleagues, assertiveness can help you to express yourself in a clear, open and reasonable way, without undermining your own or others' rights.

Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others.

### **3. Read the headings and match them with the texts A-D.**

- 1 What to do if you are bullied at work \_\_\_\_
- 2 What happens if your child is a bully? \_\_\_\_
- 3 Toxic friends \_\_\_\_
- 4 Setting boundaries appropriately: Assertiveness training \_\_\_\_

### **4. Match the statements with the texts A-D.**

1. Making an official complaint should be your last resort. \_\_\_\_
2. A bully may not realise that their behaviour is upsetting someone. \_\_\_\_
3. We're all unreasonable sometimes. \_\_\_\_
4. Relationships get into negative patterns because it's easier than changing them. \_\_\_\_
5. Sometimes people make false accusations of bullying. \_\_\_\_
6. Some friendships are detrimental. \_\_\_\_
7. It is easier to be assertive if you know you are doing the right thing for yourself. \_\_\_\_
8. Companies have a responsibility to look after their workers. \_\_\_\_
9. In this situation, don't use the behaviour you are trying to tackle. \_\_\_\_
- 10 Don't have people in your life who are malicious. \_\_\_\_

**A**

## **SUCCESS**

### **assertiveness training**

Assertiveness training is about helping people to know that there are situations where they have the right to defend themselves from bullying attempts made by others. Once people realise that it is OK, and even proper, for them to stick up for themselves and to allow themselves to feel angry when someone takes advantage of them, they find that defending themselves is not so hard.

There is a certain inertia to how people relate to one another in relationships. A dominant partner is used to getting his or her way, and a submissive, passive partner is used to giving the dominant partner his or her way. This pattern feels normal to both partners and any change will leave both partners feeling unsettled. Expect to feel weird when you decide to become assertive and change the pattern, and also expect that your partner will feel weird too and will generally be motivated to act so as to reassert the old, comfortable pattern. Because the normal amount of domination is no longer working, most dominant partners will 'up the ante' and try coming on stronger so as to try to overpower you into



submission. Don't fall for this. If you can stand your ground for a while, both of you will get used to the new pattern of you being assertive.

## **B Workplace Bullying**

Employers have a duty of care to their employees and this includes dealing with bullying at work. There are measures you can take if you're being bullied.

Get advice

Speak to someone about how you might deal with the 5 problem informally. This might be:

- an employee representative like a trade union official.
- someone in the firm's human resources department.
- your manager or supervisor. Some employers have specially trained staff to help with bullying and harassment problems; they're sometimes called 'harassment advisers'.

If the bullying is affecting your health, visit your GP.

Talk to the bully

The bullying may not be deliberate. If you can, talk to the 15 person in question who may not realise how their behaviour has been affecting you. Work out what to say beforehand. Describe what's been happening and why you object to it. Stay calm and be polite. If you don't want to talk to them yourself, ask someone else to do so for you.

Keep a written record or diary

Write down details of every incident and keep copies of any relevant documents.

Make a formal complaint

This is the next step if you can't solve the problem informally. To do this you must follow your employer's formal grievance procedure, or if one doesn't exist, you can use the statutory grievance procedure.

## **C**

By law, all schools are obliged to keep an up-to-date anti-bullying policy available to teachers, parents and children. The policy specifies what the school expects from all pupils, how bullying will be dealt with, and the action the school will take.

Most parents are initially contacted by telephone and asked to come into school for a meeting, possibly with the bullied child, and his or her parents. The first step to take is to sit down with your child and find out not just their side of the story, but also how they are feeling, and what else might be wrong. One expert points out that it is essential to take a deep breath and talk to them calmly. 'If you start ranting and raving, you end up being a bully yourself, thereby condoning the behaviour you are trying to stop,' he says. 'Don't jump to conclusions and bear in mind that bullying can mask something more serious. You have to find out what has happened, as well as deciding whether or not they have been fairly accused.'

## **D**

Have you landed yourself with a friend who drains your self-esteem, confidence, social life or bank account?

Relationships come and go, but we're ingrained with the idea that friends are forever. For the most part, mates are a lifeline: you laugh, cry, obsess, analyse and party with them.

But a toxic friendship – or a ‘frenemy’ as featured in *Sex and The City* – has the opposite effect and a night out with a toxic friend can leave you demoralised, resentful and angry. As Florence Isaacs, author of *Toxic Friends/True Friends: How Your Friendships Can Make Or Break Your Health, Happiness, Family, and Career*, says, A toxic friendship (it’s the relationship that’s toxic) is *regularly* – that’s the key word, none of us is perfect – unsupportive, unsatisfying, draining, stifling and/or unequal. You can both be caring people, but the dynamic doesn’t do either of you any good.

‘Toxic friendships are bad because they’re stressful at best, and may be abusive. They also make you feel bad about yourself and take effort, time and emotional energy that could be spent on positive friendships that bring you support and pleasure. We’re all so busy these days, why waste precious energy on a negative experience?’

Self-obsessed, cruel, boring and needy; these friends are seriously polluting. You wouldn’t put up with being humiliated, betrayed or stood up frequently by your partner, so why do we tolerate such bad behaviour from a friend?

## SPEAKING

### 5. Rewrite the sentences in the correct order.

1 you/I/that/only/trying/to/were/help/realize

---

2 wondering/I/was/you/give/could/lift/whether/me/a

---

3 better/might/I/it/thought/be/everyone/if/left/just/for/I

---

4 annoyed/right/got/to/every/be/You’ve

---

5 don’t/I/help/you/have/understand/that/time/to/I/hope/you’ll

---

6 tomorrow?/you/be/Will/helping

---

### 6. Complete the conversations with appropriate phrases.

1 A This <sup>1</sup> **might not be a good time to** mention it, but don’t you agree it would be better if you found another job? <sup>2</sup> \_\_\_\_\_ whether you’re really happy working here.

B I realise that you <sup>3</sup> \_\_\_\_\_ my \_\_\_\_\_ at heart, but I don’t want to look for another job. I really <sup>4</sup> \_\_\_\_\_ you should give me more time to settle in.

A You’ve been here for three months now. I realise you’re <sup>5</sup> \_\_\_\_\_, but it isn’t good enough.

2 A I realise that you are <sup>6</sup> \_\_\_\_\_ who prefers not to talk about their problems, but I <sup>7</sup> \_\_\_\_\_ notice that your girlfriend is making your life a misery.

**B** I know you're only trying to help but I <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ that I don't want to discuss our relationship with you.

**3 A** I know you are staying in this evening, so can **I** come and see you?

**B** I <sup>9</sup> \_\_\_\_\_ that you want to spend time together, but I fancy an evening on my own. Don't <sup>10</sup> \_\_\_\_\_ if we spent some time apart?

**A** I realise that time alone is <sup>11</sup> \_\_\_\_\_, but I was really hoping to see you this evening.

**4 A** I was <sup>12</sup> \_\_\_\_\_ whether you could lend me \$50.

**B** I <sup>13</sup> \_\_\_\_\_ do \_\_\_\_\_ you should pay me back the money you borrowed last week first.

**A** You've got every <sup>14</sup> \_\_\_\_\_ to be \_\_\_\_\_ but I promise I'll pay back everything I owe you at the end of the month.

## WRITING

*7. Read the leaflet and choose the best title.*

We all know about the benefits of getting a good night's sleep. Sleep is as important to our physical and mental health as nutritious food, clean water and fresh air. Most people will have occasional periods of insomnia, for example, when they are taking exams or are suffering from ill health. However, for some of us the inability to sleep is a persistent problem that can be depressing and frustrating.

Start with introductory comments that include the purpose of the leaflet.

Basically, insomnia can be divided into three types:

- an inability to fall asleep (common in younger people who seem to come alive at night)
- sleeping very lightly and/or spending long periods awake during the night
- waking up early in the morning (not a problem for many teenagers!)

Use bullet points to present information clearly.

Below are some dos and don'ts to help you get a good night's sleep:

#### Do

- 👍 make sure you get enough exercise during the day.
- 👍 have a relaxing routine before you go to bed – for example, a warm bath or a hot milky drink.
- 👍 wait until you are tired before going to bed. It's pointless lying in bed feeling anxious because you can't sleep.
- 👍 get up at the same time every day (but not too late!).

Divide the leaflet into clear sections.

#### Don't

- 👎 have stimulants like coffee in the evening.
- 👎 go to bed if you are feeling wound up and tense. It is said that nothing banishes sleep more quickly than a nagging worry, so make a list of everything that is on your mind and forget about it until the next morning.
- 👎 watch TV or use a laptop in your bedroom. These are activities that keep you awake.
- 👎 stay in bed fretting if you can't sleep. Get up and find something soothing to do. Not until I developed insomnia did I know there were so many unread books in our house!

Remember, the important thing is to develop habits that associate your bedroom with sleeping – it's not the place for sending text messages, updating Facebook or watching DVDs!

End on an optimistic note.

**a** Insomnia

**b** A guide to drug therapies for insomnia

**c** Eight hours a night

**d** Exam stress and sleeplessness

**8. Read the leaflet again, study the information and underline examples of:**

- a a friendly tone
- b phrasal verbs and other informal vocabulary
- c a light-hearted comment
- d an impersonal reporting form
- e inversion

**9. Write a 250-300 word information sheet about one of the following:**

- a How to deal with workplace or classroom bullying,
- b How to deal with stress.
- c How to deal with a difficult person.

**Start by making notes under these headings:**

- introduction
- section 1 main points
- section 2 main points
- conclusion

**VOCABULARY ACTIVATOR**

**10. Complete the table.**

	<b>Noun (thing)</b>	<b>verb</b>	<b>adjective</b>
<b>1</b>	<i>abuse</i>	abuse	<i>abusive</i>
<b>2</b>	admonishment		admonishing
<b>3</b>	aggression	--	
<b>4</b>	detriment	deter	
<b>5</b>	dismay	--	
<b>6</b>			disputed
<b>7</b>		nourish	nourishing
<b>8</b>	resentment	resent	
<b>9</b>	stimulation		stimulating
<b>10</b>	submission	submit	
<b>11</b>	threat		threatening

**11. Complete the sentences with the correct forms of words in Exercise 10.**

1. Bullies are said to **abuse** people physically and mentally to make themselves feel powerful.
2. Good company and lively conversation are \_\_\_\_\_.
3. It is said that too much stress can have a \_\_\_\_\_ effect on one's health.
4. To my \_\_\_\_\_, ignoring the abusive emails didn't stop them.
5. My parents \_\_\_\_\_ to take my computer away if I didn't stop spending so much time on it.
6. He was very \_\_\_\_\_ when a younger, less experienced colleague became his boss.
7. It is well known that you will have health problems if you don't eat good, \_\_\_\_\_ food.

**12. Complete the sentences with the correct forms of the words in brackets.**

1. She's a bully because she enjoys **intimidating** people. (intimidation)
2. I argue with my father because he has such a \_\_\_\_\_ personality. (domination)
3. You \_\_\_\_\_ me when you put that video on Facebook. (humiliation)
4. Please don't resort to a \_\_\_\_\_ comment! (sarcasm)
5. No wonder you're \_\_\_\_\_ - you haven't done any exercise for weeks. (lethargy)

6. That \_\_\_\_\_ comment will get you into trouble. (tactlessness)

**13. Circle the odd one out.**

- 1 listless sluggish relaxed jaded
- 2 energising stimulating calming invigorating
- 3 bicker tiff squabble assault
- 4 thrive grow despair flourish
- 5 misery anorexia eczema insomnia
- 6 patronising uptight tense stressed-out

**14. Below are entries from a medical dictionary. Match (fill in) them with the correct words.**

1 <u>pneumonia</u> a serious illness that affects the lungs and makes it difficult to breathe	4 _____ an unpleasant feeling in your stomach and/or chest caused by stomach acid
2 _____ a condition like a cold caused by breathing plant pollen	5 _____ sudden changes in how someone feels
3 _____ a skin condition with red spots on the face and neck which mainly affects young people	6 _____ a small painful area on the tongue, gums or inside of the cheeks

**15. Complete the conversations with correct phrases.**

- 1 A You look <sup>5</sup>*fed up*. What's the matter?  
B It's this ridiculous squabble with our neighbours about parking! They haven't spoken to me since we had an argument three months ago! That couple really can <sup>2</sup> \_\_\_\_\_.
- A What happened?  
B I parked in their space a couple of times and the husband left a note on my windscreen. When I tried to apologise he just <sup>3</sup> \_\_\_\_\_.  
He was pretty intimidating and since then, he has ignored me.
- A If I were you, I'd <sup>4</sup> \_\_\_\_\_ to avoid any more trouble.  
B It's difficult to keep a cool head. That sort of childish behaviour really <sup>5</sup> \_\_\_\_\_.
- 2 A Aunt Ida, Tom and Lydia are coming next week.  
B Oh no! They're really horrible. They always used to <sup>1</sup> \_\_\_\_\_ me when we were kids.  
A Well that was a long time ago. I'm sure that now you'll all <sup>2</sup> \_\_\_\_\_ each other.

**B** Well, I'll <sup>3</sup> \_\_\_\_\_ for any signs of their old tricks so I can pre-empt them!

**A** Don't be so dramatic!

**B** I can't stand Aunt Lydia – she's so direct. Don't you remember last time when she said she didn't recognise you because you'd put on so much weight?!

**A** Yes, you're right. She certainly doesn't <sup>4</sup> \_\_\_\_\_.

**B** I remember! You were <sup>5</sup> \_\_\_\_\_ the \_\_\_\_\_ by the time they left. You were standing in the kitchen with clenched fists!

**A** Thanks for reminding me. I'm beginning to regret inviting them.

**16. Read the text below and decide which answer A, B, C or D best fits each space.**

Anger, like the common cold, seems to be part and parcel of life. It arises in predictable situations, yet it always seems sudden and unexpected. In extreme cases, people 1) \_\_\_\_\_ others in a completely unacceptable way. They say and do things to those around them that would get them 2) \_\_\_\_\_ if done in public. They scream, insult, and sometimes even 3) \_\_\_\_\_ injury. When the outburst is over, people who have lost their temper feel 4) \_\_\_\_\_ and try to come up 5) \_\_\_\_\_ some sort of excuse or apology. Some people even decide to 6) \_\_\_\_\_ part in therapy sessions in organizations 7) \_\_\_\_\_ by professionals in anger management.

Of course, not all anger is negative. There is a place for parental anger when 8) \_\_\_\_\_ up children. As children 9) \_\_\_\_\_, they need to understand anger in themselves and others. Being told 10) \_\_\_\_\_ by a parent is not necessarily a bad thing, provided its purpose is to educate. Children should learn to accept this and not go into a bad 11) \_\_\_\_\_ or threaten to leave home just because they have been criticised.

Different people 12) \_\_\_\_\_ with their anger in different ways, but no matter how well we can control this emotion, we must always bear in 13) \_\_\_\_\_ that it is there. Most people 14) \_\_\_\_\_ to recognise when anger is about to strike and, as a result, they are unable to 15) \_\_\_\_\_ their outburst.

- |    |             |               |             |              |
|----|-------------|---------------|-------------|--------------|
| 1  | A behave    | B treat       | C act       | D show       |
| 2  | A accused   | B charged     | C arrested  | D sentenced  |
| 3  | A make      | B do          | C create    | D cause      |
| 4  | A innocent  | B convicted   | G guilty    | D suspicious |
| 5  | A for       | B to          | C through   | D with       |
| 6  | A take      | B have        | C become    | D get        |
| 7  | A treated   | B worked      | C organised | D run        |
| 8  | A taking    | B bringing    | C growing   | D raising    |
| 9  | A rear      | B rise        | C raise     | D grow       |
| 10 | A to        | B out         | C into      | D off        |
| 11 | A anger     | B temperament | C mood      | D behaviour  |
| 12 | A manage    | B organise    | C deal      | D cooperate  |
| 13 | A the brain | B view        | C account   | D mind       |
| 14 | A avoid     | B regret      | C fail      | D ignore     |
| 15 | A tame      | B refuse      | C deny      | D prevent    |

## 8.1 Подорожі. Популярні туристичні напрямки *Getting around*

### VOCABULARY AND SPEAKING

1. Read the instruction to the article. What do you think 'living on a shoestring' means?

2. In groups of three, read the ten tips and agree on the five most useful ones.

#### LIVING ON A SHOESTRING

#### Part 3 Budget Travel

In part 3 of our series on how to get by when you're hard up, we're looking at money-saving tips for getting around without spending a fortune. Read on to find out how it needn't *cost the earth* to see the world.

1 \_\_\_ If you have *money to burn*, you can have a great time in Paris. But if you don't, then watch out where you drink. A coffee on the terrace of a Champs Elysees cafe can cost you up to \$10! But walk round the corner and you might well come across a 'local' cafe where you can *get a much better deal*. If you sit at the counter, you shouldn't have to pay more than \$2!

2 \_\_\_ London is a great place to see theatre productions. The only thing is normal-price tickets *cost an arm and a leg*, so unless you're *made of money*, it's a good idea to get seats at affordable prices at the half-price ticket booth in Leicester Square.

3 \_\_\_ Don't get ripped off in restaurants and bars. Make sure you see the prices before you order, and check there are no hidden sales taxes or service charges.

4 \_\_\_ Keep your eyes peeled, especially in crowded places like buses and subways. There are lots of dodgy characters around and losing your money and passport can really mess up your holiday.

5 \_\_\_ It's worth studying the train fares before you buy a ticket. In the UK, railways offer lots of special deals and an off-peak cheap day return can work out less expensive than a standard single!

6 \_\_\_ Travel light. That way you don't have to choose between heaving your backpack around when you're looking for a cheap hostel or paying an exorbitant fee to dump it in a left-luggage locker.

7 \_\_\_ You can *save a fortune* if you *book in advance*: J1 coach journeys, low-cost flights (not only with budget airlines), 4-star hotels at bargain rates and lots more.

8 \_\_\_ Check out public libraries and the local press for free events and attractions. And remember, in the UK, many museums are still free of charge.

9 \_\_\_ An International Student or Youth card is *good value for money* as it *entitles you to discounts* on admission fees to tourist attractions, museums and so on.

10 \_\_\_ Join CouchSurfing.com. It's an online organisation that allows you to get in touch with people who will gut you uJ in their home and show you around their town. It doesn't cost a thing.



**3. Replace the underlined words and phrases below with the correct forms of the underlined phrasal verbs in the article.**

- 1 Don't go to that shop. They'll overcharge you there.
- 2 My French isn't brilliant, but it's good enough to survive.
- 3 Before agreeing to give someone a place to sleep in your house, verify their references on the website.
- 4 The flight was late so our plans were ruined.
- 5 I'd love to act as your guide to our town.
- 6 If you find a low-cost restaurant, let me know.

**4. Complete with highlighted phrases from the article. More than one answer may be possible. Then say if these money-saving tips are true in your country.**

- 1 Youth hostels are ideal for travellers who are living on a shoestring. They're clean, safe and don't \_\_\_\_\_.
- 2 Your entrance ticket \_\_\_\_\_ of 10 percent in the museum cafe.
- 3 You can \_\_\_\_\_ by buying big bottles of water from supermarkets.
- 4 If you have \_\_\_\_\_, eat on the train. Otherwise take a packed lunch.
- 5 You can \_\_\_\_\_ if you buy stand-by tickets at the theatre.
- 6 Steer clear of airport cafes: a coffee can \_\_\_\_\_ there.
- 7 It's vital to \_\_\_\_\_ if you're travelling during the high season.
- 8 Unless you're \_\_\_\_\_, don't go shopping at the airport.
- 9 University canteens don't offer fine cuisine, but they are \_\_\_\_\_.

**5. Cross out one word in each group which does NOT collocate with the word in bold.**

- 1 airport / budget / income / sales taxes
- 2 bargain / hospital / service / subscription charge(s)
- 3 affordable / exorbitant / income / off-peak prices
- 4 bargain / exchange / coin / low-season rates
- 5 admission / registration / tuition / interest fee
- 6 low-cost / off-peak / discount / budget airlines

**6. Complete the extracts with collocations and idioms from Exercises 4 and 5. The number of words is given in brackets.**

- 1 I only started working in May, so I can't afford one of those package holidays at \_\_\_\_\_ (2). But I booked my flight well in advance so I got a much \_\_\_\_\_ (2) and thanks to CouchSurfing, my accommodation won't \_\_\_\_\_ (3).
- 2 At the check-in, I had to pay a supplement because of the \_\_\_\_\_ (2). That's typical of \_\_\_\_\_ (2). You can get really great \_\_\_\_\_ (2) on the net, but then you have to pay all sorts of extras.
- 3 They're not \_\_\_\_\_ (3), but they're not hard-up either.
- 4 It's just as well I brought my student card because it entitled me \_\_\_\_\_ (3) on the \_\_\_\_\_ (2) to all the Roman ruins.
- 5 We always sit at the counter of the cafe 'cause it's cheaper. You can \_\_\_\_\_ (3) that way.

6 He must have \_\_\_\_\_ (3), because it cost an \_\_\_\_\_ (4)., but he wouldn't let me pay my share, not even the \_\_\_\_\_ (2)!

**7. In pairs, think of advice to travelers to your town on how to have a good time without spending a lot of money. The share your ideas with the rest of the class.**

**8. Match clichés 1 – 10 from Speak Out with their meanings a – j. Which phrases are similar in your language?**

- |                   |                            |                         |
|-------------------|----------------------------|-------------------------|
| a delighted       | e not so terrible          | h take the opportunity  |
| b in the end      | f obviously                | i impossible to believe |
| c getting nowhere | g good idea but hard to do | j very early            |
| d it proves       |                            |                         |

### Speak Out / Cliches

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 easier said than done ____  | 6 it just goes to show ____     |
| 2 going round in circles ____ | 7 not the end of the world ____ |
| 3 at the end of the day ____  | 8 jump at the chance ____       |
| 4 on top of the world ____    | 9 at the crack of dawn ____     |
| 5 too good to be true ____    | 10 it goes without saying ____  |

**9. Complete the sentences with clichés from Speak Out.**

- 1 It cost twice what it put in the advert. I should have known it was \_\_\_\_\_.
- 2 It was a five-star hotel so \_\_\_\_\_ that it was comfortable.
- 3 I've got an offer to study abroad. – If I were you, I'd \_\_\_\_\_.
- 4 You should take a year off to travel. – That's \_\_\_\_\_.
- 5 We're just \_\_\_\_\_ here. I want to speak to the manager.
- 6 OK so we missed the bus, but it's \_\_\_\_\_ so stop crying.
- 7 What I hate about camping is you have to get up \_\_\_\_\_.
- 8 How are you feeling? – Great, I'm \_\_\_\_\_!
- 9 My own mother forgot to pick me up at the station! \_\_\_\_\_ you can't rely on anyone.
- 10 \_\_\_\_\_ you get what you pay for.

## READING AND VOCABULARY


**10. In groups, discuss which of these things have happened to you while travelling. What other things can go wrong?**

## THINGS THAT CAN GO WRONG WHEN YOU'RE TRAVELLING

TIPS FOR TRAVELLERS

**Have you ever ...**

- ★ lost your luggage?
- ★ got on the wrong train/bus?
- ★ missed your bus/train/flight/sailing?
- ★ been delayed for more than an hour or two?
- ★ got ink all over yourself due to a broken pen?
- ★ spilt food or drink on yourself or another passenger?
- ★ had your things fall out of your bag due to a broken zip?
- ★ lost all feeling in your legs because of an uncomfortable seat?
- ★ got stopped by security because of something in your luggage?



**11. Read the text and tick three things from the list in Exercise 10 which happened to Bill Bryson.**

### The Accidental Tourist

Of all the things I am not very good at, living in the real world is perhaps the most outstanding. I am constantly filled with wonder at the number of things that other people do without any evident difficulty that are pretty much beyond me. I cannot tell you the number of times that I have gone looking for the lavatory in a cinema, for instance, and ended up standing in an alley on the wrong side of a self-locking door. My particular speciality now is returning to hotel desks two or three times a day and asking what my room number is. I am, in short, easily confused.

I was thinking about this the last time we went *en famille* on a big trip. It was at Easter, and we were flying to England for a week. When we arrived at Logan Airport in Boston and were checking in, I suddenly remembered that I had recently joined British Airways' frequent flyer programme. I also remembered that I had put the card in the carry-on bag that was hanging around my neck. And here's where the trouble started.

The zip on the bag was jammed. So I pulled on it and yanked at it, with grunts and frowns and increasing consternation. I kept this up for some minutes but it wouldn't budge, so I pulled harder and harder, with more grunts. Well, you can guess what happened. Abruptly the zip gave way. The side of the bag flew open and everything within - newspaper cuttings and other loose papers, a 14-ounce tin of pipe tobacco, magazines, passport, English money, film - was extravagantly ejected over an area about the size of a tennis court.

I watched dumbstruck as a hundred carefully sorted documents came raining down in a fluttery cascade, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the concourse disgoring its contents as it went. 'My tobacco!' I cried in horror, thinking what I would have to pay for that much tobacco in England now that another Budget had come and gone, and then changed the cry to 'My finger! My finger!' as I discovered that I had gashed my finger on the zip and was shedding blood in a lavish manner. (I am not very good around flowing blood generally, but when it's my own - well, I think hysterics are fully justified.) Confused and unable to

help, my hair went into panic mode. It was at this point that my wife looked at me with an expression of wonder – not anger or exasperation, but just simple wonder – and said: 'I can't believe you do this for a living.'

But I'm afraid it's so. I always have catastrophes when I travel. Once, on an aeroplane, I leaned over to tie a shoelace just at the moment someone in the seat ahead of me threw his seat back into full recline, and found myself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to me that I managed to get myself freed.

On another occasion, I knocked a soft drink onto the lap of a sweet little lady sitting beside me. The flight attendant came and cleaned her up, and brought me a replacement drink, and instantly I knocked it onto the woman again. To this day, I don't know how I did it. I just remember reaching out for the new drink and watching helplessly as my arm, like some cheap prop in one of those 1950s horror movies with a name like *The Undead Limb*, violently swept the drink from its perch and onto her lap. The lady looked at me with the stupefied expression you would expect to receive from someone whom you have repeatedly drenched, and uttered an oath that started with 'Oh', finished with 'sake' and in between had some words that I have never heard uttered in public before, certainly not by a nun. 'This, however, was not my worst experience on a plane flight. My worst experience was when I was writing important thoughts in a notebook ('buy socks', 'clutch drinks carefully', etc), sucking thoughtfully on the end of my pen as you do, and fell into conversation with an attractive young lady in the next seat. I amused her for perhaps 20 minutes with a scattering of urbane *bons mots*, then retired to the lavatory where I discovered that the pen had leaked and that my mouth, chin, tongue, teeth and gums were now a striking, scrub-resistant navy blue, and would remain so for several days. So you will understand, I trust, when I tell you how much I ache to be suave. I would love just once in my life to rise from a dinner table without looking » as if I have just experienced an extremely localized seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat in chewing gum, ice cream, )5 cough syrup and motor oil. But it is not to be. Now on planes when the food is delivered, my wife says: 'Take the lids off the food for Daddy' or 'Put your hoods up, children. Daddy's about to cut his meat.' Of course, this is only when I am flying with my family. When I am on my own, I don't eat, drink or lean over to tie my shoelaces, and never put a pen anywhere near my mouth. I just sit very, very quietly, sometimes on my hands to keep them from flying out unexpectedly and causing liquid mischief. It's not much fun, but it does at least cut down on the laundry bills.

**12. Read the text again and choose the correct answers a-d.**

1. Which adjective best describes the author?  
a elegant                      b realistic                      c selfish                      d accident-prone
2. How does he feel about the way he is?  
a He's used to it.                      d He can't see the funny side of it.  
b He wishes he was different.  
c He's surprised and confused.

3. How does his wife feel about this aspect of his personality?
  - a She gets annoyed with him.
  - b She finds it hard to understand considering he is a travel writer.
  - c She's keen to protect him from himself.
  - d She's worried about how it may affect their children.
4. What problem did he have with a seat on a plane?
  - a He put his seat back and couldn't get it up again.
  - b The man in front of him put his seat back and hit his legs.
  - c The man next to him got annoyed when he touched his leg.
  - d He got stuck with his head between his legs.
5. Which one of these statements is true?
  - a He knows exactly how he spilt a drink onto the lady next to him.
  - b He spilt a drink because he was distracted by a horror film.
  - c He spilt two drinks onto the lady next to him.
  - d He wasn't surprised by the language the lady used.
6. Which one of these statements about his worst experience on a flight is NOT true?
  - a He was writing something important in his notebook.
  - b He had an amusing chat with an attractive woman.
  - c His pen broke and he got ink on his face.
  - d He felt embarrassed about the incident.
7. How does he try to minimise the chance of suffering future misfortunes?
  - a He wears dark-coloured trousers.
  - b He doesn't travel by plane anymore.
  - c He always travels with his wife.
  - d He sits quietly and does as little as possible.

**13. Match the underlined words in the article with these verbs.**

- 1 brush \_\_\_\_\_
- 2 cut \_\_\_\_\_
- 3 lose \_\_\_\_\_
- 4 pull \_\_\_\_\_
- 5 run \_\_\_\_\_
- 6 soak \_\_\_\_\_
- 7 be stuck \_\_\_\_\_
- 8 trap \_\_\_\_\_

**14. Correct the mistakes by changing around the underlined verbs.**

- 1 I am always drenched with fear when the plane takes off. filled
- 2 Can you help me open this drawer? It's filled. \_\_\_\_\_
- 3 The handle swept suddenly and I dropped my suitcase. \_\_\_\_\_
- 4 The little boy leaned nervously at his mother's coat. \_\_\_\_\_
- 5 I could only watch as the trolley gave way slowly across the road. \_\_\_\_\_
- 6 After she rolled her leg with a knife, she sucked a lot of blood. \_\_\_\_\_  
\_\_\_\_\_

- 7 The bull **yanked** on the farmer and **gashed** him against the wall. \_\_\_\_\_,  
 \_\_\_\_\_
- 8 The wind **leaked** the snow onto the road. \_\_\_\_\_
- 9 We got totally **jammed** in the downpour. \_\_\_\_\_
- 10 I **shed** my thumb a lot when I was little. \_\_\_\_\_
- 11 I didn't close the bottle properly so the shampoo **pinned** all over my clothes. \_\_\_\_\_.

**15. Match verbs 1-8 with collocations a-h.**

1 I was Med with	a back/on her shoulder/ out of the window
2 I gashed	b joy/pain/sadness
3 The monster shed	c at the door/his opponent out/ someone down
4 I leaned	d the blame on me/a note to the board/ his opponent on the floor
5 He knocked	e by the rain/in blood/with sweat
6 It was swept	f downriver/onto the floor/ under the carpet
7 She was drenched	g my hand/my head/my thumb
8 He pinned <input type="checkbox"/>	h its hair/its skin/some tears

**16. In groups, tell a story of something that went wrong while you were travelling. It can be true or false.**

- Prepare your story by making notes of the key points.
- Use vocabulary from this unit: money idioms, travel vocabulary cliches, collocations.
- Listen to your partners' stories and guess if they are true or false.

**VOCABULARY REVISION**

**17. Circle the correct words or phrases.**

- 1 Airport workers have decided to go on strike after a *squabble/ feud / dispute* over pay.
- 2 There is a lack of *exorbitant / affordable / pricey* hotels for young travellers.
- 3 He didn't enjoy his holiday and *whinged / nagged / bickered* about how expensive everything was.
- 4 They *knocked / thrust /jumped* at the chance of visiting Stockholm for free.
- 5 He felt very *uptight / complacent /jaded* before the exam and couldn't sleep.
- 6 They *saved / paid / cost* a fortune by bringing their own packed lunches.
- 7 he took painkillers to *eliminate / alleviate / stimulate* the pain.

**18. Complete the sentences. Make new words from the words in capital letters.**

- 1 They were put off by the high \_\_\_\_\_ fee to the exhibition. ADMIT
- 2 I find exam practice exercises very \_\_\_\_\_. REPEAT
- 3 Hamburgers don't provide much \_\_\_\_\_. NOURISH
- 4 He was always \_\_\_\_\_ of her success. RESENT
- 5 They \_\_\_\_\_ him with violence but he didn't give in. THREAT
- 6 She always listened to classical music to \_\_\_\_\_ her nerves. SOOTHING

**19. Complete the text with one word in each gap. The first letter of each word is given.**

### THE NIGHTMARE OF FLYING

I have a <sup>1</sup>**r**\_\_\_\_\_ bad dream in which I'm trapped in an airport. I believe this <sup>2</sup>**s**\_\_\_\_\_ volumes about just how much I loathe airports. First of all, I hate driving to them, usually at the <sup>3</sup>**c**\_\_\_\_\_ of dawn. Their calming' muzak makes my <sup>4</sup>**b**\_\_\_\_\_ boil. I hate the recycled air, which is always too hot or too cold. There is never enough seating and so I have to resort <sup>5</sup>**t**\_\_\_\_\_ wandering around the overpriced shops. A coincidence? It <sup>6</sup>**w** \_\_\_\_\_ me up when my flight is delayed and I have to sit in some soulless chain cafe (it goes without <sup>7</sup>**s**\_\_\_\_\_ that the drinks always cost an <sup>8</sup>**a**\_\_\_\_\_ and a leg). It all seems like a conspiracy to <sup>9</sup>**r**\_\_\_\_\_ passengers off. In this age of budget <sup>10</sup>**f**\_\_\_\_\_, airports seem more crowded and intolerable than ever. By the time I've queued up at the check-in <sup>11</sup>**d**\_\_\_\_\_, queued up at passport control, been humiliated at the security check and have joined another queue to actually <sup>12</sup>**b**\_\_\_\_\_ the plane I often catch myself standing with <sup>13</sup>**c**\_\_\_\_\_ fists, grinding my teeth.

### SPEAKING SKILLS

**20. Choose one of the topics and prepare a three-minute presentation.**

- One of the most valuable lessons while growing up is learning to rub along with other people. How far do you agree with this? Discuss.
- 'The world is a book, and those who do not travel read only a page.' (St. Augustine) Explain what you understand this to mean and how much you agree with it

## 8.2 Подорожі. Наземний та повітряний транспорт *Getting around*

### LEAD-IN

1. How many forms of transport can you think of that you have used?
2. Would you prefer to go on holiday by car or by train?
3. Can you ride a bicycle? How did you learn?

### READING 1

**1. Quickly read the following passage about transport and underline all the means of transport you can find.**

Since people first realised that they could travel faster from one place to another using a means of transport rather than walking, they have developed an amazing number of ways of getting around. From camels to the space shuttle, from horses to jets, we love to travel. Carts pulled by horses once took people to market and now people drive to supermarkets in their cars. Boats first took people out to fish and now submarines float deep beneath the waves with huge cruise ships and stylish sailboats above them. People first flew in hot-air balloons and now they fly into space aboard rockets.

We also use means of transport to move goods and materials from one area to another. Ships take cargo and oil tankers take fuel around the world. Trucks, lorries and vans move goods on the roads while electric trains and diesel trains do it on rails, just like steam trains used to do.

People are moved from one place to another every day to work, some of them going , by underground, others by bus, tram or taxi, and some making their own way by bicycles or motorbike. They go on holiday by plane, by ferry by hydrofoil, or by coach. From the poorest person going home by donkey to the richest going home by : limousine, people's lives are dependent on many different means of transport.

**2. Write the means of transport from the text that fall into these categories. Some means of transport might fall into more than one category.**

They are public	They are old-fashioned	They have a driver	They don't travel on land



**3. Now read the text in again. Decide whether the following statements are True or False and then choose the sentence which best summarises each paragraph.**

- a. The writer mentions carts and cars to show how transport has changed. *True / False*
- b. The writer thinks submarines are less developed than fishing boats. *True / False*
- c. One way people travel is on oil tankers. *True / False*
- d. The writer thinks trains are generally old-fashioned. *True / False*
- e. The writer thinks people travel for many different reasons. *True / False*

**Paragraph 1**

- a Ways of travelling have become more advanced.
- b People love speed more than they used to.
- c Cars have completely changed our lives.

**Paragraph 2**

- a Steam trains are too old-fashioned to be useful.
- b The railway is becoming less important than the roads.
- c It's not just people that we transport.

**Paragraph 3**

- a Transport affects many areas of our lives.
- b People enjoy travelling to work every day.
- c Poor people can't go far on holiday.

**4. These paragraphs come from different texts. Choose the most appropriate heading for each paragraph.**

***Careless driving / Sanger on two wheels / Don't ride bicycles***

On our roads today, we can't afford to ignore those most at risk An increasing number of motorcyclists and passengers on motorbikes are involved ,n accidents every year. The fact that they are so exposed to other vehicles and to the road means that they are usually injured more than drivers of cars in similar accidents. People on bicycles, too, are vulnerable to injury on the roads because of their lack of protection.

***The ship of the desert / Help in times of danger / Taming the natural world***

A good example of this is the camel. It will respond to a range of commands that enable it to be used as a means of transport. This takes some effort, and the result is never as good as with a horse, but it is still vital in some areas. The elephant, a remarkably intelligent creature, will also learn to obey and can be very useful when travelling through tiger territory. Even ostriches can be saddled up and raced.

***Too many travellers / Too many buses / Too many cars***

Tins effect can be seen very clearly in the traffic patterns at holiday W time. As thousands of people attempt to drive their families to the coast for the day, key loads and motorways become congested. This leads to traffic jams and delays. People travelling with caravans and by bus and coach add to the problem. On one day last summer, drivers and passengers going to the south coast were forced to wait

**5. Choose the sentence which best summarises each of the paragraphs in D.**

**Paragraph 1**

- a People who ride motorbikes and bicycles are in a tot of danger.
- b More and more accidents are happening and that puts road users at risk.
- c Serious injuries can be avoided if people drive more carefully.

### Paragraph 2

- a It is Worth the effort it takes to train an animal to follow commands.
- b Many different animals can be used §s means of transport.
- c Horses can learn much more than other kinds of animal.

### Paragraph 3

- a It is better to avoid the south coast on national holidays in the summer.
- b Problems can be caused on the roads when everybody has the same idea.
- c Traffic jams are made worse when people travel with their families.

## SPEAKING

6. *In pairs, discuss your answers. Did you choose the same headings and summary sentences?*

7. *These sentences come from texts about transport. Match the ones that express a similar idea.*

1. The government should put more money into public transport. \_\_\_\_\_
  2. The number of cars on the road will increase if we give drivers a better road system. \_\_\_\_\_
  3. Ferry passengers must be made aware of the emergency procedure. \_\_\_\_\_
  4. Keeping alert is a problem for those who spend their working lives on the road. \_\_\_\_\_
  5. Delays at certain times of the day can seriously affect commuters. \_\_\_\_\_
  6. People go abroad more now because commercial travel has become more affordable. \_\_\_\_\_
- a People at sea should know what to do if there is an accident
  - b Cheaper air fares mean that exotic beaches are more accessible.
  - c The bus system is in desperate need of increased investment.
  - d Long-distance lorry drivers are at increased risk of falling asleep at the wheel.
  - e More road building encourages more people to drive.
  - f People travelling to work can be made late by transport problems at rush hour.

## VOCABULARY

8. *Read these sentences and then use the words in bold to complete the sentences below.*

1. A **lorry** is a large vehicle for delivering goods and can have as many as eighteen wheels.
2. **Diesel** trains replaced steam trains because they are faster and cleaner.
3. Some people **commute** from their homes into the centre of London every day to work.
4. People who don't own cars have to rely on **public transport** in order to get to work.
5. The **fare** into the centre of town on the bus has gone up again.
6. The ship sank but her **cargo** was recovered.

7. We should wait until *rush hour* is over and the roads are quieter.
8. Drivers shouldn't be *at the wheel* if they have had a drink.
9. We were stuck in a *traffic jam* for two hours.
10. Horses have to get used to having a *saddle* on their back.
  - The \_\_\_\_\_ system should be carefully managed to help travellers.
  - My dad often loses his temper when he is \_\_\_\_\_.
  - No wonder cowboys walked like that after being in the \_\_\_\_\_ all day!
  - I wouldn't like to \_\_\_\_\_ and spend all that time on a train every day.
  - The \_\_\_\_\_ is the worst time to try and get to the other side of town.
  - A \_\_\_\_\_ on the M6 meant that we missed our plane to Germany.
  - If you pay my \_\_\_\_\_ into town, I'll pay yours on the way back.
  - The garage sells \_\_\_\_\_ as well as petrol because some lorries use it.
  - The \_\_\_\_\_ made the ship much heavier on the return journey.
  - A \_\_\_\_\_ crashed on the motorway and caused serious delays.

## READING 2

*9. You are going to read a newspaper article about public transport. Choose from the list A-H the sentence which best summarises each part (1-6) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).*

- A Car drivers may be forced onto buses for financial reasons.
- B One possible solution mixes public and private transport.
- C Increased knowledge about the effects of cars will be necessary.
- D The system must be reliable for people to change their way of life.
- E Investment in the roads has led to greater use of private vehicles.
- F When- buses don't run, people turn to their cars,
- G Local businesses may oppose schemes to limit traffic.
- H There will always be a section of the population who rely on buses.

### The future of public transport

0 H

Although the private ownership of cars has steadily increased as it has become more affordable, there is still a demand for public transport. The cost of a new car has fallen in real terms so that now it is cheaper than ever to own one. Nevertheless, a majority of the population will never be in a position to do without public transport for even the shortest journey.

1 \_\_\_\_\_

Successive governments, under pressure from middle class car-owning voters, have poured money into the building of new roads and the widening of existing ones. Better facilities for drivers have tended to attract more drivers. The result is overcrowding on an overstretched and expensive road system. Now governments are faced with huge bills and dissatisfied voters who resent paying taxes for a poor service.

2 \_\_\_\_\_

When people travel to other towns, the problem might be eased by getting them to park on the outskirts of town. Buses could be provided to take them into the centre. These Park and Ride schemes are increasingly popular and early results from large scale studies seem positive. At Southerton for example, a council-funded scheme led to a 15% drop in city centre traffic over five months.

3 \_\_\_\_\_

What the council found, though, was that the measure proved somewhat unpopular with shops and retail outlets in the areas outside the centre. Many of these places relied on passing traffic for some of their trade. As the number of people driving past dropped, so did incomes. It was discovered that visitors found it more difficult to get around without their cars and so they were not stopping on their way into the city centre.

4 \_\_\_\_\_

Making car driving expensive is another way of making sure that people use public transport more. Road taxes and tolls on roads to pay for repairs tend to mean that people use their cars less. Fining drivers who are in areas where cars have been banned can also tend to encourage them to leave their car behind.

5 \_\_\_\_\_

There is one point that has to be got right for any solution to succeed. If we expect people to give up the habits of a lifetime, we must give them an alternative they can depend on. Constant delays, unannounced changes to the timetable and sudden cancellations all discourage people from using public transport. People will only see it as a real option if the buses and trains are on time.

6 \_\_\_\_\_

Education about the threat posed to the environment by our driving culture will prove vital. As people realise that the rate of road building cannot be sustained and that driving is likely to become the right of a privileged, wealthy few; so they will start to take seriously the problem of getting from A to B on public transport.

### 8.3 Подорожі. Готель *Getting around*

#### LEAD-IN

- What do people learn when they travel?
- Where do people stay while travelling?
- Which places would you choose to visit on holiday? Which could you live in?

#### READING

**1. Read these extracts from descriptions of different journeys. Decide what the writer is implying by circling the correct answer. Underline any words or phrases that help you decide.**

1

Mary,

Weather quite hot, and Tom is brown already. Very handsome! Had a wonderful journey here. Got to the airport on time and no delay to the flights, thank God. Decent food on the plane for a change. Hotel is marvelous, just like in the brochure. We're off to a restaurant this evening. Hope everything is fine at home.

Love, Alison

Alison implies that

- a) Tom is not usually very attractive.
- b) she has often travelled by plane.
- c) hotels are usually a little disappointing.

2

Leaving the mountains and travelling by train to the coast, you realize why these are called the Salt Plains. Vast flat areas have been created where the sea water slowly disappears in the baking sun, leaving the salt behind. This is what provides local people with their only source of income. Even the children are involved in collecting the salt, which is then driven to factories in the north.

The writer implies that

- a) the people are damaging the environment.
- b) the people dislike working in the heat.
- c) we might not expect children to be working.

3

*March 12th*

*We covered 20 kilometres today, which everybody says is not bad in this weather. We are all well and looking forward to tomorrow when we should be able to see the mountain for the first time. We went through our plans for crossing the River Dinka and everybody seems to know what they are doing. I only hope I can do my bit.*

The writer implies that

- a) he is not very experienced.

- b they are experts at crossing rivers.
- c he has made mistakes in the past.

4

You'd love it here, Mike. The nightlife is great. I've made some friends already and they've been showing me the sights. Tonight we're meeting at the cafe and then, who knows? The family I'm staying with are really friendly and even gave me my own key to the front door so I can come in when I like. A good example for Mum and Dad, eh? "

The writer implies that

- a he usually finds it difficult to make new friends.
- b he wasn't expecting the family to be so friendly.
- c his parents don't give him as much freedom as he'd like.

**1.1 You are calling to the hotel to book a room. Complete and combine the phrases from Part A with the phrases in part B to make a dialogue.**

*HOTEL: booking*

<b>Part A</b>	<b>Part B</b>
<i>CUSTOMER:</i>	<i>RECEPTIONIST: INTERNATIONAL INTERSECTIONS.</i>
<i>Hi! This is ...</i> <i>I'm calling because ...</i> <i>I'd like (to book) ...</i> <i>Can I have ... ?</i> <i>What's the price of ... ?</i> <i>Is ... included?</i> <i>Yes, of course.</i>	<i>Good morning.</i> <i>Just a moment. I'll have a look at the list. Would you like ... ?</i> <i>What kind of ...?</i> <i>I'll send you the confirmation by e-mail.</i> <i>May I have your ... ? (e-mail address, credit card number)</i> <i>Thanks for calling.</i> <i>Have a nice day. Bye.</i>

**1.2 You are checking in the hotel to book a room. Complete the phrases. Combine necessary phrases from Part A with the phrases in part B, make one dialogue.**

*HOTEL: checking-in*

<b>Part A</b>	<b>Part B</b>
<i>GUEST:</i>	<i>RECEPTIONIST:</i>
<i>Hi! I've booked a single room in the name of ...</i> <i>I have a reservation.</i> <i>My name is .....</i> <i>Hi! Do you have any vacancies?</i> <i>I need a twin room for 2 nights.</i> <i>What is the price of a single room?</i>	<i>Good morning.</i> <i>Sorry, what's your name?</i> <i>How do you spell it?</i> <i>How do you pronounce it?</i> <i>Just a moment, I'll look it up. ....</i> <i>Ah, here it is.</i> <i>Can you fill in this form, please?</i>

<p>Is breakfast included?          What is the check-out time?          Is there the Internet here?          Is the reception open 24 hours a day?          Can I have a wake-up call?          Can you please wake me up at 7 o'clock?          Is there room service?          Is there a bank near here?</p>	<p>Sign here, please.          Can I have your passport, please?          Here is your key card.          You're in room no. 26 on the second floor.          The lift is at the end of the corridor.          You can take anything from the mini bar, we will put it on your bill.          You can use our restaurant, the TV room, the indoor swimming pool, or our laundry service. Breakfast is served from 8:30- to 11:30.</p>
---	---

**1.3 Match the words and pictures. TOILET/ LIFT/ BEDROOM/ TWIN BED/ RECEPTION/ SINGLE BED/ BATHROOM/ PILLOW/ DOUBLE BED/ MANAGER/ TOWEL/ SHOWER**

Picture A



Picture B



Picture C



Picture D



Picture E



Picture F



Picture G



Picture H



Picture I



**2. Circle the correct word or phrase to complete the sentences.**

- It was actually a lot of fun to travel around in a large group for once.  
He / She normally goes on this kind / another kind of trip.
- Follow the road into the mountains and see the unspoilt villages while you still can.  
He / She thinks that tourism is going to increase / decrease.
- If it hadn't been for the guide, the tour would have been a waste of time.  
He / She thinks that the guide did a good / bad job.
- Being on safari is wonderful, I realised, until you start to recognise the same mosquitoes biting you.  
He / She was / wasn't used to this kind of trip.

**3. Read these descriptions of tourist attractions.**

1

It's strange because everything's a lot smaller than you expect from seeing the photographs. There's a great feeling of mystery. What did they think, the people who built them? It must be a little scary to be out here at night and they say it gets surprisingly cold.



We still don't really know how they made the sides so straight. It's a shame you can't climb to the top because the view must be great.

2

It seems an incredible feat of building, these days. It must have taken them forever to get all those stones into position. Just walking along the top is tiring enough! Knowing it was there when it was finished must have given the people a feeling of safety and security.

3

I think the area was used for religious purposes. They say that if you look; through from one side to the other on the longest day of the year, you can see the sun in a special position. People probably came from miles around to see the stones. We still don't know how they managed to get the huge, heavy ones to balance on top like that.

**Which writer (1, 2, or 3) says they ...**

had seen pictures of the monument before? \_\_\_\_\_

think people used to travel far to visit the monument? \_\_\_\_\_

got to the top of the monument? \_\_\_\_\_

weren't expecting the temperature? \_\_\_\_\_

couldn't get to the top of the monument? \_\_\_\_\_

**4. These sentences come from a description of a holiday resort from a travel brochure. The writer is trying to make the resort sound good, but what might his description really mean? Match the sentences.**

1 Alifuenta is a popular resort which is still developing. \_\_\_\_\_

2 A convenient bus runs to the beach every half an hour. \_\_\_\_\_

3 It is only a few minutes walk from your hotel to exciting nightclubs. \_\_\_\_\_

4 The surrounding countryside is great for walking. \_\_\_\_\_

5 You'll soon start to enjoy the tradition of the siesta. \_\_\_\_\_

6 You'll learn to love the traditional local dishes. \_\_\_\_\_

7 Bring your books for lazy days by the pool. \_\_\_\_\_

8 You'll remember Alifuenta long after you leave. \_\_\_\_\_

a It's very noisy and you won't be able to sleep.

b You won't like the food at first

c You'll have nightmares about it for months.

d It's too hot to do anything during the day.

e It's miles to the next town.

f There's nothing to do but read.

g It's busy and your hotel probably isn't finished.

h It's a long way from the sea.

**Now write what you think these other sentences from the brochure really mean.**

9 The Hotel Bellevue is happy to provide snacks.

---

10 It's a great chance to get away from the modern world.

---

**5. You are going to read a magazine article about going on holiday. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **Getting Away From It All**

Somewhere .(round February it begins. The drizzle is coming down outside and the kids are bored on a Saturday afternoon. It's usually then tilt my husband decides it is time to plan our summer holiday. Out come the brochures and the discussion begins.

Its not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing. My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of f golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in. It sounds simple enough, but the thing is that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

Somewhere around here I can finally think about relaxing. Not for me the cold sweats, shaking, and nervous wondering about the plane. Everything is somebody else's problem. If there's something wrong with the plane, the pilot can worry about it. If a passenger has a heart attack, the stewards can worry about it.

And so begin two weeks of relaxation. I learned long ago that the only way to do it is to stop being called 'Mum'. For those two weeks, whenever I hear the won! I look around as if it refers to someone else. I ignore any question that begins with 'Where's my...'. The funny thing is that they always find it anyway. The only thing I worry about is which book I'm going to take to the pool. My husband follows a ball around a course, my kids do whatever kids do these days and I become myself again for a short while.

1. The writer implies that her family
  - A find it hard to agree on anything.
  - B all have very different personalities.
  - C don't usually fight over things.
  - D don't care about each other's feelings.
- 2 The writer thinks her daughter's ambition to go to India is
  - A not as strong as she claims.
  - B amusing in a girl her age.
  - C strange for someone like her.

- D a secret she should have shared.
- 3 The writer implies that
- A her son refuses to go with them.
  - B the others try to make her agree.
  - C nobody is really happy with the idea.
  - D she gets the others to agree
- 4 Why does the writer put back the clothes her husband chooses?
- A She doesn't like what he wears.
  - B He forgets to choose things for her.
  - C He can't decide what to take.
  - D The clothes aren't suitable.
- 5 The writer implies that
- A it's not far from her house to the airport.
  - B they would be late if she didn't make a fuss.
  - C airports are usually badly designed.
  - D people should go on holiday more often.
- 6 The writer thinks she is different from some other people because she
- A finds flying an enjoyable experience.
  - B doesn't worry about problems.
  - C understands what pilots face.
  - D doesn't care about other passengers.
- 7 The writer thinks that her family
- A try to stop her from relaxing on holiday.
  - B don't recognise her when she's on holiday.
  - C don't heed her as much as they think.
  - D ignore her unless they need something.

## VOCABULARY

6. *Read these sentences and then use the words in bold to complete the sentences below.*
1. The **journey** was terrible but at least the sun was; shining when we got there.
  2. A **trip** is a short visit Which involves a journey. It could be a business trip or a school trip.
  3. A **voyage** is a journey by sea. We usually use it when we go a long distance.
  4. The **travel agent** showed me some photographs of hotels but there was nothing I liked.
  5. The **brochure** says that the beach is only five minutes from the hotel.
  6. We were exhausted by the time we arrived at our **destination**.
  7. There are **resorts** all along the south coast so we could stay at any of them.
  8. When you get to the airport, **check in** first so that you don't need to carry your bags around.
  9. Only people who are flying are allowed into the **departure lounge**.
  10. If you need anything on the plane, ask a **steward** or **stewardess**.
    1. The \_\_\_\_\_ asked us all to put on our seat belts for landing.
    2. I'll bring a \_\_\_\_\_ home and we can decide if we want to go to Israel or not.
    3. We could drive, but the \_\_\_\_\_ only takes two hours by train.

4. It took a long time to sail from America to England but the \_\_\_\_\_ was fantastic.
5. We had to sit in the \_\_\_\_\_ until the plane was ready to leave.
6. I called the \_\_\_\_\_ but she said there were no flights until next week.
7. I was looking forward to the school \_\_\_\_\_ but it was cancelled because of the weather.
8. I find that large \_\_\_\_\_ usually have more things to do for the whole family.
9. Get your ticket and passport ready so we can \_\_\_\_\_ quickly.
10. Type your \_\_\_\_\_ into the webpage and it will search for holidays.

## 9.1 Засоби масової інформації. Телебачення. Інформаційні джерела Media truths

### SPEAKING AND VOCABULARY

1. In pairs, look at the photos below answer the questions.

- 1 What kind of programmes do you think these are?
- 2 Do you have similar programmes in your country? Give examples.
- 3 What kinds of things happen in a typical programme?



2. Work in pairs and follow the instructions.

1 Give the descriptions of the programmes type.

(celebrity) talent show                      reality TV (docusoap)                      situation

comedy (sitcom')                      soap opera

2 Which type of programme do you find most/ least enjoyable and why? Tell your partner.

3. In pairs, describe a soap/sitcom you're familiar with (you don't have to be a fan), using the phrases from the box.

witty (unnatural) dialogue  
catchy (annoying) theme tune  
canned laughter  
sympathetic (clichéd) characters  
moralistic (irreverent) tone  
memorable catchphrases

imaginative (predictable) storylines  
brilliant (wooden) acting

**4. Choose one of the topics and prepare three-minute presentation.**

- 1 Some people think that TV broadens the mind giving us access to places and experiences not normally available to us. Others think watching TV stops us participating in life. What are your views? Justify your opinion.
- 2 Reality TV proves that Andy Warhol was right – in the future everyone will be famous for fifteen minutes. Do you agree with this statement and do you think it is positive development?

## 9.2 Засоби масової інформації. Періодичні видання. Жовта преса. *Media truths*

### READING AND SPEAKING

#### 1. *In pairs answer the questions.*

1. What newspapers/ magazines do you tend to read? What do you like about them?
2. What sections in a newspaper do you turn to first and why?

#### 2. *Read the headlines to articles A and B and answer the questions.*

1. Which headline grabs your attention more? Which attempts to explain/summarise?
2. Which article do you think comes from a tabloid/mass-market paper and which from a broadsheet/serious paper? Why?
3. What do you think might have happened?

#### 3. *Read the articles and check your predictions from Exercise 2.*

#### ARTICLE A

### TEENAGE THUGS TRASH TV STAR'S HOME

**REVELLERS trashed a luxury Buckinghamshire mansion belonging to telly star**

**Caroline Braxton after her teenage daughter posted an open invitation on the Internet.**

Over 500 rowdy teenagers, lured to the party with the promise of a top DJ, gatecrashed Melissa Braxton's 19th birthday bash at the Braxtons' £3.5 million luxury home outside Amersham.

Cops had to be called to put an end to the mayhem. But they didn't arrive in time to stop the teenagers wrecking the eight-bedroom luxury pad. Revellers chucked a TV in the swimming pool and swiped designer togs and jewellery. They then posed for snaps and posted them online.

One reveller said: "The place looked like a war zone".

Melissa, who was expelled from the posh, £20,000-a-year Chalfont School, was snapped at the party wearing a white lace blouse and red mini-skirt. Furious mum Caroline, star of TV soap *Selly Oak*, was unaware of her daughter's Internet invitation.

Party-goers say they had been invited to wreck the house because birthday girl's parents were getting divorced. Caroline, 39, is currently separated from her husband, Canadian-born TV funnyman, Tim Braxton.

## ARTICLE B

### ACTRESS'S HOME 'WRECKED' AFTER HUNDREDS SHOW UP TO DAUGHTER'S FACEBOOK PARTY

SARAH BESWICK

**TV ACTRESS** Caroline Braxton saw her Buckinghamshire family home wrecked after her teenage daughter advertised her 19th birthday party on the Internet.

Melissa Braxton posted the invitation and directions to the family's eight-bedroom family to home on the social-networking site Facebook. Hundreds of teenagers took note and almost 500 party-goers descended on the house, causing considerable 15 damage. Furniture and carpets were damaged and some personal items are also reported missing. At one point, the police turned up at the scene, although no arrests were made.

Mrs Braxton, best known for her role in the soap opera *Selly Oak*, had reportedly agreed to the party beforehand and was at the house at the time.

However, she claimed she was completely unprepared for the sheer numbers of young people' who turned up. 'The place 30 looked like a war zone", she said.

Melissa, a first-year student at Durham University, describes herself as a normal, fun-loving girl' on her Internet profile. She later wrote on her Facebook site: "Luckily Mum's speaking to me again - but I've been grounded until the holidays!" Underneath someone had added, 'Best Party Ever!'

#### **8. Match slang expressions 1-10 from article A with their meanings a-j.**

1 telly	a clothes
2 trash (v)	b police officer
3 gatecrash (v)	c steal
4 bash	d damage, destroy
5 cop	e TV
6 pad	f turn up (at a party)
7 chuck	g house/apartment
8 swipe	h party
9 togs	i throw
10 posh	j exclusive, expensive



**9. In pairs, answer the questions.**

1 What other inconsistencies are there between the two reports? Give examples.

2 Which article

a) seems to portray the people involved in a more negative light?

b) suggests that events at the party were without an invitation more serious/dramatic?

c) is, in your opinion, the most credible?

Give reasons.

**10. Look at Exercises 5 again. Choose the adjectives that describe the style/language in article A. Justify your answers.**

dramatic

colloquial

sophisticated

neutral

restrained

sensational

**11. Which phrases do you tend to associate with different newspapers? Write T for tabloid/ mass-market or B for broadsheet/serious.**

#	Phrase	T/B
1	'the quality press	
2	opinion-forming	
3	celebrity gossip	
4	undemanding	
5	extensive coverage of foreign news	
6	populist	
7	frequent libel cases	
8	sensationalist	
9	human interest stories	
10	the 'gutter' press (informal)	
11	in-depth news analysis	
12	the paparazzi	

**12. Decide which article statements 1-9 refer to: A, B or both.**

1 Mrs Braxton appears in a soap opera.

2 The Braxtons live near Amersham.

3 The family home is worth a fortune.

4 Melissa explained how to get to the house on the Internet.

5 The police were asked to end the party.

6 People at the party were responsible for items going missing.

7 Melissa is in full-time education at the moment.

8 Mrs Braxton is now probably less angry with her daughter than she was initially.

9 Both Melissa's parents work in TV.

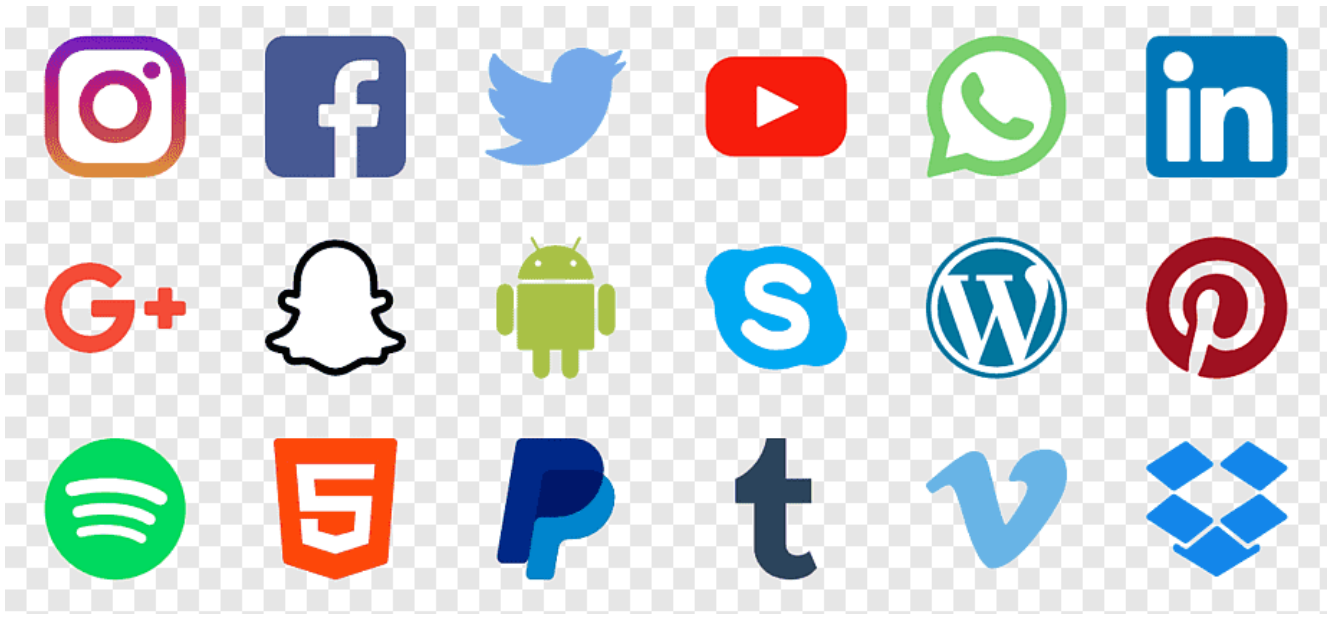
**13. In pairs, discuss the questions.**

- What newspapers have the highest circulation in your country? What is their typical readership?
- How do they differ in their styles and her daughter than she was initially. coverage? Use the phrases from Exercise 7 to help you.

### 9.3 Засоби масової інформації. Соціальні мережі. Білий шаблон.

#### READING AND SPEAKING

1. *Look at the icons. Name as many as you know*



2. *Answer the following questions.*

- Which social media platforms do you use?
- How often do you check your social media accounts?
- Why/ What for do you use them?
- What the positive and negative effects can social media have?
- Have you ever stopped using social media? Why did you stop?

3. *Read the article.*

#### **I'M A CREATOR. YOU'RE A CREATOR. WE'RE ALL CREATORS!**

When did everybody start calling themselves content creators?

It was early 2019, maybe, when the kids I'd interview who'd gone viral on TikTok started proudly referring to themselves as content creators. My initial reaction was: Why not "comedian" or "competitive dancer" or "aspiring actor"? Didn't that sound more exciting than two of the most meaningless words in existence: "content" and "creator"? But as talking to kids tends to do, it only revealed that I was washed.

More than **50 million people worldwide** now consider themselves creators, a term that encompasses everything from YouTubers to podcasters to writers to artists to people who sell courses online to people aspiring to be any of those things. You have likely heard pundits lament the **percentage of teenagers and children** who aspire to be influencers and moralize on why that's a sign of society's unavoidable doom. I think the more interesting question, though, is when did seemingly everyone in the world become a content creator, whether they signed up for it or not?

Boringly, it probably has something to do with the pandemic, like seemingly everything does. Bloomberg **called** the \$20 billion creator industry “pandemic-proof” due to the explosion of people monetizing their social media followings over the past two years, some of whom were laid off from their jobs, some of whom were part of the Great Resignation, some of whom had time on their hands and screens to stare at.

This is the future of work, according to the people paying attention. “No matter which industry you’re in, people are all going to be creators,” Li Jin, a 30-year-old investor focusing on the creator economy, **told the Information**. “All of us will have to adopt some of the skill sets and behaviors of creators in order to be successful.” Celebrities whose career trajectories started in the traditional entertainment **business have pivoted to YouTube**; meanwhile, the sorts of people becoming celebrities in their own right on TikTok span from **professional home cleaners** to **ER nurses**. The boundaries between who is or isn’t a creator, as well as who is or isn’t famous, have become increasingly irrelevant.

*Written by Rebecca Jennings*

**4. Say if statements are true or false. Use the information from the article in Ex.3.**

#	Statement	T/F
1.	Celebrities whose career trajectory started traditionally disdain YouTube channels.	
2.	The number of people monetizing their social media followings is increasing.	
3.	All sorts of people may become celebrities on TikTok span.	
4.	Many people worldwide now wrongly consider themselves as creators.	
5.	Some of people were laid off from their jobs because of successful social media followings.	

## 10.1. Художня література Британські письменники

### VOCABULARY AND SPEAKING

#### The Life of Shakespeare

Shakespeare has had a long-lasting impact in our culture, with his larger-than-life work inspiring musicians, writers, and artists.

1. Look at the picture. What does the poster describe?

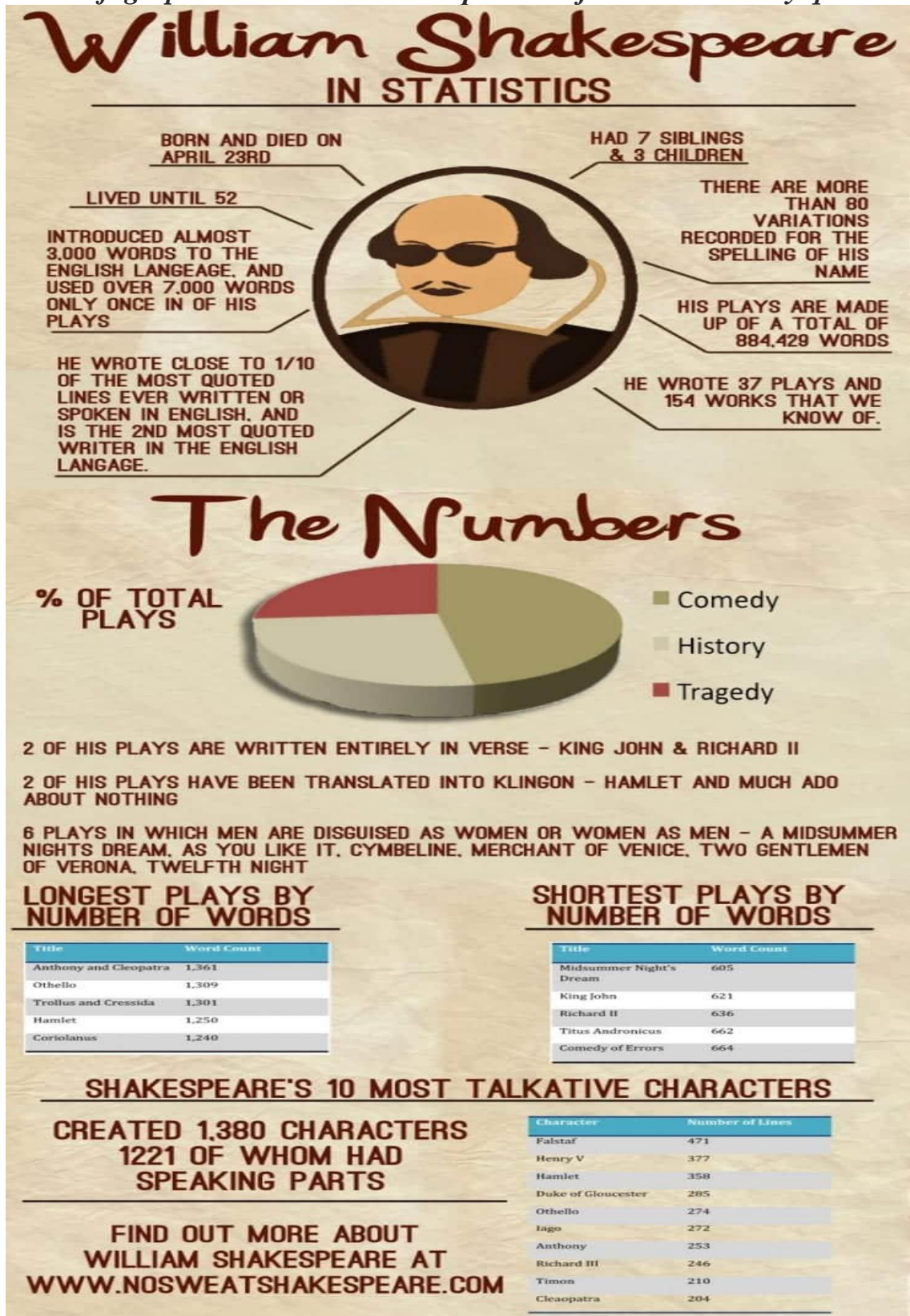


2. Look at a photo below and in pairs answer the questions:

1. Why do you think Shakespeare is still one of the most readable authors?
2. What does the name of Shakespeare mean to you?
3. What does the phrase '452 years young' mean?



3. Look at an infographic table about Shakespeare's life. Make as many questions as



you can.

4. Make a short presentation on the infographic.

## READING

5. Did you know that Shakespeare had his own coat of arms? Look carefully at each line of the text. Some lines are correct but some have a word which must not be there. Tick (V) each correct line. If a line has a word which must be not there write the word in the space. Look at the examples in the first two lines.

### Shakespeare's Coat of Arms

Ex.	V	Sometime after William Shakespeare's father John Shakespeare
Ex.	the	applied the unsuccessfully to become a gentleman William
1.		took his father to the college of Arms to secure their own family
2.		coat of arms. The application that cost 30 guineas and was granted
3.		from the Garter King of Arms in October 1596. The reason did
4.		given for granting John Shakespeare a coat of arms was his
5.		grandfather's service to Henry VII.
6.		Once John Shakespeare was granted a coat of arms, at he and his
7.		male children had permission to put "gentleman" after their
8.		names, and display their coat of arms on their door and personal
9.		items. Today the coat of arms can be seen on Shakespeare's tomb
10.		in any Stratford. The coat of arms was a yellow spear with black
11.		diagonal bar on a yellow shield with silver tip, with the French
12.		inscription "Non Sans Droict", translated as "Not without Right".

### *Shakespeare's Coat of Arms*



## 10.2. Художня література Американські письменники

### READING

#### 1. Read the text about legendary American writer.

##### Ernest Hemingway

**Ernest Miller Hemingway**, (born July 21, 1899, Cicero [now in Oak Park], [Illinois](#), U.S.—died July 2, 1961, Ketchum, Idaho), American novelist and short-story writer, awarded the [Nobel Prize for Literature](#) in 1954. He was noted both for the intense masculinity of his writing and for his adventurous and widely publicized life.

His [succinct](#) and lucid prose style exerted a powerful influence on American and British fiction in the 20th century.

The first son of Clarence Edmonds Hemingway, a doctor, and Grace Hall Hemingway, Ernest Miller Hemingway was born in a suburb of [Chicago](#). He was educated in the public schools and began to write in [high school](#), where he was active and outstanding, but the parts of his boyhood that mattered most were summers spent with his family on Walloon Lake in upper [Michigan](#). On graduation from high school in 1917, impatient for a less-sheltered [environment](#), he did not enter college but went to Kansas City, where he was employed as a reporter for the Star. He was repeatedly rejected for [military service](#) because of a defective eye, but he managed to enter [World War I](#) as an ambulance driver for the [American Red Cross](#).

At 17, Ernest Hemingway began his literary career as a newspaper writer. On July 8, 1918, not yet 19 years old, he was injured on the Austro-Italian front at Fossalta di Piave. Decorated for heroism and hospitalized in Milan, he fell in love with a [Red Cross](#) nurse, Agnes von Kurowsky, who declined to marry him. These were experiences he was never to forget.

After [recuperating](#) at home, Hemingway renewed his efforts at writing, for a while worked at odd jobs in Chicago, and sailed for France as a foreign correspondent for the *Toronto Star*. Advised and encouraged by other American writers in Paris—[F. Scott Fitzgerald](#), [Gertrude Stein](#), [Ezra Pound](#)—he began to see his nonjournalistic work appear in print there, and in 1925 his first important book, a collection of stories called [In Our Time](#), was published in New York City; it was originally released in Paris in 1924.

In 1926, his first major work, *The Sun Also Rises*, was published. This novel, as well as *A Farewell to Arms* and *For Whom the Bell Tolls*, were based on his experiences in World War I and the Spanish Civil War. Considered to be one of his best works, *The Old Man and the Sea* was published in 1952, two years before he was awarded the Nobel Prize in Literature.

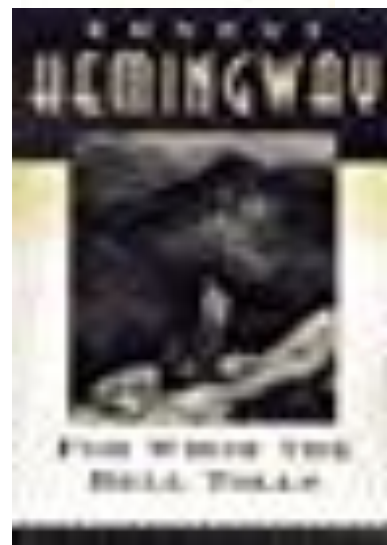
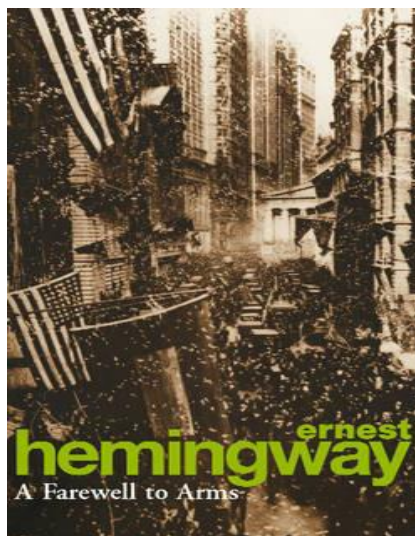
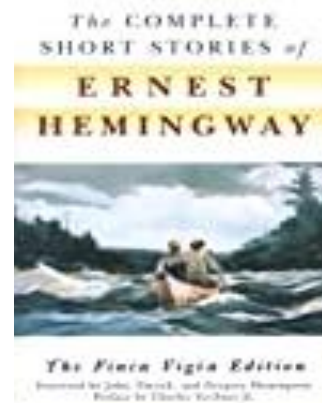
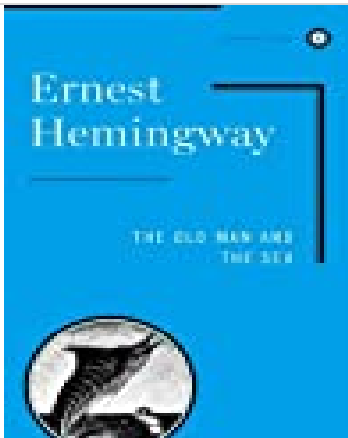
#### 2. Look at the photos. Discuss with a partner what stages of Hemingway's life they refer to.





3. Look at the book covers. Which of these have you read? Discuss with a partner.

**BOOKS BY ERNEST HEMINGWAY**



4. Read the quotes by Hemingway. There is a list of the words below, find the missing word.

1) "When people talk, listen completely. Most people never \_\_\_\_\_."  
 (Ernest Hemingway)

answer interest listen questions say story talks understand

2) “There is no friend as loyal as a \_\_\_\_\_.” (Ernest Hemingway)  
*book interest listen questions say someone cup*

3) “\_\_\_\_\_ in intelligent people is the rarest thing I know.” (Ernest Hemingway)

*Questions Say Story Happiness Book Loving Speaking*

4) “The most painful thing is losing yourself in the process of \_\_\_\_\_ someone too much, and forgetting that you are special too.” (Ernest Hemingway)

*talking understand happiness book loving speaking walking*

5) “All good \_\_\_\_\_ are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you: the good and the bad, the ecstasy, the remorse and sorrow, the people and the places and how the weather was. If you can get so that you can give that to people, then you are a writer.” (Ernest Hemingway)

*answers interests listen questions books story talks understand*

**5. Learn more about the life and work of E. Hemingway. Use any sources to help you. How are these events/ places/ phrases/names connected with his name?**

Lost Generation	the Nobel Prize	Catherine Barkley
to die during childbirth	Key West	a shotgun
4 marriages	to father three sons	“the Hemingway code”
the most widely imitated prose	war as a potent symbol of the world	
to survive in a plane crash	an old Cuban fisherman	

### 10.3. Поезія. Міфи Myths

#### READING AND VOCABULARY

1. Read the text quickly. Which option a-c is closest to the author's opinion?

- a Myths are a valuable part of human culture that we should not allow to die.
- b In an age of scientific reason, myths are irrelevant to most people.
- c Myths perform a useful function for many people.

Why myths won't die

#### Chris Crockart on the beliefs we can't let go

Why do so many people believe in so many things for which there is so little proof at all? The history of human civilization is crowded with beings that don't exist, cures which don't work and magical powers no one can see. And today, despite the fact we live in an age of science and reason; despite Gallileo, Darwin and Einsten and the multitude os scientists who stand on their shoulders, millions of people still firmly believe in the supernatural, the unproven, the can't-be-proven, the plain impossible and the myths that just won't die. Why?

1

We live in a complicated world devided by scientists into even narrower fields od enquiry. The more they discover, the harder it is for the rest of us to work out what is going on. So clearly there is a temptation to try to make sense of it all by researching for simple answers. If you can't understand the physics or the chemistry behind the complex reality around you, there is always a comfortable myth which can explain it all.

2

In live shows in front of huge audiences television evangelist Peter Popoff pretended to get direct information from God about the desperately sick people who counted on him to cure them of their cancers or help them to walk again. The truth is he was getting messages directly from his wife through a hidden earpiece. He was a fraud who risked people's lives by encouraging them to give up their medicines and terminate their treatment.

3

Another typical human trait is our need to explain the mysteries around us by making up attractive stories, even if the evidence is insufficient. One example is telepathy. While it's true there are some intriguing anecdotes of mind-to-mind communication, no verifiable evidence of telepathy has ever been found, despite all the experiments that have been carried out.

4

Some myths favour the financial interests of the people who disseminate them, and the greatest money-spinning myth of them all is the Loch Ness monster. Unlike other mythical creatures, it has actually been photographed, but the photos are unclear, and the person who took the best one admitted it was a hoax. One thing is sure though: 'Nessie' is extremely profitable.

5

But if myths are delusions, they're also good fun. They appeal to the child in us. We love fantasy, we desire impossibility, we fall for simple tricks. Even respectable intelligent adults can be taken in. Arthur Conan Doyle, the creator of Sherlock Holmes, truly believed that some photographs of fairies taken by two young sisters in 1917 were genuine and published a book entitled *The Coming of the Fairies*.

6

Myths offer us simple answers and enticing explanations. They bring us consolation. They give us tales to tell and make us feel like children again. They also provide an unhealthy profit for the cynical people who peddle them. For all those reasons it seems clear that millions of believers will never allow their myths to die. However, remember this: the fact that many people share a delusion does not make the delusion a fact. Every Christmas lots of children swear they've seen Santa Claus, but you 100 don't believe in Santa anymore ...  
do you?

**2. Read the text again and complete it with paragraphs A-G. There is one extra paragraph.**

<p><b>Paragraph A</b> In fact, there is no scientific evidence that backs up miracle cures. However, there have been many cases where people have reported feeling better after touching crystals or seeing faith-healers. One possible explanation is the power of suggestion. It seems that if you really believe you are going to get well, whether it be thanks to a magic stone, an amulet, a wizard or a placebo, you increase your chances of recovery. It's human nature.</p>	<p><b>Paragraph E</b> Not all myths are money-making exercises. The curious myth that Elvis is still alive offers no financial benefit to anyone, but since his death in 1977 the king of rock'n'roll has been sighted everywhere from Krakow to Caracas. Although many of the people who report the sightings are sincere, they appear to be victims of self-deception brought about by their unwillingness to admit their hero is dead.</p>
<p><b>Paragraph B</b> One explanation was offered by I.F. Kennedy, who wrote, 'the great enemy of the truth is very often not the <b>lie</b> – deliberate, contrived and dishonest, but the <b>myth</b>, persistent, persuasive and unrealistic. He added that 'belief in myths allows the comfort of opinion without the discomfort of thought.</p>	<p><b>Paragraph F</b> However, people don't like to let the facts get in the way of a good story, no matter how far-fetched it may be. We love telling tall tales and passing them down from generation to generation. For example, the myth of the 'Yeti' or 'Abominable Snowman': a giant apelike creature that has been spotted all around the world. Called 'Bigfoot' in California,</p>

	<p>'Mapinguari' in the Amazon and 'Yowie' in Australia, this creature has never been photographed and never been caught dead or alive. But still people believe in it.</p>
<p><b>Paragraph C</b> Throughout history only a dedicated few have taken the time to discover the blessings and dangers of nature. We called them witch, wizard or shaman and lived in fear and awe of the tricks they performed. We blindly believed the tales they told and trusted in their remedies and cures. Even today, many people still believe in magic.</p>	<p><b>Paragraph G</b> The world can also be harsh, cruel and unforgiving, and myths can bring us great consolation. So it's hardly surprising that someone with an incurable disease or an illness requiring long and painful treatment should place their faith in a miracle cure, Some people 'sweat by crystals and metals and magnets and bangles that claim to channel the 'good' energy and ward off the 'bad'. And others go to see faith-healers.</p>
<p><b>Paragraph D</b> If your life is grey and dull and you feel jaded and bored, then believing there are fairies at the bottom of your garden can make it more colourful and interesting. What's so bad about that? Is it any worse than taking an interest in <i>Star Wars</i>, the love-life of the latest pop star or the progress of your team in the Champions' League?</p>	

## SPEAKING

3. *What is the attitude of the writer to each of the myths he describes? Do you think he is being fair? Discuss in pairs.*

4. *Phrasal Verbs. Complete with the correct form of the underlined phrasal verbs in the text.*

Then listen and

1. Aliens are .....a study into our planet.
2. You have no facts to..... your theory.
3. I'm not..... it.....! It really happened!
4. My grandfather ..... garlic. He says it helps you live longer.
5. You can .....her to help you. She has got a heart of gold.
6. I.....his hard-luck story and gave him \$10.

**5. Match the words from the box with 1-7 to make collocations.**

proof                      disseminate                      explanation                      faith  
genuine                      myth                      discover

- 1 dispel/peddle/perpetiate a.....
- 2 irrefutable/tangible/verifiable .....
- 3 ..... the reason/a secret/the truth
- 4 blind/a leap of/religious.....
- 5..... ....ideas/lies/propaganda
- 6 ..... belief/enthusiasm/warmth
- 7 a full/a lengthy/a plausible.....

**6. Complete the table. Use a dictionary if you need to.**

Verbs	Nouns	Adjectives
believe		
prove		
	persistence	
	persuasion	
		comfortable
		tempting
forgive		
verify		
	deception	
		delusive

**7. Use relative clauses and words from Exercises 4-6 to describe four of these words. Listen and guess what your partner is describing.**

- a miracle cure                      • telepathy
- a faith-healer                      • a hoax
- a tall tale                      • a fraud
- a placebo                      • a fairy
- an amulet

*A story which attempts to explain a natural phenomenon but is so unlikely it is beyond belief.*

**8. You are going to read an article about modern science and technology. Complete the sentences with an appropriate word or expression from A, B, C or D.**

Modern Miracles

Technology has come a (1) \_\_\_\_\_ way in the last fifty years, and our lives have become better as a (2) \_\_\_\_\_. The second (3) \_\_\_\_\_ of the twentieth century saw more changes than in the (4) \_\_\_\_\_ two hundred years. Penicillin has already been (5) \_\_\_\_\_ and used to (6) \_\_\_\_\_ infections. Incredible (7) \_\_\_\_\_ such as television have changed the way we spend our leisure hours. Perhaps the most important (8) \_\_\_\_\_, however, has been microchip. Nobody could have imagined, when it was first (9) \_\_\_\_\_, that within a (10) \_\_\_\_\_ of years, this tiny piece of silicon and circuitry would be found in almost every household (11) \_\_\_\_\_ from the kettle to the video recorder. And nobody could have predicted the sudden (12) \_\_\_\_\_ of computers that would (13) \_\_\_\_\_ change our lives, allowing us to (14) \_\_\_\_\_ information from the other side of the world via the Internet or send messages around the world by e-mail (15) \_\_\_\_\_ the touch of a button.

- |                    |                    |                 |                |
|--------------------|--------------------|-----------------|----------------|
| 1 A far            | B high             | C far long      | D long         |
| 2 A consequence    | B cause and effect | C result        | D rule         |
| 3 A portion        | B half             | C piece         | D part         |
| 4 A lasted         | B previous         | C foregoing     | D preceding    |
| 5 A discovered     | B found            | C received      | D invented     |
| 6 A avoid          | B reduce           | C treat         | D cure         |
| 7 A novices        | B innovations      | C discoveries   | D novelties    |
| 8 A breakdown      | B breakout         | C breakup       | D breakthrough |
| 9 A invented       | B introduced       | C established   | D made         |
| 10 A deal          | B affair           | C matter        | D business     |
| 11 A item          | B object           | C goods         | D thing        |
| 12 A proliferation | B probation        | C proliferation | D prolongation |
| 13 A fully         | B utterly          | C completely    | D entirely     |
| 14 A assess        | B access           | C accept        | D assert       |
| 15 A on            | B in               | C with          | D at           |

## 11. Аспекти моралі. Злочини та покарання. Багатство та бідність.

### 11.1 Аспекти моралі

#### READING AND VOCABULARY

##### 1. *In pairs answer the questions.*

1. In the modern world what information about citizens is stored on databases? How is it obtained, and what is it used for?

2. How could criminals be caught before committing the crimes they're thinking of?

##### 2. *Read the text quickly and answer the questions.*

1. Where might you find a text like this?

2. How is it related to the film *Minority Report*?

#### PRE-EMPTIVE JUSTICE

Damn liberals. Chief Inspector Andrews had worked miracles in this city. Murders down 90 per cent. Robberies down 80 per cent. Street crime down 85 per cent. Car theft down 70 per cent. But now she was in the dock and all that good work in jeopardy.

Her police authority was the first in the country to implement the newly legalised pre-emptive justice programme. Advances in computing and AI now made it possible to predict who would commit what sort of crime in the near future. People could be tested for all sorts of reasons: as part of a random programme or on the basis of a specific suspicion. If they were found to be future criminals, then they would be arrested and punished in advance.

Andrews did not think the scheme draconian. In fact, because no crime had been committed at the time of the arrest, sentences were much more lenient. A future murderer would go on an intense programme designed to make sure they didn't go on and kill and would only be released when tests showed they wouldn't. Often that meant detention of less than a year. Had they been left to actually commit the crime, they would have been looking at life imprisonment and, more importantly, a person would be dead.

But still these damn liberals protested that you can't lock someone up for something they didn't do. Andrews grimaced, and wondered how many she could pull in for testing.

Stated boldly, the idea that you could be locked up for crimes you have not committed looks like the epitome of injustice. But, in fact, we do already punish people for behaviour that could, but does not, lead to harm.

For example, we punish reckless driving, even if no one is hurt. Conspiracy to murder is a crime, even though no murder is attempted.

So what would be wrong with punishing someone for a crime we knew they would commit, before they committed it? Consider the main justifications for punishment: reform, public protection, retribution and deterrence.

If someone is going to commit a crime, then their character is as much in need of reform as if they had actually done so. Therefore, if punishment is justified on the grounds of reform of the criminal, it is justified pre-emptively.



If someone is going to commit a crime, they are at least as much a danger to the public as if they had actually done so. Therefore, if punishment is justified on the grounds of public protection, it is justified pre-emptively.

If the aim of punishment is to deter, then making people realise they will be punished before committing the crime should deter people from even harbouring criminal thoughts.

Retribution is the one justification of punishment that doesn't fit pre-emptive justice. However, in many ways it is the weakest of the four justifications enough.

Does that mean the case for pre-emptive justice is made? Not quite. We have not yet considered the possible negative effects of implementing such a system. Creating a society in which our thoughts are being policed may so undermine our sense of freedom and trust in the authorities that the price is just too high. There is also the possibility that the deterrence effect could spectacularly backfire. If people fear they will be punished for thoughts they cannot help having, they may lose the sense that they are in control of their criminality. If you cannot be sure you can keep yourself on the right side of the law, you may care less about being the wrong side of it.

As our scenario is a thought experiment, we can simply stipulate that the system works perfectly. However, there are reasons for doubting such a scheme could ever become a reality. In the film of Philip K. Dick's book *Minority Report*, which is developed on a similar scenario, the ultimate message is that human free will can always step in, right up to the last minute, and pull back from doing what is predicted. We may not be as free as the movie imagines. But nonetheless, there may be good reasons for thinking that human behaviour can never be predicted with 100 per cent accuracy.

### **3. Read the text again and choose the correct answers a-d.**

1. The purpose of dividing the text into two sections is to
  - a** make it look more attractive.
  - b** separate the situation from the analysis.
  - c** divide the fiction from what really happened.
  - d** indicate that one part is more important than the other.
2. The reduction in crime in the city was mainly due to
  - a** the hard work of detectives such as Chief Inspector Andrews.
  - b** the severity of the punishments in the judicial system.
  - c** better testing systems in schools.
  - d** technological progress in criminal profiling.
3. The pre-emptive justice programme has
  - a** had no drawbacks.
  - b** eliminated all serious crimes.
  - c** led to shorter prison sentences.
  - d** led to longer prison sentences.
4. How many of the reasons given in the text for punishing criminals are met by pre-emptive justice?
  - a** all of them
  - c** half of them
  - b** most of them
  - d** none of them

5. How convinced is the writer that pre-emptive justice could work flawlessly?
- a** Not at all.
  - b** Completely.
  - c** He thinks it's possible, but unlikely.
  - d** He has no idea.
6. The argument in Minority Report is that people
- a** can change their minds about what they're about to do.
  - b** can't avoid committing crimes.
  - c** are never totally sure what they're going to do.
  - d** are predictable.

## 11.2. Злочин та покарання

### SPEAKING

*1. In pairs, complete the groups with more words for crimes and criminals from and the text. Then add the words from the box.*

smuggling hijacker assassin burglary pickpocket forgery  
manslaughter bribery drug dealer mugger fraud blackmail

**Crimes:** arson,

**Criminals:** arsonist, ...

*2. In groups of three, play ten questions.*

**Student A**, write down a crime. Do not show it to the other students in your group. Answer their questions with only yes or no.

**Students B and C**, take turns to ask yes/no questions to find out what crime your partner has written down. You only have ten questions.

### READING

*3. Look carefully at each line of the text. Some lines are correct but some have a word which must not be there. Tick (✓) each correct line. If a line has a word which must be not there write the word in the space. Look at the examples in the first two lines.*

<b>Ex.</b>	✓	Jim Crawford returned home late in the evening
<b>Ex.</b>	the	after a long, hard day at the work. He parked his
1		car in the car park a few minutes walk from home.
2		He locked his car door, he turned round and saw a
3		man with a knife. The man wanted that Jim to give
4		him his money and credit cards. Jim did gave him his
5		wallet and the man ran away. Jim decided to report
6		of the crime to the police. He was going to the police
7		station when he was being stopped by a second man.
8		This man also wanted money but Jim explained him
9		that someone had already stolen his wallet. Jim was
10		wearing any expensive new shoes so he decided to
11		give them to the man instead of money. Without of
12		shoes and wallet Jim went to the police station to
13		report both crimes. After his interview with the police
14		he walked back to the place at where he left his car
15		and he discovered that it had been stolen.

### 11.3. Багатство та бідність

#### READING AND VOCABULARY

##### 1. Match the phrases from column A with their meanings in column B

<i>Column A</i>	<i>Column B</i>
to go bankrupt –	to pay in full and be free of all obligations
to set out to do –	to manage successfully
to make do-	become unable to pay one's debts
to pull through –	to avoid failure
to run a business –	to feel confused or embarrassed
to cope –	to organize; to manage
asset –	to manage
to pay off –	to be ready to meet danger, suffer loss, injury
to be overwhelmed –	to have as an aim or intention
to afford –	anything owned by a person, company, etc, that has
to take the risk –	money value and that can be sold to pay debts
to take smb away -	to remove
to turn inside out -	to face surprising and unexpected event
	spare or find enough time or money for

##### 2. Before you read the text learn the following words and word combinations.

##### 3. Read the text.

#### From scholar to entrepreneur

At the age of sixteen Simon Turner was a pupil at one of Britain's best, and most expensive public schools. He was about to take his exams and expected to go to university to study Latin and Greek. "That seems like a distant dream" he said. "I don't expect I'll ever go to university now." Simon's world was turned upside down when his parents took him away from the school because they could no longer afford to pay the fees. In fact, the fees had not been paid for two years. Simon's father's business, the source of the family's wealth, had been doing very badly. Simon knew nothing of this. "My father borrowed heavily to keep the business going but neither I nor my mother realized that anything was wrong." The family moved to a much smaller house and Simon attended a state school, but worse was to come. "I think the stress was too much for my father and he died suddenly. The business had already gone bankrupt and I think he was overwhelmed by a sense of failure".

When the company assets had been sold to pay off the debts, there remained one small workshop and a few machines, which Simon inherited. "In fact, it was the original workshop where my great-grandfather started the business in 1930. I was walking around it one day, when I made an important decision – I would, somehow, keep the family business going. I left school – I couldn't stand it any more. I tried to borrow money from the banks but they just laughed at me. I was still under eighteen and if they had lent me anything I would not have been legally obliged to repay. I didn't know what to do, but

then I had an idea. Some of our former workers had got new jobs but because of the high unemployment rate, many were still unemployed. I went to see them and made them an offer. If they worked for me without pay for one year, I would pay them two year's salary when the company was a success. Most of them didn't take me seriously and didn't want to take the risk but I managed to persuade six of them to join me, so we started producing furniture again. I discovered some of my great- grandfather's original designs and copied them. This style of furniture turned out to be popular and soon we could hardly cope with the demand. For the first two years, I worked eighteen hours a day and slept on the premises. I was the manager, the designer, the accountant and the salesman and I had to make do without a secretary. I knew nothing about running a business. I just had to pick up the skills as I went along. It was trial and error. I made some mistakes but we pulled through."

That was six years ago. Simon, still only twenty-four, has succeeded in doing what he set out to do. He employs one hundred workers - his original six are now directors of the company - and sells millions of pounds' worth of furniture every year. "Looking back, I know I took a big risk, it could have been disastrous, but we managed to make a go of it. I feel a great sense of achievement but I am really proud that I've kept the family name alive."

**4. Make written translation of the last paragraph of the text.**

**SPEAKING**

**5. Prove that proverbs have sense:**

- Business before pleasure.
- Idleness is the mother of all evil.
- The hardest work is to do nothing.
- Doing is better than saying.
- Through hardship to stars.
- He that would eat the fruit must climb the tree.
- No pain, no gain.
- Practice makes perfect.

**WRITING**

**7. Write your ideas about Simon Turner, what made his business successful after his father went bankrupt?**

## 12. Бути іншим. Конформізм та нонконформізм.

### 12.1 Бути іншим

#### Different?

#### VOCABULARY AND SPEAKING



1. In pairs, try to match facts 1-6 with animals A-F. Which fact do you find most surprising?

- 1 the male gives birth to the young
- 2 can light up its whole body to help it to see
- 3 its peculiar spikes change colour depending on its mood
- 4 usually only move about 0.5km an hour - but are excellent swimmers
- 5 has four babies at a time and, bizarrely, they are always the same sex
- 6 has a distinctive smell, similar to milk and cinnamon

2. In pairs, put the words describing being different in the correct groups. Which have positive and which negative connotations? Which would you use to describe the animals in the photos?

grotesque                      unique                      nondescript                      peculiar  
distinctive                      unremarkable

**rare/precious:** one of a kind, a one-off (*informal*),<sup>1</sup> \_\_\_\_\_.

**original:** special, colourful, remarkable,<sup>2</sup> \_\_\_\_\_.

**unusual:** odd, eccentric, quirky (*informal*), weird, strange, bizarre, <sup>3</sup> \_\_\_\_\_.  
**abnormal:** freakish (*informal*), <sup>4</sup> \_\_\_\_\_, <sup>5</sup> \_\_\_\_\_.  
**ordinary:** typical, commonplace, <sup>6</sup> \_\_\_\_\_, <sup>7</sup> \_\_\_\_\_.

**3. Choose the correct answers.**

1. The female blackbird is a rather *nondescript* / *typical* bird, easily mistaken for the thrush.
2. Da Vinci was a brilliant artist, scientist and inventor - he was truly *odd* / *a one-off*.
3. He was an unusual person and believed in a lot of *outlandish* / *abnormal* conspiracy theories.
4. The waiters were attentive but sadly the food was rather *typical* / *unremarkable*.
5. The cat's mating call is very *distinctive* / *eccentric*.
6. I really love this tune - it's quite *grotesque* / *quirky*.
7. Broadband Internet connections are increasingly *commonplace* / *ordinary*.

**4. Read the text and complete gaps 1-14 with one word. Do you find the report surprising? Why? Why not?**

**CROWDS ACT LIKE FLOCKS OF SHEEP**

TERENCE BLEATER

PEOPLE IN crowds behave just <sup>1</sup> \_\_\_\_\_ sheep, scientists claim, by blindly following one or two people who <sup>2</sup> \_\_\_\_\_ to know where they are going.

The team, led by Prof. Jens Krause, conducted a series of experiments in <sup>3</sup> \_\_\_\_\_ volunteers were told to walk randomly around a large hall without talking to each other. A select few were then given more detailed instructions.

The <sup>4</sup> \_\_\_\_\_, published today, show that it takes a minority of just 5 percent of "informed individuals" to influence the direction of a crowd of <sup>5</sup> \_\_\_\_\_ minimum of 200 people. The remaining herd of 95 percent follow <sup>6</sup> \_\_\_\_\_ realising it.

"There are strong parallels with animal behaviour," says Prof. Krause. <sup>7</sup> \_\_\_\_\_ is interesting is that our participants made a consensus decision <sup>8</sup> \_\_\_\_\_ the fact that they weren't allowed to talk to one <sup>9</sup> \_\_\_\_\_. In most cases the participants didn't realise they were being led by others."

The work follows another study at Utrecht University that showed that most of <sup>10</sup> \_\_\_\_\_ are happy to play follow-my-leader, <sup>11</sup> \_\_\_\_\_ if we are trailing after someone who does not really know where they are going.

Even <sup>12</sup> \_\_\_\_\_ striking, the study found that even when we are shown a faster route, we still <sup>13</sup> \_\_\_\_\_ to stick with the old one and tell others to take the long road too.

That discovery could have lethal implications when it comes to evacuating a building or ship in an emergency, <sup>14</sup> \_\_\_\_\_ people would likely stick to the familiar evacuation route, even if slower than an alternative.

**5. In small groups, discuss the following.**

- 1 I would rather fit in with everyone else than be thought of as weird. To what extent do you identify with this statement?
- 2 To what extent do you need to have a lot in common with people to get on with them?

## 12.2 Конформізм і нонконформізм. Підлітковий максималізм

### GRAMMAR AND READING

**Are you a trend-setter or a slave to fashion?  
Stylish or hopelessly unfashionable?  
Or do you just follow the herd?  
Take our quiz and find out!**

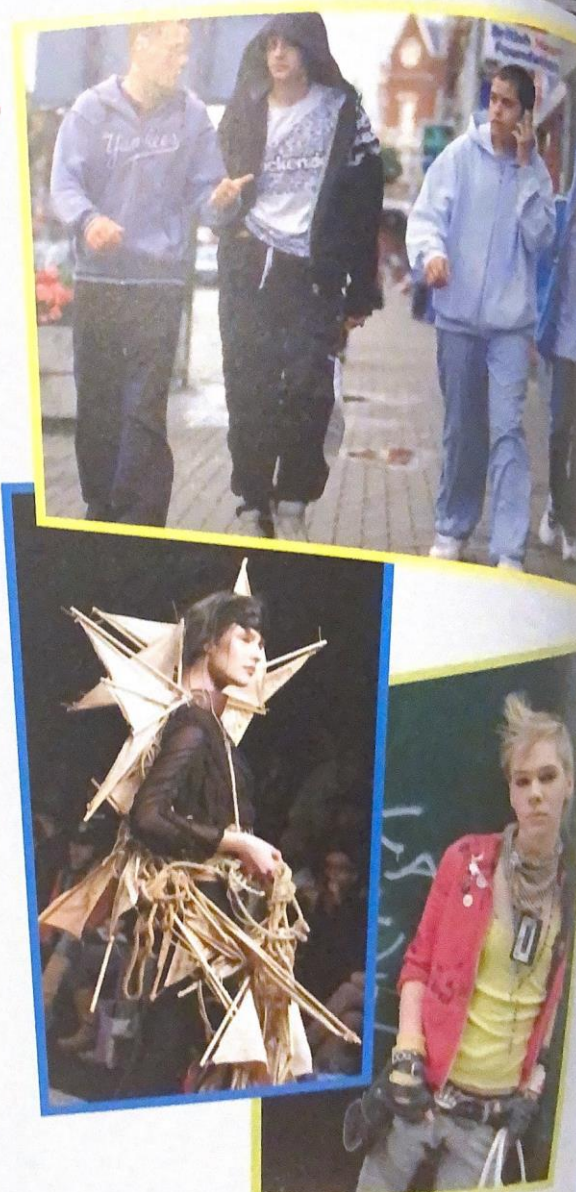
★ Where do you tend to get your clothes/shoes?  
**a** From boutiques or other small shops.  
**b** Chain or department stores.  
**c** Er – someone else usually buys my clothes.

★ When I find myself wearing completely different clothes to my friends  
**a** I feel pleased.  
**b** I tend to fret about it.  
**c** I don't tend to notice what people are wearing.

★ When you're out buying clothes, how often do other people influence your decisions?  
**a** Rarely – I generally trust my own instincts.  
**b** Sometimes – I value other people's advice.  
**c** Never – I'm in and out the store before anyone can comment.

★ Can you say what colours/clothes/styles are the height of fashion at the moment?  
**a** Yes, I can. This season's fashion is for \_\_\_\_\_.  
**b** Tell me first and I'll say whether I agree with you.  
**c** I haven't a clue.

★ Which sentence best summarises what you choose to put on each day?  
**a** I have a whole wardrobe full of clothes. I'll choose my outfit according to my mood that day.  
**b** I have two or three outfits that I feel particularly comfortable with.  
**c** I usually wear the same thing until it needs washing.



#### 1. In pairs, look at the photos and answer the questions.

1. In your opinion which person is the most/ least stylish? Why?
2. Who do you think has the strongest identity?
3. Justify your answer.

#### 2. What's your attitude to fashion? In pairs, do the quiz. Do you agree with them? Why?/Why not?

#### 3. Read the blog entry and choose statement 1-3 that best summarises the author's opinion. Do you share her opinion? Why?/Why not?

1. Fashion is a pointless extravagance.
2. The world is a duller place without fashion.



3. Fashion is an inevitable part of our lives that few of us are able to ignore.

### JUST WHAT IS THE POINT OF FASHION?

Something peculiar is happening to my fifteen-year-old brother. Although he only earns a pittance from his part-time job, he's spending a fortune on clothes. Recently he spent £80 on some sky-blue Van trainers (he chose the ones which had the brand name most clearly visible on the sides). Now he tells me he's saving up to buy a bright orange cotton sweatshirt (even though it costs €50, it's apparently got a logo saying 'DKNY' in a black bubble on the breast). Despite his impatience at having to save up for the next items on his wish-list, he seems focused and thankfully – for the first time in ages – has a goal in life. He is slowly saving up for an identity.

I feel sorry for him. Besides having to pay a small fortune for unremarkable, mass-produced clothes, why would anyone want to look like a walking advert (apart from racing drivers who get paid millions for doing exactly that)? And while I'm genuinely pleased that he feels more self-assured in his trainers and his DKNY sweatshirt, I know that as soon as they start becoming a little too commonplace and therefore not distinctive enough, he'll be forced to save up for something else. And so it goes on. That's fashion for you.

We're all guilty of basing our first impressions of somebody's personality or status on their appearance. That's why it's worth being fashionable - the latest clothes are the easiest way of keeping up an acceptable appearance, telling others that we still belong in the tribe, even if we have become unfit, overweight or haven't much money (look at all those overweight, balding, middle-aged men in their designer trainers ...). Apart from that, clothes are a compulsory form of self-expression – we all have to wear them and, like it or not, we all have opinions about the clothes that other people wear. Some people are so conscious of this fact that, like my brother, they are prepared to spend most of their income on this season's must-have brands, whereas others studiously claim to ignore it. For example, Amy, my friend from college. For as long as I can remember Amy has only ever worn black in order to show that she refuses to follow fashion. An admirable sentiment, except that most of Amy's friends wear exactly the same sombre uniform...

All of which leads me to the rather sobering conclusion that whilst fashion is a form of free speech, most of us choose to say the same thing. And only those rare individuals with a strong sense of their own identity are willingly unfashionable.

Now, where did I put my fake Dolce and Gabbana handbag?

#### 4. Choose the correct answers.

1. *While / Where* his appearance is rather slovenly, he is a conscientious worker.
2. *Even though / Despite* her low self-esteem, she is greatly admired by her colleagues.
3. I wouldn't buy that blouse *even though/ even* if I had enough money.
4. *Despite / In spite of the fact that* not having much money, he buys expensive shoes.
5. *Even though / Even if* I ironed it, it still looks really creased!
6. I don't have anything to wear to the party *apart from / as well as* that green skirt.
7. Will has dark hair *although / while* both his brothers are blond.
8. The fashion show was cancelled *although / while* there had been a lot of publicity.

**5. Complete the second sentence so that it has a similar meaning to the first sentence. Use between three and six words.**

- 1 Besides being lightweight, this fabric is completely water-repellent.  
As \_\_\_\_\_, this fabric is completely water-repellent.
- 2 Even though he had retired, Tony still took pride in his appearance.  
Despite \_\_\_\_\_, Tony still took pride in his appearance.
- 3 He still wore flares despite the fact that they had long been out of fashion.  
Although \_\_\_\_\_ fashion, he still wore flares.
- 4 Despite the high price, these boots should last you for many years to come.  
Even \_\_\_\_\_, these boots should last you for many years to come.
- 5 My hair looks very scruffy, although I've just had it cut.  
In spite of \_\_\_\_\_ had it cut, my hair looks very scruffy.
- 6 Despite not being particularly interested in fashion, I always try to look my best.  
While \_\_\_\_\_ in fashion, I always try to look my best.
- 7 Some people have style whilst other people simply don't.  
Whereas \_\_\_\_\_ people simply don't.

**6. In small groups, decide to what extent you agree with these statements and why.**

1. Even though they're expensive, it's worth buying brand clothing/footwear because the quality tends to be better.
2. Although anyone can be fashionable, style is something you've either got, or you haven't.
3. People who always wear the latest fashions are only playing at dressing up and have no real identity.
4. The only fashion that is respected at all times is simplicity. Anything else comes and goes.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

## Тема 1. Знайомство

### 1. Read the text by Gwyn Williams.

#### BEN AND VIRGINIA

In 1904, a railroad camp of civil engineers was set up near Knoxville, Tennessee. The L&N campsite had tents for the men, a warm campfire, a good cook and the most modern surveying equipment available. In fact, working as a young civil engineer for the railroad at the turn of the century presented only one real drawback: a severe shortage of eligible young women.

Benjamin Murrell was one such engineer. A tall, reticent man with a quiet sense of humor and a great sensitivity for people, Ben enjoyed the nomadic railroad life. His mother had died when he was only thirteen, and this early loss caused him to become a loner.

Like all the other men, Ben sometimes longed for the companionship of a young woman, but he kept his thoughts between himself and God. On one particularly memorable spring day, a marvelous piece of information was passed around the camp: The boss's sister-in-law was coming to visit! The men knew only three things about her: She was nineteen years old, she was single and she was pretty. By mid-afternoon the men could talk of little else. Her parents were sending her to escape the yellow fever that was invading the Deep South and she'd be there in only three days. Someone found a tintype of her, and the photograph was passed around with great seriousness and grunts of approval.

Ben watched the preoccupation of his friends with a smirk. He teased them for their silliness over a girl they'd never even met. "Just look at her, Ben. Take one look and then tell us you're not interested," one of the men retorted.

But Ben only shook his head and walked away chuckling.

The next two days found it difficult for the men of the L&N engineering camp to concentrate. The train would be there early Saturday morning and they discussed their plan in great detail. Freshly bathed, twenty heads of hair carefully greased and slicked back, they would all be there to meet that train and give the young woman a railroad welcome she wouldn't soon forget. She'd scan the crowd, choose the most handsome of the lot and have an instant beau. Let the best man win, they decided. And each was determined to be that man.

On Friday evening, as the other men tried to shake the wrinkles out of their Sunday best and draw a bath, Ben sat down on a log next to the campfire. Something glinted orange in the firelight. Idly, he reached down and picked it up. His friends had been so busy and full of themselves, they'd left the girl's picture lying on the ground.

The men were too preoccupied to see Ben's face as he beheld the picture of Virginia Grace for the first time. They didn't notice the way he cradled the photograph in his big hands like a lost treasure, or that he gazed at it for a long, long time. They missed the expression on his face as he looked first at the features of the delicate beauty, then at the camp full of men he suddenly perceived to be his rivals. And they didn't see Ben go into his tent, pick up a backpack and leave camp as the sun glowed red and sank beyond a distant mountain.

Early the next morning the men of the L&N railroad camp gathered at the train station. Virginia's family, who had come to pick her up, rolled their eyes and tried unsuccessfully not to laugh. Faces were raw from unaccustomed shaves, and the combination of men's cheap colognes was almost noxious. Several of the men had even stopped to pick bouquets of wildflowers along the way.

At long last the whistle was heard and the eagerly awaited train pulled into the station. When the petite, vivacious little darling of the L&N camp stepped onto the platform, a collective sigh escaped her would-be suitors. She was even prettier than the tintype depicted. Then every man's heart sank in collective despair. For there, holding her arm in a proprietary manner and grinning from ear to ear, was Benjamin Murrell. And from the way she tilted her little head to smile up into his face, they knew their efforts were in vain.

"How", his friends demanded of Ben later, "did you do that?"

"Well" he said, "I knew I didn't have a chance with all you scoundrels around. I'd have to get to her first if I wanted her attention, so I walked down to the previous station and met the train. I introduced myself as a member of the welcoming committee from her new home."

"But the nearest station is seventeen miles away!" someone blurted incredulously. "You walked seventeen miles to meet her train? That would take all night!"

"That it did," he affirmed.

Benjamin Murrell courted Virginia Grace, and in due time they married. They raised five children and buried one, a twelve-year-old son. I don't think they tried to build the eternal romance that some women's magazines claim is so important. Nor did they have a standing Friday night date. In fact, Ben was so far out in the sticks while working on one engineering job that one of their children was a full month old before he saw his new daughter. Ben didn't take Virginia to expensive restaurants, and the most romantic gift he ever brought her was an occasional jar of olives. If Virginia ever bought a fetching nightgown and chased him around the icebox, that secret remains buried with her to this day.

What I do know is that they worked on their relationship by being faithful to one another, treating each other with consideration and respect, having a sense of humor, bringing up their children in the knowledge and love of the Lord, and loving one another through some very difficult circumstances.

I am one of Benjamin and Virginia's great-grandchildren. He died when I was a baby, unfortunately, so I have no memory of him. NaNa (Virginia) died when I was twelve and she was eighty-five. When I knew her she was a shriveled old woman who needed assistance to get around with a walker and whose back was hunched over from osteoporosis. Her aching joints were swollen with arthritis and her eyesight was hindered by the onset of glaucoma. At times, though, those clouded eyes would sparkle and dance with the vivaciousness of the girl my great-grandfather knew. They danced especially when she told her favorite story. It was the story of how she was so pretty that once, on the basis of a tintype, an entire camp turned out to meet the train and vie for her attention. It was the story of how one man walked seventeen miles, all night long, for a chance to meet the woman of his dreams and claim her for his wife.

**2. Describe the atmosphere in the civil engineering railroad camp in Knoxville.**

**3. Answer the following questions.**

- What were the specific features of the civil engineer job at the beginning of the 20<sup>th</sup> century?
- Why did Benjamin Murrell become a loner?
- What did the young civil engineers know about Virginia?
- Why did Virginia's parents send her to Tennessee?
- How did they decide to attract the attention of a young lady?
- Why did Benjamin decide to get acquainted with Virginia in such unordinary way?
- How did Benjamin realize a chance to meet the woman of his dreams?

**Тема 2. Мистецтво**

**1. Read the text below. Fill in the each gap with the one word which best fits each space.**

The great painter Sir James Thornhill (1) \_\_\_\_\_ employed in ecorating the interior of the dome of St. Paul's in London. One day he stepped back (2) \_\_\_\_\_ the scaffolding to see how his work looked at a little distance. His servant, who (3) \_\_\_\_\_ standing near, was terrified to see him within some inches of the edge of the scaffolding. At the least movement backwards he would fall and be dashed to pieces (4) \_\_\_\_\_ the pavement. How coul he (5) \_\_\_\_\_ warned of this danger? If the servan cried (6) \_\_\_\_\_, he would probably in his alarm take the fatal step. So the (7) \_\_\_\_\_ threw a pot of paint over the piece of work the paiter was just admiring. Sir James, in a rage, rushed forwards to punish (8) \_\_\_\_\_, and so his life was saved. On finding out why the servant (9) \_\_\_\_\_ spoilt his painting, Sir James was glad to reward him instead of punishing him.

**2. Read the text below. Fill in the each gap with the one word which best fits each space.**

Murillo (1) \_\_\_\_\_ a great painter in Spain. He painted beautiful (2) \_\_\_\_\_ and he had many students. Once he came (3) \_\_\_\_\_ his studio and found a very beautiful picture there. He asked his students (4) \_\_\_\_\_ had painted that picture but nobody answered. Then he asked (5) \_\_\_\_\_ slave Sebastian if he had seen somebody in the studio the night before. The slave (6) \_\_\_\_\_ not answer. When the night came and everybody went (7) \_\_\_\_\_ Sebastian began to paint. He didn't think (8) \_\_\_\_\_ time. Suddenly he heard the noise (9) \_\_\_\_\_ him. When he turned round he (10) \_\_\_\_\_ Murillo, 'you (11) \_\_\_\_\_ a very good painter. How did (12) \_\_\_\_\_ learn to paint?' 'I took my lessons (13) \_\_\_\_\_ you, master,' the slave answered. 'From me? I have never (14) \_\_\_\_\_ you lessons', said Murillo. 'But you gave lessons to your (15) \_\_\_\_\_, and I heard them,' answered the slave.

Murillo was very honest (16) \_\_\_\_\_. He understood that the slave was a very gifted painter, so he gave him his freedom and (17) \_\_\_\_\_ to work with his 'slave' who was not a slave any longer.

### 3. Use one word in each gap.

#### Contemporary Art

There is a widely held view that artistic standards have got (1) \_\_\_\_\_ over the last 100 years or so and that contemporary art is (2) \_\_\_\_\_ a bad way, the cliched response being 'my three-year-old child could have done better than that'. Yet many pieces sell for millions of dollars within the art world. How can we get to the (3) \_\_\_\_\_ of this seeming contradiction?

Those new (4) \_\_\_\_\_ contemporary art should be forgiven for this kind of response, but it is largely a matter of their ignorance rather than the reality. What needs to be (5) \_\_\_\_\_ clear is that contemporary art is at the cutting edge; painting a lifelike picture of a racehorse is no longer an option for an artist attempting to break new ground. Were contemporary artists to produce pictures like this, we would actually have the (6) \_\_\_\_\_ of all worlds – a stagnant and backward-looking artistic tradition. Having said that, some contemporary art is of poor (7) \_\_\_\_\_, but that's true of every art (8) \_\_\_\_\_ at any point in history. We can only decide that novels are great, for example, by having mediocre or bad novels to compare them to.

However, those (9) \_\_\_\_\_ the top of the contemporary art world are producing innovative and challenging pieces. At (10) \_\_\_\_\_ best, contemporary art is as exciting and productive as it's possible for art to be. There is, of course, a (11) \_\_\_\_\_ line between quality contemporary art and pseudo-art. Abstract pictures produced by cats, for example, have no real place in the contemporary art world. They merely relieve the gullible and the ignorant of their money.

#### Тема 3. Наш навколишній світ

**1. If the word in bold is correct, put a tick. If it is not correct, replace it with one of the words in bold from the other sentences.**

1. The earthquake was a real **resource** and destroyed most of the buildings in the city. \_\_\_\_\_
2. They are going to **harvest** the local people because the volcano might erupt. \_\_\_\_\_
3. We need to find alternatives to **catastrophe** before we destroy our planet. \_\_\_\_\_
4. There's so much **fossil fuels** in England during the summer. \_\_\_\_\_
5. The panda is threatened by the destruction of its **greenery**. \_\_\_\_\_
6. They were planning to **evacuate** the grapes the next day and nobody could have predicted the storm. \_\_\_\_\_
7. Some animals seem to know by **species** when bad weather is on the way. \_\_\_\_\_
8. The oil fields are a vast natural **habitat** that belongs to all the people, not just a few businessmen. \_\_\_\_\_
9. The sparrow is becoming increasingly **scarce** in this area. \_\_\_\_\_
10. Scientists claim to have identified a new instinct of monkey. \_\_\_\_\_

**2. Circle the correct word or phrase.**

1. It seems that *agriculture / crop* first developed in the Middle East.
2. Coffee is a very important *agriculture / crop* in Brazil.
3. The *drought / famine* was caused by war in the region.

4. If the *drought / famine* continues, the government is planning to introduce a ban on washing cars.
5. We have to stop and get out of your car to really *appreciate / exploit* the natural beauty of the area.
6. Why do you think that we don't have the right to *appreciate / exploit* nature to make money?
7. Some scientists still dispute that *global warming / natural disaster* is caused by human activity.
8. Over a half million people were forced to leave their homes as a result of recent *global warming / natural disaster*.
9. It's been raining for days and there's a real danger of *floods / hurricanes* if it doesn't stop soon.
10. This area is frequently hit by *floods / hurricanes* that start at sea and then move inland.

**3. Write one word in each gap.**

**Global warming**

There has been a steady rise in the average temperature around the planet over the last hundred years or so, and the majority of scientists put it (1) \_\_\_\_\_ to human activity. The solution, they claim, is to cut back 2) \_\_\_\_\_ our consumption of fossil fuels, which produce the carbon dioxide that drives global warming. However, some scientists argue that the historical evidence shows that over time the Earth heats 3) \_\_\_\_\_ and cools (4) \_\_\_\_\_ naturally. According to them, we should just continue to get (5) \_\_\_\_\_ the fossil fuels that are available and find alternatives when they run out.

Whatever the cause of global warming, the increase in temperature is undeniable. It is predicted that over the next few decades many species will die (6) \_\_\_\_\_ as once fertile areas turn to desert. Seas will rise in some areas and rivers will dry (7) \_\_\_\_\_ in other areas, killing (8) \_\_\_\_\_ animal and plant life that rely on them. It looks like this debate will only get more intense.

**4. Complete using the correct form of the phrasal verbs in the box.**

chance upon • come across • dig up • slip up • spring up • store up • throw out • throw up

1. We were walking through the woods when we \_\_\_\_\_ a trap set by hunters.
2. It's a huge risk, and we can't afford to \_\_\_\_\_ or everything will go wrong.
3. Don't just \_\_\_\_\_ those plastic bottles - we can recycle them.
4. Isn't it amazing how squirrels \_\_\_\_\_ nuts to make sure they have enough to eat in the winter?
5. The new law has \_\_\_\_\_ a number of problems for farmers that weren't expected.
6. As I was flicking through the magazine, I \_\_\_\_\_ an article about the local nature reserve.
7. According to the evidence that has been \_\_\_\_\_, people have been farming this area for over a 1,000 years.
8. Organisations concerned about the environment seem to have \_\_\_\_\_ everywhere these days.



**8. Write one preposition in each gap.**

- 1 It's a million to one against you being struck \_\_\_\_\_ lightning.
- 2 We got caught \_\_\_\_\_ the rain so we were completely soaked when we got home.
- 3 Many people only manage to give up gambling \_\_\_\_\_ dint of a lot of hard work.
- 4 A sudden gust \_\_\_\_\_ wind blew the letter out of my hand.
- 5 I can't believe you bet your car \_\_\_\_\_ the toss of a coin!
- 6 I'd love to be a cat and spend all day lying \_\_\_\_\_ the sun.
- 7 I believe we're \_\_\_\_\_ luck this time and we won't have lost our money.
- 8 You're either lucky \_\_\_\_\_ nature or you have to work hard all your life.

**5. Write one word in each gap.**

**Earthquake prediction**

If you were to hazard a (1) \_\_\_\_\_ at when and where the next major earthquake will strike, there's (2) \_\_\_\_\_ chance that you'd be almost as accurate as the experts. The science of earthquake prediction is still in its infancy, which is uncomfortable, considering the threat posed (3) \_\_\_\_\_ human civilisation. Even with vast resources at (4) \_\_\_\_\_ disposal, often the best that scientists can do is say that (5) \_\_\_\_\_ odds are that an earthquake will strike where one occurred before. One reason the chances (6) \_\_\_\_\_ making an accurate prediction are so low is the nature (7) \_\_\_\_\_ the forces involved. It seems to be impossible to tell the difference between a small earthquake and a warning tremor. Scientists need to decide whether to put lives at (8) \_\_\_\_\_ by not issuing a warning, or constantly issue warnings about the threat (9) \_\_\_\_\_ an earthquake that may be ignored. In the end, the odds seem to be (10) \_\_\_\_\_ us solving this difficult problem any time soon.

**Тема 4. Освіта. Навчання в університеті. Волонтерство.**

- 1. Read the text 1 and define the main idea of the text. Explain how it is developed in the further sentences of the paragraph;**
- 2. Define which structural groups the sentences of the paragraph refer to: TS (Topic sentences), E (Example Sentences), Tr (Transition sentences), R (Restatement Sentences). Make the structural formula of the paragraph;**
- 3. Translate the text 1, paying attention to the translation of terms, connected with the study process at university. On the strength of the given text 1 make your assumptions about the next probable paragraph;**
- 4. Find the appropriate title to the text 1.**

**TEXT 1**

More than 36% of the freshmen entering large American universities are dismissed during or at the end of the first year. Studies indicate that this rate of failure is due to a variety of causes, some of which are beyond the control of the student. Among these are inadequate academic and personal counselling services, inferior quality of instruction in

very large freshmen classes, and the computerized anonymity of most administrative procedures. But many of the causes of early student failure can be traced to non-adaptive behavior on the part of the student himself.

**5. Read the text 2 about universities of Great Britain and the United States. Define the main idea of the text judging from the context of the paragraph, taking into consideration that TS (Topic sentence) is omitted. Explain how the main idea is developed in the further sentences of the paragraph;**

**6. Choose the best TS among the given below:**

1. *The organization, aims and the operation of universities in the U.S. are different.*
2. *British universities are smaller than their American counterparts.*
3. *American and British universities have similar goals in their pursuit of knowledge, but are different in organization and operation.*

**7. Define which structural groups the sentences of the paragraph refer to: TS (Topic sentences), E (Example Sentences), Tr (Transition sentences), R (Restatement Sentences). Make the structural formula of the paragraph;**

**8. Translate the text 1, paying attention to the translation of terms, connected with the foreign higher educational establishments. On the strength of the given text 2 make your assumptions about the next probable paragraph;**

**9. Find the appropriate title to the text 2.**

#### TEXT 2

Universities and colleges of Great Britain, mostly because of their selective intake, are usually small and traditional. American seats of higher learning, which combine a number of different colleges and professional schools, are usually large and innovative, sometimes with 25,000 to 35,000 students on one campus. Teacher training colleges and polytechnics are alternatives to universities for some English students. In contrast, virtually all schools of education, engineering and business studies are integral part of universities in the USA. English universities receive about 70% of their financial support through Parliamentary grants. Similarly, in the US, public institutions receive about 75% of their funds from local, state and federal sources, but private colleges and universities receive little or no governmental support. In England, personal financial aid is provided by the government to over 80% of the students, according to the parents' income. In the US students' aid is administered by the university or the sponsoring agency and is provided by private organizations and the state or federal governments. Obviously, British and American universities have similar educational aims, but different sources of financial support.

## Тема 5. Їжа. Відвідування закладів харчування. Правила поведінки.

### 1. Read the text below

#### DIFFERENT COUNTRIES, DIFFERENT ETIQUETTE

Whether one is travelling for business or for pleasure, new cultures are generally part of the process. Although there are many differences between cultures in the world, there are also similarities. The similarities do not get us into trouble, but the differences can destroy a business deal or a pleasure trip. Learning some facts and some of the patterns of other cultures, as well as various travel customs and tips, can help you be successful.

#### France

In a country where food is king it's good to have courtly manner. So:

- Don't cut your salad with a knife or fork. Instead fold your salad on your fork using your knife.
- Never cut bread. Break bread with your fingers. And usually there aren't bread/butter plates. So place your bread on the table above your dinner plate on the left.
- Cut cheese vertically. Do not cut off the points.
- Never eat fruit whole – Always peel and slice it before eating.
- When you're finished eating, place knife and fork side by side on the plate at the 5:20 position. The fork should be on the left and the knife should be on the right with the blade of the knife facing the fork.
- To signify that you would like more food, cross your knife and fork across your plate.

#### Italy

Italians are known for expressing themselves through body language. So:

- Greet friends with a kiss on both cheeks.
- Keep eye contact while talking. If not, Italians think you are hiding something.
- To call a waiter or waitress, raise your index finger and make eye contact.
- Stand when an older person enters the room.

#### China

In China, it's all about respect. So:

- When introduced to a group of Chinese people, they may greet you with applause. Be sure to applaud back.
- Greet the oldest, most senior person first.
- Address the Chinese by Mr., Mrs., Miss plus family name.
- The Chinese dislike being touched by strangers. Other than shaking hands when greeting them, do not hug, lock arms or make any other body contact.

#### Argentina

Always fashion-conscious. So:

- Dress well if you want to make a good impression.
- Women are expected to dress stylishly.
- And don't be offended by their humor, which may mildly attack your clothing or weight.

### 2. Answer the questions:

1. What are the differences and similarities between the table etiquette in your country and the countries that you have read about?

2. What are some mealtime habits or rules in your home that a visitor from one of these countries may find unusual? What could you do to make your visitor feel comfortable?
3. How did you learn what behavior is appropriate at mealtime?
4. Why are rules of etiquette so important? Whose rules do you follow when you're sharing a meal at someone's house? Whose rules do you follow in a restaurant?

#### 4. *What are your ideas about:*

##### **No ordinary place to eat**

- Which do you think is the most unusual restaurant?
- Which would you like to visit? Why?
- Do you eat out? How often? What's your favourite restaurant?
- Do you know any unusual restaurants? Tell the class.

#### 5. *Read the text*

##### **1. Dinner in the sky.**

Dinner in the Sky is for people who want more than a little excitement when they go out to eat. They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs £10,000. The twenty-two diners wear seat belts and relax and enjoy the views while the chefs prepare the finest food in front of them. The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas.

David Ghysels, the Belgian organizer says. 'We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!'

The crane is checked carefully before every sitting. The table is 9m x 5m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving.

Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the loo. You can't go to the loo until the table descends again. Difficult for some! But later, back on earth, after a visit to the loo, the guests have a great experience to talk about.

##### **2. Ithaa Undersea Restaurant**

Welcome to the Maldives and the first underwater restaurant in the world. The Ithaa Undersea Restaurant on Rangali Island sits five metres below the Indian Ocean. Ithaa means 'pearl' in the Maldivian language and the guests are like pearls in a glass oyster.

It's not cheap - about £160 for dinner - and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or a scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant down some spiral stairs.

The manager, Carlton Schieck says, 'We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet.'

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical - and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night!

However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

### **3. 's Baggers Restaurant**

Germany likes to call itself The Land of Ideas and 's Baggers Restaurant in Nuremberg is certainly an amazing idea. It's a restaurant with no waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.

When you arrive you pick up an 's Baggers credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen. You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet). The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for 's Baggers. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back.' Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive - about €8 (£6) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money - there is, of course, no need to leave a tip!

## **6. Solve the logic puzzle below**

### **WHAT WAS YOUR ORDER?**

There are eleven related facts listed below for this logical puzzle. After reading them, help the waitress who is serving the table to figure out the answer to this question: *Who ordered the cola, cheeseburger with pickles, and French fries?*

1. Six friends went to a hamburger drive-in and decided to eat inside the restaurant.
2. The friends sat in a booth, three people on each side of the table.
3. They ordered six different meals.
4. Jack sat next to Jill.
5. Jill sat opposite the boy who sat next to Betty.
6. Archie ordered cola, a plain hamburger and French fries and sat across from Jane.

7. The boy who had the vanilla milk shake and two hot dogs sat across from Betty.
8. The girl who ordered the diet cola, fish sandwich, and onion rings sat between Archie and Reggie.
9. Reggie didn't order a diet cola, grilled chicken sandwich, and French fries or a cola and taco salad.
10. The girl who ordered the diet cola, grilled chicken sandwich, and French fries sat across from Archie.
11. The girl who sat next to Jack had a cola and taco salad.

## **Тема 6. Звуки навколо нас. Музика.**

### ***1. Translate the text into English, comment used translation transformations.***

#### **Оздоровча музика**

Багато живих істот володіють слуховою системою, щоб відчувати, обробляти і впізнавати звукові сигнали. Чутливість людини до ритму, мелодії, виразним звукам та їх функціям є предметом різних досліджень. Дослідження, яке проводиться в біомузикології, аналізує вплив музики на живі організми. Сьогодні дія музики на людський розвиток, навчання і психічне здоров'я, починаючи з передпологової стадії, стала предметом серйозного вивчення.

Музика є естетичним способом спілкування. Люди, як і природа, можуть творити музику. Дуже ефективний інструмент спілкування – музика – використовується для розваги і розслаблення. Вона також є основою величезного ринку праці і торгового сектора.

Звуки, які видають живі істоти або неживі предмети, мають ритм і гармонію. Люди, які слухають цей звук і відчують його ритм і гармонію, називають його «музикою природи». Якщо вони нічого не відчують, то називають його «шумом». Такі звуки, як вітерець, проточна вода або щебет птахів, є ознаками живого і активного всесвіту, і ці звуки природи пропонують розслабитися і злитися з природою.

## **Тема 7. Почуття. Мова тіла. Асертивність.**

### ***1. Use one word in each gap.***

#### **Speed Dating**

'You've been trying (1) \_\_\_\_\_ find that certain someone for far too long, Debbie,' they said. 'Can't you feel (2) \_\_\_\_\_ getting older? Don't you (3) \_\_\_\_\_ it strange to be 25 and not married yet?' they asked. They recommended (4) \_\_\_\_\_ to check out something called 'speed dating'. Two days later I found (5) \_\_\_\_\_ sitting in a club in central London with 100 other people with name badges on. The idea with speed dating is that you have three minutes to chat, then a bell rings and you change partners. You keep (6) \_\_\_\_\_ going like that all night, making a note of anybody you like. So, I sat there as 50 young men passed before my eyes. I didn't (7) \_\_\_\_\_ tell them that I worked for a young women's magazine, so I pretended to be a hairdresser. Everyone obviously found (8) \_\_\_\_\_ hard to know what to say - well, what do you say to

sell yourself in three minutes? The Kevins, Jonathans and Michaels came and went, and I (9) \_\_\_\_\_ to feel like I couldn't (10) \_\_\_\_\_ to hear another potted biography. Speed dating might work for some, but I think I'll stick to traditional methods to find Mr Right.

**2. Use one word in each gap.**

*Arranged marriages*

The usual western idea of marriage is that you meet someone, (1) \_\_\_\_\_ in love, and then decide to marry each other. For those born (2) \_\_\_\_\_ some cultures, however, marriage may have quite a different meaning. In an arranged marriage, it is the parents who choose the partner and it's possible (3) \_\_\_\_\_ the young person getting married not to meet their future bride or groom (4) \_\_\_\_\_ person until the day of the wedding. Indeed, a young person might be promised to another (5) \_\_\_\_\_ a child, many years before the wedding day. Amongst communities that practise arranged marriage, it's not unusual for a generation (6) \_\_\_\_\_ to open up between parents and children, with many young people refusing to accept an arranged marriage. However, if the partners treat each other (7) \_\_\_\_\_ respect and recognise that they are both (8) \_\_\_\_\_ equal value, there doesn't seem to be any real barrier to having a happy married life.

**3. Read the text below. Fill in the each gap with the one word which best fits each space (1-4). Write your answers on the separate answer sheet.**

**FLOODING**

Heavy rain falls for days and days, building up (1) \_\_\_\_\_ much water for ground water systems to handle. Slowly, the water level begins to rise, creeping higher and higher (2) \_\_\_\_\_ it floods into your home, submerging your furniture and belongings. In extremely bad cases, flash floods, with (3) \_\_\_\_\_ rushing torrents of muddy water, sweep (4) \_\_\_\_\_ houses, cars, trees, and people with ease.

**4. You are going to read an article about the measures which should be taken to protect the environment. Complete the sentences with an appropriate word or expression from A, B, C or D.**

What can be done to prevent the causes of the problem?

There is a lot we can all do to prevent environmental (1) \_\_\_\_\_. The easiest thing, of course, is to (2) \_\_\_\_\_ waste material such as paper and glass so that we can use them again. We should also check that the things we buy (3) \_\_\_\_\_ supermarkets are (4) \_\_\_\_\_ in biodegradable packaging which decomposes easily. At the same time, we should (5) \_\_\_\_\_ a conscious effort to (6) \_\_\_\_\_ foods which are genetically modified (at least until someone proves that they are safe) (7) \_\_\_\_\_ and for the environment. If you are truly (8) \_\_\_\_\_ to protecting the environment, you should only buy (9) \_\_\_\_\_ fruit and vegetables, safe in the knowledge that they have been naturally (10) \_\_\_\_\_. Finally, we should buy a small car that uses (11) \_\_\_\_\_ petrol which is less (12) \_\_\_\_\_ to the environment or, even better, make more use of public transport. The serious environmentalists, however, do much more. They are aware of the global (13) \_\_\_\_\_ involved and will actively involve themselves in (14) \_\_\_\_\_ programmes by making sure our forests are kept safe for future (15) \_\_\_\_\_.

- |     |               |                |                  |               |
|-----|---------------|----------------|------------------|---------------|
| 1.  | A deviation   | B destruction  | C degradation    | D devastation |
| 2.  | A restore     | B relate       | C restrain       | D recycle     |
| 3.  | A from        | B on           | C outside        | D inside      |
| 4.  | A packaged    | B taken        | C got            | D made        |
| 5.  | A do          | B make         | C take           | D put         |
| 6.  | A escape      | B avert        | C evade          | D avoid       |
| 7.  | A for both us | B both for us  | C for both of us | D for us both |
| 8.  | A faithful    | B destined     | C committed      | D predisposed |
| 9.  | A organic     | B original     | C genuine        | D real        |
| 10. | A planted     | B received     | C obtained       | D cultivated  |
| 11. | A unloaded    | B unleaded     | C unnatural      | D unnoticed   |
| 12. | A harmful     | B wrecking     | C hurt           | D injurious   |
| 13. | A issues      | B questions    | C assignments    | D features    |
| 14. | A contention  | B coordination | C conservation   | D competition |
| 15. | A people      | B ancestors    | C relatives      | D generations |

**5. You are going to read an article about problems of environment. Complete the sentences with an appropriate word or expression from A, B, C or D.**

#### A Major World Problem

There is no doubt that the environment is in trouble. Factories burn fossil (1) \_\_\_\_\_ which produce (2) \_\_\_\_\_ rain, and this kills trees. At the same time, greenhouse (3) \_\_\_\_\_ rise into the air and (4) \_\_\_\_\_ to global warming which (5) \_\_\_\_\_ to melt the polar ice cap. Meanwhile farmers clear huge areas of (6) \_\_\_\_\_ forests in places such as the Amazon to produce (7) \_\_\_\_\_ land for cattle or produce wood for building. Rivers and oceans are so heavily (8) \_\_\_\_\_ by industrial (9) \_\_\_\_\_ that is no longer safe to go swimming. Cars pump out poisonous (10) \_\_\_\_\_ which we all have to breathe in. (11) \_\_\_\_\_ and overfishing are killing off millions of animals, (12) \_\_\_\_\_ whales, elephants and other (13) \_\_\_\_\_ species. In fact, all around us, all living things large and small which comprise our finely (14) \_\_\_\_\_ ecosystem are being systematically destroyed by human (15) \_\_\_\_\_ and thoughtlessness.



- |     |              |              |                |                |
|-----|--------------|--------------|----------------|----------------|
| 1.  | A oil        | B substance  | C fuels        | D litter       |
| 2.  | A heavy      | B pouring    | C torrential   | D acid         |
| 3.  | A effect     | B gases      | C atmosphere   | D petrol       |
| 4.  | A influence  | B contribute | C affect       | D cause        |
| 5.  | A threatens  | B frightens  | C scares       | D intimidates  |
| 6.  | A storm      | B downpour   | C rain         | D hurricane    |
| 7.  | A arable     | B fertile    | C arid         | D feeding      |
| 8.  | A harmful    | B soiled     | C contaminated | D dirty        |
| 9.  | A litter     | B waste      | C trash        | D garbage      |
| 10. | A mixture    | B blend      | C emissions    | D medley       |
| 11. | A Poaching   | B Hunting    | C Catching     | D Shooting     |
| 12. | A comprising | B enclosing  | C inserting    | D including    |
| 13. | A vanished   | B endangered | C disappearing | D exterminated |
| 14. | A balanced   | B genuine    | C true         | D equal        |
| 15. | A jealousy   | B envy       | C greed        | D rage         |

**6. You are going to read the text. Five paragraphs have been removed. Choose which of the paragraphs (A—F) fit into the gaps (1—5). There is one extra you do not need to use.**

**A** And in the developing countries medical aid programmes are already working towards creating a healthier population.

**B** It is clear, therefore, that protecting the environment is the most important problem facing the world today.

**C** Climate change and destruction of ecosystems could endanger all life on the planet if not dealt with quickly and at an international level.

**D** Global warming is largely the result of what is called 'the greenhouse effect'. This term describes the absorption of solar heat – which should naturally be re-radiated into space after striking the earth's surface – by various gases of which carbon dioxide (CO<sub>2</sub>) is the commonest. Every litre of petrol used – whether lead-free or not – represents the emission of 2.5 kilos of CO<sub>2</sub> from your car exhaust. Burning fossil fuels – oil, coal, wood – to produce energy in power stations results in the release not only of CO<sub>2</sub> but also of sulphur dioxide, the principal cause of acid rain.

**E** Although this is certainly a major threat to people's well-being, it needs to be addressed by individual governments rather than globally.

**F** All have a bearing on all our lives, but is the environment really most important?

### **The World Faces Many Problems**

**1** The modern world faces many major problems to which there are no easy solutions. These include unemployment, health, over-population and, of course, the environment.

1 \_\_\_\_\_

**2** If people are unemployed, they are unable to earn money and it is a fact of life that without an income it is difficult to live. Of course, work provides more than financial

support; it gives people self-esteem and pride. Unfortunately, technological developments and other factors mean that the job market is shrinking world-wide and young people have reduced prospects for work.

2 \_\_\_\_\_

3 Health is clearly an important concern that affects both individuals and the planet as a whole. Even though many illnesses have been eradicated, others remain a threat, and the overuse of antibiotics has led to the development of resistant strains of bacteria. Nevertheless, on the whole, general health is improving.

3 \_\_\_\_\_

4 Over-population has implications for all of us, and improved general health means that people are living longer. However, as with health, there are already programmes in place implementing measures to deal with not only a rising population, but an ageing population.

So what about the environment? There are urgent issues that need to be faced, including global warming, pollution and the loss of species. Unlike the other issues discussed, there is no clearly discernible global move to deal with these problems. Also, unlike the other issues, changes in the environment have a direct impact on the whole planet.

4 \_\_\_\_\_

5 In conclusion, other problems primarily affect only the quality of life, whereas environmental issues affect the actual existence of life itself.

5 \_\_\_\_\_

## Тема 8. Подорожі

1. Use the word given in capitals to form a word that fits in the space.

### WWF

The World Wide Fun for Nature (WWF) has been involved in 1) \_\_\_\_\_ (CONSERVE) since its foundation in 1961. Its 2) \_\_\_\_\_ (INTEND) has always been to protect 3) \_\_\_\_\_ (WILD) against the effects of human activity. Working very closely with both expert 4) \_\_\_\_\_ (ECOLOGY) and ordinary local people, the organization aims to help those animals 5) \_\_\_\_\_ (THREAT) by the destruction of habitats. Economic growth and tourism force some species to the brink of 6) \_\_\_\_\_ (EXTINCT). 7) \_\_\_\_\_ (FORTUNE), the WWF work hard to ensure that animals such as the giant panda will 8) \_\_\_\_\_ (PROBABLE) survive for a few more years yet. Refusing to accept that the problems are 9) \_\_\_\_\_ (MOUNT), the WWF works tirelessly on a 10) \_\_\_\_\_ (SEEM) never-ending list of projects, all of which help to protect the diversity of life on Earth.

2. Use the word given in capitals to form a word that fits in the space.

### Life in extreme conditions

Until relatively recently, it was thought that extreme heat and cold presented (1) \_\_\_\_\_ (MOUNT) problems to living organisms and that all life existed in a narrow range of (2) \_\_\_\_\_ (FAVOUR) temperatures. However, the discovery of extremophiles has forced a (3) \_\_\_\_\_ (ASSESS) of that

view. Extremophiles are bacteria that survive, and even thrive, in (4) \_\_\_\_\_ (SEEM) impossible conditions. (5) \_\_\_\_\_ (PROBABLE) as it may seem, some exist at temperatures exceeding 80°C in geysers and hot springs, while others live in the freezing conditions of the Antarctic (6) \_\_\_\_\_ (WILD). While most species of larger animals are (7) \_\_\_\_\_ (THREAT) by global warming, even to the point of (8) \_\_\_\_\_ (EXTINCT), that kind of (9) \_\_\_\_\_ (ECOLOGY) change may actually benefit the extremophiles. These (10) \_\_\_\_\_ (MYSTERY) organisms may survive long after the human race.

## Тема 9. Засоби масової інформації. Телебачення. Періодичні видання.

*1. If the word in bold is correct, put a tick. If it is not correct, replace it with one of the words in bold from the other sentences.*

1. The Internet is really a vast **console** of computers, all connected together. \_\_\_\_\_
2. Since we got **resource**, we've been watching music videos online. \_\_\_\_\_
3. Early computer games seem quite **nuclear** compared to today's games. \_\_\_\_\_
4. It seems to me that **primitive** power is far cleaner than oil. \_\_\_\_\_
5. These ancient tools have been **crafted** with an enormous amount of skill. \_\_\_\_\_
6. The next generation of games **technique** will have better graphics. \_\_\_\_\_
7. There's a **network** in computing called 'beta testing', which means you test something to see if it works properly before it becomes official. \_\_\_\_\_
8. This latest **breakthrough** will mean cheaper, faster internet access for all. \_\_\_\_\_
9. The computer has finished analysing all the **broadband**. \_\_\_\_\_
10. The sea is a great natural **data** but we need the right technology to use it. \_\_\_\_\_

*2. Complete using the correct form of the words in the box.*

click	complex	download	electronics	file	annual	offline	online
programmer	upload						

Wanted: computer geek

Some people think 'geek' is a negative term for someone who spends all their time on computers. Well, we at Compulearn think it's a positive thing! If you're interested in becoming a computer 1) \_\_\_\_\_, if you enjoy reading the 2) \_\_\_\_\_ to find out what's really going on inside computer 3) \_\_\_\_\_ like the latest plasma TV, then we want to hear from you.

Our six-week course covers everything from 4) \_\_\_\_\_ music 5) \_\_\_\_\_ from the Internet to writing your own games. You'll learn how to 6) \_\_\_\_\_ your own website to the Internet and how to solve 7) \_\_\_\_\_ problems in the latest programming languages. Go 8) \_\_\_\_\_ now and visit us on the net. 9) \_\_\_\_\_ on 'Opportunities' and start your future now.

(If for any reasons our website is 10) \_\_\_\_\_, or you are unable to connect to the Internet, call us on 0800-COMPULEARN.)

*3. Use the word given in capitals to form a word that fits in the space.*

We often think of ourselves as living in a time of 1) \_\_\_\_\_ (CONTINUE) technological change and development. We tend to believe that we are unique in history in dealing with a constantly 2) \_\_\_\_\_ (EVOLVE) world of gadgets, devices and innovations. However, the end of the nineteenth century and the start of the twentieth was also the time that saw many 3) \_\_\_\_\_ (REVOLT) changes.

People had needed to show 4) \_\_\_\_\_ (FLEXIBLE) throughout the nineteenth century, as the effects of the Industrial Revolution meant constantly making 5) \_\_\_\_\_ (ADJUST) to deal with changing working conditions. Towards the end of the century, though, people had to become more 6) \_\_\_\_\_ (ADAPT) than ever before. The typewriter (1873), the telephone (1876), the electric light bulb (1879) and other 7) \_\_\_\_\_ (INFLUENCE) developments gave people the 8) \_\_\_\_\_ (CAPABLE) to live and work in ways their grandparents couldn't have imagined. Over the next 30 years, little remained 9) \_\_\_\_\_ (ALTER) as the camera, the cinema, the photograph, the plane and radio all had an 10) \_\_\_\_\_ (ELECTRIC) effect on people and society. The modern .....

**4. Read the text below. Fill in the each gap with the one word which best fits each space (1-4).**

#### **THE CELL PHONE AGE**

For many people today, it's difficult to imagine (1) \_\_\_\_\_ without a cellular phone. Once the preserve of the rich, they have now become an indispensable (2) \_\_\_\_\_ of modern day life. The technology for cellular phones was patented in 1975, but it wasn't until 1982 that the first commercial cell phone network was established in the United States. Since

that time, the cellular phone has changed from a bulky (3) \_\_\_\_\_, to something that can fit into the palm of your hand. The functions available in modern-day cell phones are increasing rapidly. E-mail access is now standard. Cellular phone cameras, which were once little more than a gimmick, now rival stand-alone digital cameras in terms of quality. With 'Third Generation' telephones, broadband access offers the possibility of video phones, television and full Internet access.

All this comes at a cost, however. Many people bemoan a society where people seem glued to their phone, but oblivious to all that is going on (4) \_\_\_\_\_ them.

#### **Тема 10. Художня література. Поезія. Міфи.**

**1. Read the brief biographical note on the author of the story from a Collection of American Short Stories "American Patchwork".**

GAYL JONES, born in Kentucky in 1949, educated in New England, Gayl Jones taught English at University of Michigan and developed her writing talents with a fellowship from the National Endowment for the Arts. She has produced novels and a collection of short stories, *White Rat* (1977) from which the following story is taken.

**2. Answer the Preview Questions.**

1. Do you feel uncomfortable when people you are with don't talk? Have you ever known a person with whom you could feel at ease even though you did not exchange a word?
2. One of the characters in the story says of another that he needs a wife because he doesn't take care of himself. What do you think of that relationship in a marriage? Is it a good reason to get married? Should the caretaking be shared? In what way?

### ***3. Read and Pay attention to cultural notes for the further expanded the story.***

**1. rooming or boarding house:** a house with rooms for rent. When meals are also provided for pay, the house is called a boarding house. The person who rents a room only is called a roomer. A person who pays for both a room and meals is a boarder.

The rooming house or boarding house was very common, especially in small towns and cities. People with little money could live in them cheaply, and renting out rooms and providing meals furnished a livelihood for the person who owned the house.

The rooming house is different from an apartment building. It is usually a large private home with only the bedrooms that are rented. The roomers may share a central living room and whatever bathrooms are available. If they take their meals in the house, they usually eat together at a fixed mealtime in the dining room, like a family. This arrangement used to be especially suitable for single people.

As more and more buildings with studios, one-room apartments with all facilities are constructed, the old rooming and boarding houses are disappearing.

**2. roundhouse:** a building for cleaning, repairing, or storing locomotives the engine that pulls a train. The roundhouse is especially connected with the era of the steam locomotive. These engines required regular maintenance. The crew of the roundhouse had to keep their locomotives ready to replace any that met trouble on the road. Locomotives were serviced during and after each trip.

The roundhouse was circular, constructed around a turntable. The locomotives were kept in stalls like horses in a barn. They could be moved out over rails onto the turntable for whatever work was needed. When the work was finished, the locomotives were returned to their stalls. Not surprisingly, the locomotive was called the "Iron Horse" in early America.

When diesel engines replaced steam locomotives, constant maintenance was no longer necessary. The old roundhouses are now largely unused.

**3. Indiana:** Indiana is the smallest state in the Midwest, but it has a very large population. It is a leading farm state, part of the rich Corn Belt of the Midwest. There is some coal mining and lumbering, too, but manufacturing is the chief source of income.

Gary, in the northwestern corner on Lake Michigan, is a steelmaking center. The city was planned and founded by the United States Steel Corporation in 1905. It has one of the largest blast furnaces in the Northern Hemisphere.

Garrett, the town where the story takes place, is in the northeastern part of the state. Its population today is only 6,546, more than a hundred times smaller than Gary—the reason, perhaps, that the storyteller wants us to know it is Garrett, not Gary, she is talking about. The capital of Indiana is Indianapolis. The Indianapolis (or Indy) 500, a 500-mile (805-kilometer) automobile race, is a world-famous event held there every year at the end of May.

**4. a block:** Cities and towns in the United States are divided into squares or blocks bounded by four streets. This forms a grid pattern that makes it easy to number houses or buildings on the streets consecutively.

The streets themselves may be named (Maple Street, Charles Street), lettered (M Street, W Place), or numbered (First Avenue, 8th Street) in some order determined by the town planners. This orderly arrangement of buildings and streets, thought to be so typically American, was actually first developed by military engineers for camps of the Roman Empire.

The block is often an indication of distance: in the story, Jake is a block ahead of the narrator when she walks home.

**5. James Buchanan [bju-ká-nan] (1791-1868):** was the 15th President of the United States (1857-1861). He was born in a pioneer log cabin in Pennsylvania, the second of eleven children. He managed to go to college and graduate with high honors. Then he studied law and went into politics, serving in both the United States House of Representatives and the Senate.

He also spent some years in diplomatic service as Minister to Russia and Great Britain and was Secretary of State under President Polk. The issue of slavery was dividing the nation during Buchanan's presidency. He hoped for a peaceful settlement, believing that the states that seceded would return to the Union.

His policies delayed but did not prevent the Civil War, which broke out under his successor, Abraham Lincoln. James Buchanan never married. He was the only bachelor President.

**6. the Man (slang, always written with a capital M):** This term originated with Southern blacks. It is believed to have been used by them to counteract the derogatory use of "boy" by whites to address or refer to black men.

It means the white man or white society personified. Like many other items of colloquial language that originated in black cul-ture, "the Man" has been adopted into the general lexicon. It can now mean the system of society or the Establishment in general, or anyone in a position of authority, such as the police. As it is used in the story, we should understand that the boss at the roundhouse is a white man.

*4. Read and translate a story.*

### **THE ROUNDHOUSE**

By GAYL JONES

I didn't know what was wrong with him, even after I went to see him.. They said he had a room in Will Darcy's rooming house.<sup>1</sup> He started didn't have a family, and nobody knew any- started thing about him, and there was no one to lunch?' take care of him. I hadn't known him long, wouldr just three weeks, and we'd never really said I we more than "Hi." He was a quiet man. He sandw was the kind you feel close to even though Joe Mi you've said no more than "Hi."

I was working at the roundhouse<sup>2</sup> in Garrett, Indiana.<sup>3</sup> Garrett, not Gary. Just after the war, the first one. The roundhouse was where the trains came in. It was our job to polish the parts, and keep the engines shining. I was hired during the war, when they were hiring women. I'd been don' working a year there, and my kids were going to school, when he came. He never said anything to anybody. He did his work. He did more work than he had to, and he a rot didn't talk to anyone. He looked like a for- fron eigner, reddish brown. Maybe he was a that Negro, maybe he was Puerto Rican or something or maybe mixed. People said maybe he couldn't speak English. He never bothered anybody, and nobody bothered him. He came to work and he left work and he never talked. I don't even know if he stopped for lunch.

One day we'd been assigned to the same engine. He was there before I was, polishing away. He looked up when I came. "Hi," I said. He didn't smile. He looked back be down. He wasn't being unfriendly. There are some people who just don't talk.

I could tell he knew English though. I don't know how but I could tell. He didn't have the look of someone who didn't know the language.

We worked. At lunchtime I quit and started away but saw he was still working. I started to ask, "Aren't you going to have d there was no one to lunch?" but didn't. I thought maybe he wouldn't want me to.

I went and sat down on a bench, eating a sandwich. Some other people were there. Joe McDowell was there.

"Did he say anything to you?" he asked.

"He said 'Hi.' " I said.

"That's more than he said to me," McDowell said. "I worked with him a whole day. Funny thing, though. I didn't feel uncomfortable. Most people don't talk, you feel uncomfortable as hell. With him you don't."

"I know," I said. "It's nice."

"Nobody knows anything about him." McDowell said. "Henderson says he's taken a room over at Darcy's place. That's not far where you live. I've heard of people that don't talk much. He don't talk at all."

"He probably does when he has to." I said.

"Ask for a job or a room," McDowell said, not sarcastically.

"Anyway, he seems very nice," I said.

McDowell nodded. It was time to start working again. Four more hours. The kids would be home from school.

When five o'clock came, he stopped work, and left. He was practically the first to be gone. It was summer and he didn't need to grab a coat. He rolled down his shirt- sleeves. Neither Darcy's nor where I lived was far from the station, so we both walked home, about a fifteen or twenty minute walk, a half hour on bad days. He walked fast. I didn't try to

catch up with him. When I got to the street, he was a block<sup>4</sup> ahead of me. I saw him turn into the rooming house. I passed where he lived and walked a block more up the street.

The next day we walked home the same way, he walking rapidly ahead again. He seemed always in a hurry, even when he worked. He worked hard and fast. It was a wonder the men hadn't got together and told him to slow down, he made the others look bad, but people liked him, though he didn't talk much. As I said, he was walking ahead and turned in at his gate, but when I passed the rooming house this time, he had not gone in the door, but was standing there. his hand on the doorknob, his head turned looking at me. He didn't say anything and went inside. I walked on. I felt funny.

"I knew a switchman I worked with." McDowell was saying then he stopped and looked up.

I looked up. He was standing there, looking down at me.

"I want to walk you home," he said to me.

"O-kay," I said, bewildered. Then he walked away. McDowell looked at me and grinned.

When I got outside, he was waiting for me. It had been cooler this morning and he had a jacket slung over his shoulder. He looked down and smiled. We started walking.

"How are you?" I asked.

"Okay," he said.

We walked on.

"I didn't know you came this way," he said, the first time he'd said more than a word or two. "We could have walked together before."

Now I didn't say anything.

"You live a block away from me." he said. I wondered how he knew. "In a house".

"I have two kids." I said.

"You're married?" he asked, as if I might not be.

"I was."

"How do you mean?"

"He died."

"In the war?"

"No."

I was waiting for him to ask how, like most people had, but he didn't. He seemed to feel if I wanted him to know I'd tell him. I wanted him to know. "From alcohol," I said.

"Oh," he said. I guess I hadn't really expected an "I'm sorry" from him either. The platitudes. I guess he didn't do things that way.

Then we were at the boarding house. I was stopping for him to turn in, but he didn't. He took my elbow slightly.

"I'll see you home," he said.

He saw me home, and then went back. I went inside.

"Who's he?" Jean asked. "He's handsome." Jean was my daughter, thirteen, with her hairs in plaits.

"His name's...I don't know his name. He works where I work."

"I haven't seen him before."

"He hasn't walked me home before. Where's Ben?"



"He's in the kitchen."

Ben was my son. He was fourteen. He was light, almost white. Jean was brown. My grandmother had been white. It was hard explaining to people. It was better in Indiana.

"How was school?" I asked.

"The same."

"Much homework?"

"Yes."

Ben came in and said "Hi." I started he supper.

"Mama's got a beau," I heard Jean tell Ben.

"I have not," I called. "He works at the roundhouse."

He walked her home," Jean said, triumphantly. "He's good-looking," she added. "You'll have to check him out."

I didn't hear Ben say anything. I was thinking Ben might like him.

The next day I didn't see him at all, not even after work, and the day after he was not there. I had lunch with McDowell.

"How is he?"

"He's probably gone," McDowell said.

"Gone?" I asked.

"You know how it is with them. Come to one town. Hold down a job for a while. Have to keep moving."

"You don't mean he's running from the law?"

"Don't have to be the law."

"What then?"

"Himself. Somebody. How should I know?"

"I didn't know his name," I said.

"James Buchanan Jones, named for the President. Henderson says he calls himself Jake. Wants the people that know him to."

Lunchtime was over. I went back to work.

The next day, McDowell came over where I was working.

"Henderson says Jake's sick."

"What's wrong?"

"Don't know."

"Hasn't anybody been to see about him?"

"Don't think so. He didn't get close with people."

I frowned and put down the rag and started away. McDowell grabbed my arm.

"Where you going?" he asked.

"To see about him."

"The Man"<sup>6</sup> won't like it, stopping on the job."

"I don't care."

"You've got two kids."

"Tell him I got sick, Joe."

Joe shook his head slowly.

"It's an hour till lunch," he said.

"All right." I picked up the rag.

He started away.

"Thanks, Joe," I called. He nodded.

At lunchtime I went outside.

"What did the boss say when I didn't come back?" I asked McDowell, the first thing in the morning, before I even started.

"I told him you got sick," he said.

"Thank you. "

"How is he?"

"Fever. Wouldn't let me call a doctor. I'm doing what I can. He didn't have any food."

"How are you going to work and take care of him and yourself and the kids?"

"I can manage," I said.

"If you need me you know where to reach me," he said.

"Sure, Joe," I said. I thanked him again. He tapped my arm and went to work. I thought I wouldn't know what to do without him. He had been awfully good to me and the kids.

That afternoon I stopped at the rooming house before going home. I had a bundle with me. A loaf of bread and some curtains. I put the bundle down and went over to him and placed my hand on his forehead. He hadn't been able to shave for about a week now.

"How do you feel?" I asked.

"Better, thanks to you," he said.

"You still have a fever." I said.

I went over to the bundle and started taking the curtains out.

"What are they for? I have curtains," he said.

"Your curtains are ugly," I said.

"They're not, if you don't look at them," he said.

"These you can look at," I said, and started putting the curtains up. The window was small and faced the street. There was only the bed in the room and a chest of drawers, a table and chair.

"Now you won't be able to tell I'm a bachelor," he said.

"I can tell," I said.

I sat down in the chair.

"I've got to go home and fix supper," I said. "I'll be back a little later and bring you something over."

I started up to go but he took one of my hands in both his and said thank you. I smiled and went home.

I went back with some chicken soup. He didn't eat much.

"Your fever's going down." I said. "You couldn't tell by the way you eat, though."

"I never eat much. You have to learn not to."

"Joe McDowell says you're the kind of person that never stays in one place."

"I guess that's right," he said.

"Where are you from?" I asked.

He didn't answer. I didn't press him to.

"You have kids," he said. "What are they like?"

"They're nice," I said.

"You know you live with people a long time and then when somebody asks you what they're like you say they're nice. I guess that's all you can say really." He wasn't being sarcastic.

"I have their pictures," I said. I took out a billfold from my purse and opened it and showed him their pictures.

"The boy's half white," he said.

"Is there a crime against having white blood?" I asked. I was jumpy on that subject.

"The same crime as having black," he said.

"My grandmother," I said.

"You don't have to explain," he said.

"I know," I said.

"They say my mother was a gypsy," he said. "If she showed anybody my picture they would have asked, 'What makes the boy so brown?'"

"You didn't know her?"

"I didn't know her or my father," he said. "I grew up in homes."

"I'm sorry."

He grew angry suddenly. "Don't say you're sorry."

"Okay, Jake." I was hurt. He touched my hand.

"Don't take it wrong," he said.

I stood up. "I'd better go."

"You're not angry?"

"No, no."

"Promise?"

"I promise."

The next day I saw McDowell for lunch.

"How's he doing?" he asked.

"The fever's almost gone," I said. "I think it's just overwork. He doesn't take care of himself. He doesn't eat."

"He needs a wife." Joe said. I didn't say anything.

In a couple of days, Jake was well but didn't come back to work again. He had done what McDowell said people like that did.

"You miss him don't you?" McDowell said. "You knew what he'd do. Men like that..."

"Yeah, I know about men like that," I said.

He touched my arm, "I'm sorry," he said.

"Don't be," I said.

When the war was over and the men had come home, the roundhouse had kept some of us on, mostly those who didn't have husbands. Now they were laying some of us off again or reducing our hours. My hours had been reduced, and what I was making now would hardly buy chicken feed, less more support two kids.

When somebody started paying my grocery bills and coal bills, the first person I thought of was McDowell.

"What are you doing?" I asked Joe. I explained. He said he wasn't doing anything. No, it couldn't be, I decided.

The mysterious bill payments went on for several months. I asked the store not to take any more money, but they said there was nothing they could do about it.

I was in the kitchen fixing supper when the doorbell rang. Jean went to answer it. She came back into the kitchen, smiling.

"Who is it?" I asked.

"Go see," she said.

I frowned and wiped my hands on my apron. I stopped in the doorway to the hall.

"Jake!" I exclaimed. I went over to him. "How are you?"

"Very well," he said. "You look well."

There was a bench in the hall.

"Let's sit down," I said.

He said he'd rather stand, and if things went well then we could sit down. I asked him what he was talking about.

He said he wanted to take care of me. He said I had taken care of him when he was sick, and now he was ready to take care of me.

I looked up at him. He wasn't smiling. He was waiting.

I sat down. He sat down beside me.

#### **5. Answer the following questions.**

1. Do you think Jake and the woman who is telling the story got married? Explain your answer.
2. Who was making the mysterious bill payments? Why?
3. How do you think woman felt when Jake went away?
4. Why did Joe McDowell warn the narrator about Jake and "men like that"? What did he mean?
6. How did woman who is telling the story get to know Jake?
7. What reason did Jake give for coming back?
8. When did Jake go away? Why?
9. Where did Jake live? How did he live?
10. Who was Jake? What kind of a man was he?
11. Who is telling the story, the "I" that is the first word in of the first sentence? Where did she work?

**6. Write a conversation between a woman who is telling the story and Jake that might have occurred at the end, after Jake sat down.**

**7. What could be the end of the original story by Gayl Jones "THE ROUND HOUSE"?**

#### **Тема 11. Аспекти моралі. Злочини та покарання. Багатство та бідність.**

**1. You are going to read the text about modern medicine. Choose the most suitable heading from the list (A—F) for each part (1—5) of the text. There is one extra heading which you do not need to use.**

#### **A Cure For the Future in the Past?**

- A High-powered job's pressure
- B The popularity of folk remedies
- C Huge cuts in medicine expenditure
- D What can't be cured must be endured
- E Healthcare needs funding
- F An unexpected favourable turn

1 For over fifty years, the people of Britain have relied on the welfare state to make sure they have adequate health services. But now the National Health Service is sick. Government's underfunding and cutbacks are forcing hospitals to close, and waiting lists for treatment are getting longer. Under such circumstances, it is no surprise that more people are turning to private (but expensive) healthcare.

1 \_\_\_\_\_

2 For some, however, there are alternatives. They are turning their back on modern pills, tablets and other conventional medicine. It seems paradoxical, but in an age of microchips and high technology, traditional medicine (the old-fashioned cures that our grandparents relied on) is making a comeback. Consider these case studies:

2 \_\_\_\_\_

3 Maude is 76 and has been suffering from arthritis for almost ten years. 'The inflammation in my joints was almost unbearable, and my doctor referred me to a consultant at the London Hospital. I was told that I needed surgery, but would need to wait for at least two years before I could have the operation. In desperation, I started having massage sessions. To my surprise, these were very therapeutic, and while they didn't cure the disorder, they did relieve it to some extent'.

3 \_\_\_\_\_

4 Ron is 46. His high-powered city job was responsible for a series of stress-related illnesses, and the drugs he took did little to relieve the nervous strain. 'I read about treatments which involve the whole person rather than the individual symptoms, but I had always been skeptical about holistic medicine. However, my friend recommended a dietician who advised me that part of my problem was diet-related. Basically, the foods I was eating were contributing to my disorder. She gave me a list of foods that would provide the right vitamins and minerals to keep me in good health. At the same time, she recommended a more active lifestyle — running, swimming, that kind of thing. I'm a bit of a couch potato, and the sedentary lifestyle I had lived was compounding the problem. Now I feel great!'

4 \_\_\_\_\_

5 So is there still a place in our lives for modern medicine? While it is true that some infections and viruses may be prevented by resorting to alternative medicine, more serious illnesses such as cancer need more drastic measures. We do need our health service at these times and we shouldn't stop investing in its future. But we mustn't forget that for some common illnesses, the cure may lie in the past.

5 \_\_\_\_\_

2. Use the word given in capitals at the end of the line to form a word that fits in the space in the same line.

**Car review: the XR1200**

Although still a relative (1) \_\_\_\_\_ to the world of high-performance sports  
COME

cars, General Autos has (2) \_\_\_\_\_ quite a transformation since their first  
GO

effort, the Xtreme, attracted such (3) \_\_\_\_\_ comment in the motoring press,  
FAVOUR

which led to disappointing sales. Their latest effort, the XR1200 (4) \_\_\_\_\_,  
CONVERT

went into (5) \_\_\_\_\_ last month, and I had the chance to test-drive one.  
PRODUCE

To say that the XR1200 is better than the Xtreme is a huge (6) \_\_\_\_\_ Not  
STATE

only is it much better, it represents a (7) \_\_\_\_\_ new approach to this class of  
REVOLT

car. From the seats to the angle of the steering wheel, everything on this car is  
8) \_\_\_\_\_, meaning that you can set the car up to fit you perfectly. The  
ADJUST

engine, too, is easy to set up for maximum efficiency, with the help of powerful dual 9)  
\_\_\_\_\_ that monitor performance 1,000 times a second.

PROCESS

Even the bodywork incorporates state-of-the-art ideas, with a new durable material  
that should mean that your XR1200 (10) \_\_\_\_\_ almost anything else

LAST

on the road.

**Тема 12. Бути іншим. Конформізм та нонконформізм.**

1. You are going to read the text about space tourism. The journalist's questions are missing from the text. Choose the most appropriate questions from the list (A—I) for the answers (1—8). There is one extra question which you do not need to use.

**Space Tourism Journalist's Questions:**

**A** Ricky, thank you ... and best of luck with the flight. And what advice do you have for other people who fancy a trip into space?

**B** My guest today will soon be joining a very small and very special group of people. Ever since the idea of space tourism was first seriously considered in the late 1990s, some people have had their name on the waiting list, as they saved up the fee. One of those people is Ricky Butler, who is just about to leave on the trip of a lifetime. He'll be spending ten days on a space station as it orbits the Earth. Ricky, welcome! What are you most looking forward to about the flight?

**C** What sort of things will you be doing?

**D** And was the training difficult?

**E** Don't you feel scared at all?

**F** Is everybody able to take up space tourism?

**G** Some people are completely against the idea of tourists going into space. Do you see this trip as a holiday?

**H** Are you fond of 'space tourism'?

**I** Will you have specific responsibilities on the flight?

**Ricky Butler**

**1** There'll be so many experiences in those ten days that it's hard to know which will be the greatest moment. But I guess the launch is what I'm looking forward to most. There can't be many things as exhilarating as being in a rocket as it flies out of the atmosphere. The first experience of weightlessness and seeing the Earth from outside the atmosphere; those are going to be incredible too, but maybe not quite so thrilling.

**1** \_\_\_\_\_

**2** I wouldn't be human if I didn't. Because I'm not a military pilot or even a professional test pilot — this isn't something I do every day, you know. But I've done months of training alongside real astronauts, so I hope I'm up to the challenge.

**2** \_\_\_\_\_

**3** Very much so. The spaceship is extremely small and so every seat has a set of controls in front of it. I'll be handling the systems that are controlled from the right-hand seat: for example, radio, TV, and some of the navigation systems. The flight commander sits in the centre and can take over from me on those functions if necessary, but hopefully I'll be a fully-functioning member of the crew.

**3** \_\_\_\_\_

**4** Some of the survival training, you know, when we're prepared for an unexpected landing in the sea or in an extreme winter climate, has been physically very challenging. Much worse than the training for weightlessness, although that was pretty tough, too.

**4** \_\_\_\_\_

**5** Actually, I see it very much as a life experience. People use the term 'space tourism' to describe what I'm going to do, but actually it's a bit misleading. I've been training flat-out for twelve months and I'll be working flat-out every day that I'm up there. So I'm going to need a real holiday when I come back.

**5** \_\_\_\_\_

**6** I'll be looking at different ways of measuring the energy an astronaut uses during a space flight, and how that affects the muscles. But the astronauts all tell me that the one thing they wished they'd had more of up there is free time. So I'm going to make sure that I have some, at least.

**6** \_\_\_\_\_

**7** Well, the price is a bit steep at the moment which cuts a lot of people out, and then you've got to go through months of training. I mean, not everyone's up to that, physically, nor can they spare the time, and it can be frustrating for people. I mean, I was fortunate because if you don't make it through the training, basically they don't let you go.

**7** \_\_\_\_\_

**8** The best advice I can give is to say: 'Just keep patient'. I mean, space travel's going to become far more accessible, sooner or later, and I reckon it's going to be sooner than people think. I'm confident that with so many companies keen to organise trips, this market's going to open up considerably. I couldn't tell you what it might cost, but I'm confident that within ten years, I'll be able to buy a ticket and fly up there again without having to go through such a complicated training procedure.

8 \_\_\_\_\_

**2. Use the word given in capitals to form a word that fits in the space.**

Sir Clive Sinclair

Born in 1940, UK businessman Sir Clive Sinclair has an 1) \_\_\_\_\_ (ENDURE) place in the minds of British people for two reasons. First, he was the man who 2) \_\_\_\_\_ (REVOLT) home computing with the ZX series of computers, and secondly, he was the man whose 3) \_\_\_\_\_ (ALTER) to the car, the C5, failed spectacularly to computer the public imagination.

Sinclair's proucts, the ZX81 and its successful 4) \_\_\_\_\_ (PLACE), the ZX Spectrum, were small, affordable computers that sold in huge numbers in the early 1980s. Despite limited 5) \_\_\_\_\_ (CAPABLE), they aloowed people to play computer games in their own hone for the first time, and even introduced people to the word 6) \_\_\_\_\_ (PROCESS).

The C5, a one-person vehicle that ran on 7) \_\_\_\_\_ (ELECTRIC), was introduced in 1984 and was Sinclair's attempt to 8) \_\_\_\_\_ (MODERN) transport. However, it was 9) \_\_\_\_\_ (PERSIST) criticised in the press for being unsafe and impractical in the British climate and production of the C5 was 10) \_\_\_\_\_ (CONTINUE) in August, 1985.

**3. Write one word in each gap.**

- I think Jay plays poker, but I couldn't \_\_\_\_\_ for certain.
- If one species survives at the expense of another, then I think that's just \_\_\_\_\_ selection.
- I'll just call Jimmy to \_\_\_\_\_ certain he can look after the dogs.
- The Minister gave the \_\_\_\_\_ light for the bypass to go ahead.
- You were a bit hard on him for crashing your car - give him a \_\_\_\_\_ chance!
- People are \_\_\_\_\_ their luck a bit too far when they live on the slopes of a volcano.
- Global warming will \_\_\_\_\_ a great threat to mankind in years to come.
- Just at the moment we had to go out, it started to \_\_\_\_\_ with rain.

**4. You are going to read the text about people travelling to earn living. Choose the most suitable heading from the list (A—E) for each part (1—4) of the text. There is one extra heading which you do not need to use.**

Travel: The Other Side of the Coin

A Food for thought

D Becoming some sort of social out- cast

B Seasoned travellers



1 Most of us have, at some point in our lives, experienced the joys of travel. We go to the travel agency to pick up our brochures. We book a two-week package tour with flights and accommodation included, (or if we are independent travellers, we make our own way to the country and travel around from place to place with a rucksack on our back). We make sure we have all the right currency, our passport and any visas that are necessary to get us into the country. We go to the airport and check in. We strap ourselves into our tiny economy class aircraft seats and a few hours later we disembark from the aircraft, strange new sights, smells and sounds greeting us. Nowadays, it seems, the whole world goes on holiday at once: the age of mass tourism is in full swing!

1 \_\_\_\_\_

2 But for the great majority of people around the world, travel for them is done in the face of great adversity and hardship. They never get to indulge in an all-inclusive holiday in a luxury hotel with all meals and drinks included. They never get to explore the lush Amazon rainforest or the frozen wastes of the Arctic on an eco-tourism holiday. For them, travel is a matter of life and death. I refer, of course, to all the refugees escaping from their own countries, or the internally displaced, moved from one part of their country to another by an uncaring government, or economic migrants forced to find a job and seek a living wherever they can.

2 \_\_\_\_\_

3 Can you imagine anything worse than the misery these people must face? Let's not confuse them with those expatriates, who choose to live in another country and often have nice houses and high salaries. These people are simply desperate to survive. As well as losing their homes because of war or famine or other natural disasters, they must come to terms with their new environment: for many, the culture shock can be too great. And while many countries with an open policy on immigration will welcome them in with open arms, others will simply turn them away. These people become *persona non grata*, unwanted and unwelcome. Even if they manage to get into a country, they will often be deported or repatriated. Their future is uncertain.

3 \_\_\_\_\_

4 Something to think about, perhaps, the next time you are checking in to your five-star hotel by a palm-fringed beach or sitting in a coach on an excursion to a pretty castle in the countryside.

4 \_\_\_\_\_

**5. Read the text below. Fill in the each gap with the one word which best fits each space.**

In the seventeenth and eighteenth centuries, very rich young men and women (1) \_\_\_\_\_ England often went on a Grand Tour of important European cities. In modern times, more and (2) \_\_\_\_\_ people go travelling at a young age. But they do not stay (3) \_\_\_\_\_ best hotels, like travellers on the Grand Tour. They travel as cheaply (4) \_\_\_\_\_ possible!

Often, students go travelling (5) \_\_\_\_\_ weeks or months after they finish school, or during a holiday. They usually visit more (6) \_\_\_\_\_ one country, and travel from

town to town. They stay in cheap hotels called youth (7) \_\_\_\_\_. You can buy books that tell you the addresses, phone numbers (8) \_\_\_\_\_ prices of youth hostels around the world. Twenty years ago, young people from European countries often went (9) \_\_\_\_\_-railing; they travelled around Europe by train. They bought a-special ticket (10) \_\_\_\_\_ a rail pass. With a rail pass, travel (11) \_\_\_\_\_ free on any trains in any European country for a month.

**6. Read the text below. Fill in the each gap with the one word which best fits each space.**

Today, young people still go inter-railing (1) \_\_\_\_\_ Europe. (The rail pass now (2) \_\_\_\_\_ about 285 Euros, or 250 dollars.) But they also go travelling in (3) \_\_\_\_\_ distant countries like Thailand, Australia, and India. This is because plane tickets (4) \_\_\_\_\_ more money than in the past.

There are special travel agencies (5) \_\_\_\_\_ sell plane tickets for students and other young travellers. For example, STA Travel has (6) \_\_\_\_\_ travel agencies in more than fifty-five countries. They sell plane tickets (7) \_\_\_\_\_ students and young people under the age of twenty-six. Often, people buy round- (8) \_\_\_\_\_-world plane tickets. With these, the travellers can stop in four or five different countries before (9) \_\_\_\_\_ home. For example, with one ticket, you can fly from London to Kuala Lumpur in Malaysia; (10) \_\_\_\_\_ to Sydney, Australia; then from Christchurch to Fiji; then to Hawaii; then to Vancouver, Canada; and finally, from Los Angeles back to London. This ticket only (11) \_\_\_\_\_ about 1,200 dollars.

Of course, (12) \_\_\_\_\_ do not have to be young to be a back-packer. Many people like to (13) \_\_\_\_\_ in this way, because they meet other travellers and see more places than on a package holiday. And with (14) \_\_\_\_\_ Internet, it is easy to find information about this kind of travel — for example, at website's like BUG (the Backpackers' Ultimate Guide).

**7. Read the text below. Fill in the each gap with the one word which best fits each space.**

During the twentieth century there (1) \_\_\_\_\_ more and more tourism. People started to have more money (2) \_\_\_\_\_ more time. Until 1908, workers did not usually have holidays (3) \_\_\_\_\_ work. But by 1951, 66 per cent of British workers had a two-week holiday (4) \_\_\_\_\_ year. And by 2000, 94 per cent of workers had a four-(5) \_\_\_\_\_ holiday a year.

Travels continued to become cheaper and easier during the twentieth (6) \_\_\_\_\_. More people (7) \_\_\_\_\_ cars. Planes became larger and could carry more people, so plane tickets (8) \_\_\_\_\_ cheaper.

In 1949, Vladimir Raitz started a company (9) \_\_\_\_\_ Horizon Holidays, and the package holiday was born. With a package holiday, the company puts everything together — plane ticket, hotel room, even food — and the tourist (10) \_\_\_\_\_ for it all before she or he leaves home. In the 1960s, many other companies started to (11) \_\_\_\_\_ package holidays from the UK to Spain (especially the Balearic Islands), Greece and Italy. The modern tourist industry (12) \_\_\_\_\_ beginning.

**8. Read the text below. Fill in the each gap with the one word which best fits each space.**

The family in Britain (1) \_\_\_\_\_ changing. By the year 2020 there will (2) \_\_\_\_\_ fewer married people than single people. In (3) \_\_\_\_\_ past, people got married and stayed married. Divorce was difficult and took a long time. The only reason for (4) \_\_\_\_\_ short marriage was usually the death of the husband or wife. But today people's views on marriage (5) \_\_\_\_\_ changing, many couples, mostly in their twenties or thirties, live together without (6) \_\_\_\_\_ married. About 60% (7) \_\_\_\_\_ these couples do get married in the end. People get married at a later age now and many women do not (8) \_\_\_\_\_ to have children immediately. They prefer (9) \_\_\_\_\_ do well at their jobs first. So they often decide not to (10) \_\_\_\_\_ a baby until they are in their late thirties, or even forties.

In the past, people married before they had children, but now about 40% of children in Britain (11) \_\_\_\_\_ boom to unmarried parents. The number of single-parent families in Britain is (12) \_\_\_\_\_. Single parents are usually divorced women (2/3) or women who (13) \_\_\_\_\_ never married (1/3). The government (14) \_\_\_\_\_ help to single parents, but money can still be a problem. And studies show that, in general, children are happier and more successful (15) \_\_\_\_\_ traditional two-parent families.

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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