MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Pavlo Tychyna Uman State Pedagogical University

MASTERING ENGLISH: PRACTICE GUIDE

Part I

Manual for the first degree students in Secondary Education.
English Language and Literature

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The manual on mastering English presents theoretical bases and a set of practical tasks with the aim of improving students' reading, listening, speaking, and writing skills.

The proposed teaching aid contains texts, grammar and lexical exercises, selected and developed taking into account the acquired knowledge and foreign language skills of university students.

The presentation of the material is carried out in English with the aim of increasing the professional competence of university students in terms of perception and further use of this language in oral and written communication.

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PREFACE

The manual is intended for university students studying to gain a Bachelor's degree in Secondary Education.

It is a comprehensive resource designed to enhance the language skills and boost learners' confidence in using English. The manual is organized around different sections that blend aspects of grammar, vocabulary, topic, task and situation. The main interest lies in a structured approach to master the intricacies of the English language. It is of great importance to provide students with the tools they need to practice and apply their skills in real-life situations.

The manual appears to be an exposition of some key elements of the English language communicative system. It comprises a course description, variety of exercises, practical examples, and helpful tips that cater to different learning styles and preferences. Besides, such necessary themes as Origins, Opinion, Places, Justice, Secrets, Trends, Freedom, and Time are included.

The manual has a progressive overall structure and thematic organization. Each section focuses on key aspects of English, including grammar and communicative skills. In the first part, a brief overview of the course, its aims and intended learning outcomes is presented. This section covers key topics of the course, a list of tasks for individual work. Next sections highlight vocabulary, reading, grammar, writing and extra lessons. The use of different types of exercises, such as exercises for translation, analysis of lexical constructions, identifying functions and meanings of some words and phrases, choosing the correct item, as well as exercises for completing the sentences with the appropriate endings, etc., is intended to contribute to comprehensive understanding the principles of grammar, vocabulary and other variation, enabling learners to effectively engage in both written and spoken communication.

All the exercises in the book contain a variety of tasks and phrases to be learned and used. A number of practical assignments involve work on texts that deal with subjects which are of particular interest for students. They are concerned with popular technology and its role in enhancing English language learning. Special attention has been devoted to making the selected materials suitable for university students.

All the material in the course (both explanatory and practical) is intended not for silent consumption, but for animated discussion between students and a teacher.

UNIT 1
ORIGINS

1.1. Vocabulary

Phrases with *name*

Exercise 1. Complete the sentences with the following phrases: *by name, clear his name, household name, in name only, live up to my name, made a name for myself, middle name, named me after, put my name forward*.

1. My company was asking people to train overseas. It sounded exciting, so I _____.
2. My parents have both been so successful. It's going to be hard to _____.
3. My parents both love classical music, so they _____ their favourite composer.
4. Some people are a bit embarrassed of their _____.
5. That actor's always on TV. He'll be a _____ soon.
6. He tried very hard to _____ after those false accusations.
7. I worked hard for years and _____ as a chef.
8. I've been asked to work on an exciting project at work. Apparently, the CEO asked for me _____.
9. Philippa and Chris are married _____. They haven't lived together for years.

Personality

Exercise 2. Put the letters in italics in the correct order to complete the sentences.

1. Dan just doesn't seem to care. He's so _____ *ateapitch* these days.
2. I hope Anne's _____ *nevistieins* comment didn't hurt your feelings.
3. Wing Tse's always setting unrealistic targets for herself. She's _____ *vreo-aboutimis*.
4. Liam's quick to do his homework. He's very _____ *coconutniseis*.
5. When Justine gets an idea, she can never let go of it. She can be pretty _____ *basintote*.
6. As a toddler you were _____ *veiniqiltus*, always asking questions and wanting to explore.

7. Most teenagers are _____ *bileroleus* at some stage and do things their parents disapprove of.
8. Francesca can always gauge people's moods. She's very _____ *ricepepvet* like that.

Exercise 3. Underline the correct alternatives.

1. I'm sure you'll get on with my friends. They're pretty *easy-going/introverted.*
2. One day, Ahmed will decide to go travelling and will just leave. He's always been *considerate/impetuous*.
3. Andy's unlikely to change his taste in clothes. He's always been pretty *conservative/selfish*.
4. Please don't criticise Amira's cooking. She's really *introverted/temperamental* and might get angry.
5. We'll have to be a bit *impetuous/circumspect* when raising the issue at the meeting.
6. We should all stop being so *selfish/liberal* and think of others once in a while.
7. What a wonderful birthday present. You're so kind and *considerate/temperamental.*
8. Samir's always been *introverted/gregarious*. He likes to keep to himself.

Idioms for people

Exercise 4. Match 1–7 with the endings a)–g).

1. That customer's complaining about everything. She's a pain
2. Alexi's a dark
3. Mike isn't looking for a yes-
4. I'm quite shy but my sister's always the life
5. Habib's an old
6. My brother Matt's the black
7. I can't get my dad to do anything new. He's really set

a) man. He wants someone who'll offer some constructive criticism.
b) and soul of the party.
c) in the neck.
d) in his ways.
e) horse. Who knew he could cook that well?
f) sheep of the family. We're all doctors and he's an actor.

g) hand at this job. He's been here for years.

Exercise 5. Find and correct the mistake in each sentence.

1. You never know what Danny's going to say next. He's a real loose gun!
2. All he does is sit and watch TV. He's such an armchair potato.
3. Simone got promoted and now he's walking around like he's the giant cheese.
4. Anna broke her wrist, but continued to play the whole match. She's a real tough biscuit!
5. Do we have to invite Mark to the party? You know he's such a dry blanket.
6. It only takes one rotten orange in the company to spoil it for everyone.

Focus on set

Exercise 6. Match the underlined phrases with their meanings a)–n).

1. Try not to <u>set fire to</u> the house when you light the candles.
2. I've got a <u>box set of</u> that new crime drama. Let's watch it.
3. Don't you dare <u>set foot in</u> this house until you've cleaned your boots.
4. The traffic will be bad, so we should <u>set off</u> nice and early.
5. Here are a <u>set of guidelines</u> on using the internet securely.
6. How many <u>TV sets</u> do you have?
7. A journalist accused the politician of lying, but the politician has <u>set the record straight</u>.
8. I was hoping to finish my essay today, but being ill yesterday has <u>set</u> me <u>back</u> a bit.
9. She's too <u>set in her ways</u> to travel. She loves her home comforts.
10. Right, we've got passports, money and tickets. I think we'<u>re all set</u>.
11. Janet had <u>a set-to</u> with her neighbour over parking.
12. We're planning on <u>setting up</u> our own online store.
13. Marian's <u>set about</u> planning the wedding with such enthusiasm. I wonder if it'll last?
14. I was worried about Luke, but he's <u>set my mind at rest</u>.

a) a list of information giving advice
b) tell the truth after someone lied
c) unwilling to change
d) start burning something

e) televisions
f) started (doing something)
g) enter
h) delay
i) starting (a business)
j) stopped (someone) worrying
k) be ready
l) begin (a journey)
m) an argument
n) a number of DVDs that contain a TV series or a series of films.

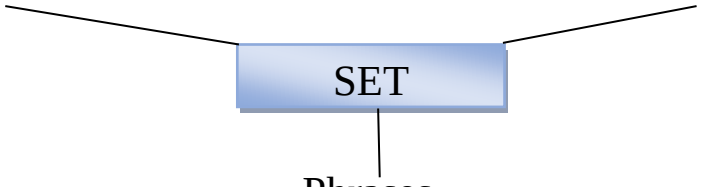
Exercise 7. Complete the spidergram with the underlined phrases from Ex. 6.

Nouns

1. _____
2. _____
3. _____
4. _____

Phrasal verbs

5. _____
6. _____
7. _____
8. _____



Phrases

9. _____
10. _____
11. _____

12. _____
13. _____
14. _____

Exercise 8. Complete the sentences with the correct form of some of the phrases from Ex. 7.

1. The new hospital's still not finished. Budgetary problems _____the building work _____ six months.
2. If you want to _____ your own business, ask the bank if they'll lend you money.
3. Mario's unlikely to _____ here again after he embarrassed himself last week.
4. How many _____ do you have in your house? Do you have one in every room?
5. As soon as Yuko heard about the problem she _____ solving it as fast as possible.

6. We spent all weekend watching _____ of old TV crime dramas.
7. I managed to _____ the kitchen this weekend by leaving boiling oil on the cooker.
8. We all thought Carlos had stolen my cake, but he _____. Apparently it was Lucia.
9. Helen had a _____ with her flatmate yesterday. They haven't talked all day.
10. We should've _____ at 7 a.m. We're going to be late now.

Images

Exercise 9. Complete the sentences with the following words: *capture, evocative, iconic, provocative, revealing, striking.* More than one answer may be possible.

1. Joseph Turner's paintings are _____ of a time in history.
2. Thomas Moran's paintings really _____ the beauty of the Rocky Mountains.
3. Andy Warhol created _____ images using tins of soup. They're still famous today.
4. Anna Delany's street photography is very _____ about life in New York.
5. Banksy's street art is _____ and designed to get us questioning our society.
6. Clarice Cliff was well known for her bold, _____ use of colour in her ceramics.

1.2. Reading

Exercise 1. Work in pairs and discuss.

1. Do you keep in touch with people via social media? If so, which media do you use? Why?
2. Do you change your profile picture very often? If so, what makes you change it? What kinds of photos do you choose?
3. Are there any other online contexts where you have a different identity? (e.g. video game avatars) If so, which? What is your avatar like?

Exercise 2. Read the article about online identities and answer the questions.

1. How do people project their identity through social media?

2. What is different about the identities people use in the gaming world?

Projecting an Online Identity

There are more than 2 billion users of social media in the world. When you check out the online profiles of these people, the first thing you see is their profile picture and cover photo. It gives you a first, albeit superficial, impression of their identity or how they choose to project it online.

Extroverts and narcissists are easy to spot – they are always gazing directly at the camera or doing something daring like parachuting or bungee-jumping. They are inclined to smile and look confident. These are the kinds of people who post a lot of images of themselves and expect lots of 'likes' when they do!

Introverts, on the other hand, have a tendency to look away from the camera in their profile pics. They may post another kind of image altogether – perhaps a landscape or something that conjures up a particular mood, or their pet. This distracts the attention away from them and onto something that they like.

Those who are a little more light-hearted might show a photo of themselves when they were a cute four-year-old, and that might encourage their friends to follow suit, and share their own childhood pics. On work-oriented social media sites on the other hand, it's more common to see professional-looking photos. For example, having bookshelves in the background of your photo can make you look learned and intelligent.

Of course, there are other reasons why people change their profile pictures: in response to a particular piece of news, or to show support for a cause or solidarity for a certain group of people. If many people do this at once, people can feel peer pressure to do the same – another example of 'sharing' in the online world.

But it's not just on social media that people project an online identity. This issue is even more pronounced in the gaming community. The avatars that gamers use are often far more removed from their real selves and represent a fantasy image of someone they dream of being. Due to the nature of the games themselves, people's chosen avatars often perform a role in a virtual world like *Second Life*. Many avatars can walk and talk but also fly or be reborn – their creation can push the boundaries of our imaginations. This represents an opportunity for people to take on a

whole new identity, to play a new role in their imagined life. It is a form of escapism, but it can also be incredibly liberating. The only problem is that these virtual identities can take over your life, leading some people to neglect their real-world obligations and friendships. Perhaps this is the danger of developing a new identity online – that the real world is just too boring in comparison!

Exercise 3. Read the article again. Underline the correct alternative.

1. You can get a(n) *detailed/incomplete* impression about a person's identity from looking at their profile picture.
2. People who smile at the camera *usually/rarely* want people to like them.
3. Introverts choose images which are *mysterious/don't show their faces*.
4. It's common to show *professional/childhood* photos if you don't want to be taken seriously.
5. When changing their profile pictures, people *sometimes feel/don't often feel* pressure to copy each other.
6. People's identities in virtual worlds are much *more/less* fantastic than on social media.
7. These identities can provide you with a lot of freedom. They are also *dangerous/a form of escape*.
8. People's real identities can be far more *interesting/boring* than their invented ones.

Exercise 4. Find the verbs and verb phrases 1–8 in the article. Match them with their meanings a)–h). Which two verbs/verb phrases collocate with 'an identity'?

1) check out
2) spot
3) gaze
4) conjure up
5) follow suit
6) project
7) take on
8) take over

a) identify
b) adopt

c) bring a feeling to mind
d) control
e) get information about someone/something
f) do what someone else has done
g) try to make other people have a particular idea about you
h) look in a particular direction for a long time

Exercise 5. Work in groups and discuss. Is the article right about online identities or does it take the issue too seriously? Explain your answers.

1.3. Grammar

The continuous aspect

Exercise 1. Explain the difference in meaning between the sentences in each pair.

1. A. I work in Madrid, but I live in a village forty kilometres away.
   B. I'm working in Madrid, but I'm moving to Barcelona next year.
2. A. I've worked in London, Paris and Rome, but now I work in Tokyo.
   B. I've been working in Tokyo for a year and expect to continue to do so for some time.
3. A. I worked in Oslo in 2013.
   B. I was working in Oslo when my father fell ill.
4. A. I'll work when you get home if you look after the children.
   B. I'll be working when you get home, so please try to keep quiet.
5. A. When her car broke down, she was driving to New York for a conference.
   B. When her car broke down, she went the rest of the way by bus.
6. A. We are renting an apartment until our house is ready.
   B. We rent an apartment by the sea most summers.

Exercise 2. Correct the mistakes in the use of tenses in the text.

comes

I really respect my best friend. He i~~s coming~~ from Poland and is speaking four languages. He is living in London since 1998 and I've been knowing him for ten years. We met on holiday when we hitchhike through Spain. One day while we walk through the Cantabrian Mountains, he told me that even though he had been leaving school at fifteen, he was going to be very successful. He joined his company when it is having difficulties.

He was working his way up to the top since then. He is only working there for seven years and he is already being the Director.

Exercise 3. Complete the sentences with the correct continuous form of the verbs in brackets.

1. Mercedes _____ (work) as a teaching assistant since she arrived here two years ago.
2. I _____ (try) to finish my assignment all through the plane journey, but it was too turbulent.
3. The rearranged lecture _____ (take) place next Friday at 5.00 p.m.
4. Working conditions in the factory _____(improve) before the new management started.
5. The whole family _____ (stay) with Ralph's parents until the building work is completed.
6. The security guard _____ (lock) the office when the burglars forced their way past him.
7. I know I failed the test because I _____ (not concentrate) in Professor Williams' lectures.

Describing habits

Exercise 4. Match the sentence halves.

1. My grandfather is inclined
2. He kept
3. I tended to
4. They were always thinking
5. Our cousins would
6. My sister will
7. I was forever
8. As a rule,

a) of ways to earn extra money.
b) to fall asleep a er dinner.
c) stay with us during the holidays.
d) he's a good problem-solver.
e) forget important dates so I put them all on my phone.
f) failing his exams so he moved to an easier course.
g) doing my homework on the tram to school.
h) borrow my things without asking.

Exercise 5. Rewrite the sentences using the words in brackets.

1. He’s often insensitive. (inclined)
2. She tries again and again. (keep)
3. I got a new dictionary every year. (would)
4. They entered lots of competitions. (forever)
5. I usually have to stand on the bus. (nine times out of ten)
6. I can be obsessive. (tendency)
7. As a teenager he was often rebellious. (tended)
8. Why do they watch so many films? (always)

1.4. Writing

A personal profile

Writing tip

When you write a personal profile, it’s very important to think about who you are writing to and whether you need to use formal or informal language. You also need to think about what type of information the reader will be interested in.

Exercise 1. Read the personal profile. Is it formal or informal?

Hi, everyone! My name’s Tom Woodford. I’m 25, although everyone says that I look younger! I’m from a small village in north-east England, but I live in Newcastle now. I’m a qualified electrician and am currently working as part of a maintenance team in a big office. However, what I really want is to get a degree in business studies and accountancy. I think it will open up a lot of doors for me professionally.

I’m married with two young kids, Ryan, who’s three, and Tessa, who’s one. My wife’s name is Gloria. In my free time I like playing basketball and riding fast motor bikes! The problem is, with a young family, a full-time job, and now this online course, I don’t think I’m going to have much time for any hobbies in the near future!

I hope to get to know the rest of you a bit better as we do the online degree preparation module together. Good luck to everyone! And remember: Yes we can!

Exercise 2. Complete the table.

Name	
Age	
Where he lives now	

Work	
Ambitions	
Family	
Who is he writing to?	

Exercise 3. Complete the table. Read the guidelines below for writing a personal profile. Does Tom follow them?

1. Give specific information about yourself. Don't be vague.
2. Be positive.
3. Think about who you are writing to and give them appropriate information.
4. Think about who you are writing to and use an appropriate style: formal or informal.
5. Keep your profile brief and use short rather than long sentences.
6. Structure your information in clear paragraphs.

Exercise 4. Read the stages for planning a personal profile and put them in the order that you would do them.

A. Write a rough first draft.
B. Write down the points you are going to talk about.
C. Check your work and correct any mistakes.
D. Decide in what order you are going to present the points.
E. Check through your first draft. Have you included the right type of information? Is it presented in a logical order?
F. Think about who you are writing to and what type of information they will be interested in.
G. Make notes on each point.
H. Write your final draft.

Exercise 5.

A. Look at the expressions in the box below. What two constructions can each expression be followed by?

I like	I'm keen on	I'm really into	I love	I'm crazy about

B. Write five sentences about what you like/like doing using the expressions in the box above.

Exercise 6. You are joining an internet dating site. Write your own personal profile (160–200 words).

Plan your writing.

Think about who you are writing to. What information will the reader be interested in? Your location? Your appearance? Your personal possessions? Your job? Your hobbies? Your academic qualifications? Decide what areas you are going to write about, and in what order.

Check your writing.

- Is your profile brief and written with short sentences?
- Is the information clearly ordered in paragraphs?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

1.5. Extra lesson

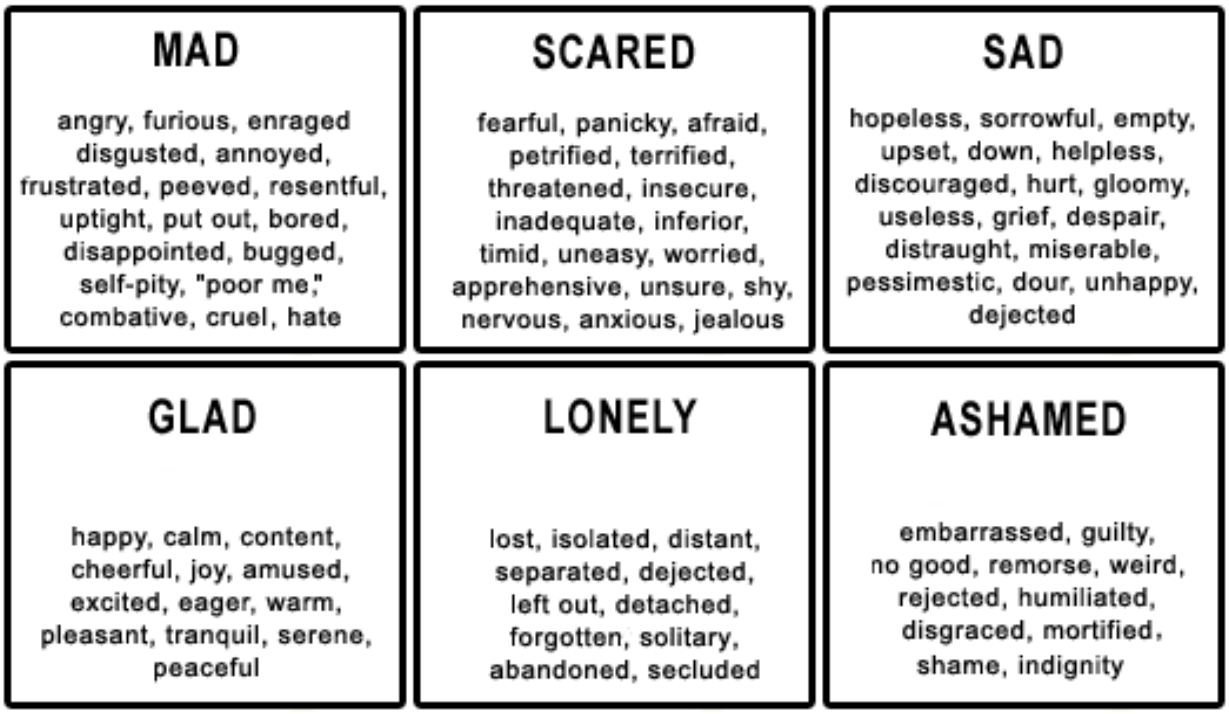
Feelings and Emotions
Negative Feelings

appalled – very shocked
apprehensive – slightly worried
bewildered – very confused
betrayed – when someone breaks the trust you have in them
cheated – when you do not get something that you think you deserve
cross – quite angry
depressed – very sad
down in the dumps – sad and fed up
envious – when you want something that someone else has
jaded – tired and having no interest
let down – disappointed
jaded – tired and having no interest
horrified – very shocked

Positive Feelings

delighted – very happy
ecstatic – extremely happy
emotional – you have strong feelings (happy or sad) and you cry
great – very good
intrigued – being so interested in something you have to find out more

nonplussed – so surprised that you do not know what to do next
over the moon – delighted
terrific – fantastic
nonplussed – so surprised that you do not know what to do next
confident – sure of your abilities
inquisitive – showing curiosity



Passion: Reactions and Emotions

Here are some verbs which refer to having a strong desire that is hard to control.

Pregnant women **crave / have a craving for** strange things like tune and banana pizza!

I still **hanker after/ have a hankering for** a bright red sports car. [Hanker is especially use about something you cannot have]

Young children often seem **to thirst / have a thirst for** knowledge. [To hunger for can also be used in the same way as to thirst for]

Sometimes my cousin just **yearns to be** on her own with no family responsibilities. [If you **yearn to do / yearn for / having yearning for** something, it means that you want something that you do not have and, often, can never have]

An Olympic gold is probably the most **coveted** spotting prize. [**To covet** something means to want to possess it very much]

Here are some verbs describing ways of reacting to other people's emotions.

Word	Meaning	Example sentence
defuse	make a dangerous or tense situation calmer	Jane tried to **defuse** the tension by changing the subject
placate	stop someone feeling angry	Jim was very angry with his daughter and it took her charm to **placate** him
conciliate	end a disagreement between two people or groups by acting in a friendly way towards both sides	An independent advisor has been brought in to **conciliate** between the unions and the employer
appease	end a disagreement by giving the other side an advantage that they are demanding (normally used in a disapproving way)	Although **appeasing** the enemy postponed the war for another year, it did not ultimately prevent it from happening

A useful adjective from placate is **implacable.** It is used about someone's opinions and feelings and means that they be changed.

E.g. I cannot understand the implacable hatred that he still feels for his old rival.

Here are some more words which refer to being extremely happy.

To rejoice: be extremely happy.

*E.g. Everyone **rejoiced** at the news of her recovery.*

Exultant: feeling great pleasure and happiness, usually because of a success.

*E.g. Sarah was in an **exultant** mood for weeks after doing so well in her exams.*

Jubilant: expressing great happiness especially at victory.

*E.g. There were **jubilant** shouts as the results of the referendum were announced.*

Rapture: extreme pleasure of happiness (adjective = **rapturous**).

*E.g. He listened to the opera with an expression of pure **rapture** on his face.*

Bliss: perfect happiness (adjective = **blissful**). Note that the adverb of blissfully collocates strongly with **happy**, **ignorant** and **unaware**.

*E.g. They are **blissfully happy** even though they're poor.*

There are some colloquial expressions which mean to be very happy.

You look **full of joys of spring** today.

My daughter's just had a baby girl. We're **thrilled to bits** at the news.

I **feel on top of the world**. It's great to have a job again.

I've been **floating / walking on air** ever since I heard I got into drama school.

How did you feel when you scored the winning goal? – I was **over the moon**.

Exercise 1. Choose one of the words below to fill the gap in each sentence.

1. Since giving up smoking, I now find that I _____ chocolate.
   a) thirst b) crave c) hunger
2. Martha is very good at _____ difficult situations.
   a) placating b) appeasing c) defusing
3. Everyone is _____ to bits that Joe was so successful in the operation.
   a) blissful b) thrilled c) exultant
4. If he was a tantrum, you mustn't try to _____ him. Don't give in!
   a) conciliate b) appease c) defuse
5. When Lorna retires, there will be probably be a lot of internal applicants for what must be the most _____ job in the company.
   a) yearned b) hankered c) coveted
6. Fortunately, her parents were _____unaware of what was going on.
   a) rapturously b) blissfully c) exultantly

Exercise 2. Make a word from the same root as the word in brackets in order to complete the sentences.

1. Even after so many years away from the country where I was born, I still have a _____to return there some day. (hanker)
2. Nick gazed _____at his neighbour's shining new motorbike. (covet)
3. The lovers looked _____ into each other's eyes. (rapture)
4. Jean tried making some _____ remarks which lightened the atmosphere a bit. (conciliate)

5. Our local Member of Parliament is an _____ opponent of all to extend the city. (placate)
6. The mood of the negotiations was _____from the outset and consensus was reached fairly rapidly to the _____of all the present. (placate; jubilant)

Exercise 3. Match the beginnings of the sentences with their meaning.

1. Sarah has been walking	on top of the world since finishing her thesis.
2. Beth is full	after a new computer.
3. Amanda seems to be	for children with AIDS.
4. Jill feels enormous pity	on air since she got engaged.
5. Sam is hankering	at his good fortune.
6. His parents rejoiced	of the joys of spring.

Exercise 4. Answer the questions.

1. If a politician talks about appeasement, are they expressing approval?
2. Would people be more likely to be called jubilant or blissful if their team had won the World Cup?
3. Have you ever felt as if you were floating on air? When?

Feelings: Antipathies and Aversions

Antipathy is a feeling of strong, often active, dislike or opposition towards something or someone, e.g., ***Antipathy*** *towards the government has increased as a result of the current crisis.* The adjective with this meaning is not a*ntipathetic* but **hostile** or **unsympathetic**.

E.g., a hostile crowd of protesters; an unsympathetic remark.

Aversion is a feeling of intense dislike or an unwillingness to do something, or it can be the person or thing which causes that feeling. It is often used in the phrase **have / feel an aversion to.**

E.g. I felt an instant aversion to the new manager. Arrogance has always been my aversion [the thing I dislike most of all].

Averse to means opposed to, usually used with not.

E.g. I am not averse to a good night.

Noun	Meaning	Adjective	Verb
loathing	intense hatred	loathsome	loathe
abhorrence	intense disgust	abhorrent	abhor

scorn	lack of respect for something or someone felt to be worthless	scornful	scorn
revulsion	strong disgust	revolting	revolt
repulsion	opposite of strong attraction	repulsive	repulse

Adjectives with Negative Associations

Here are some words with strong negative connotations. Words marked * are informal.

Word	Meaning	Word	Meaning
bland	lacking taste, character or interest	**off-hand**	showing rude lack of interest in others
brash	too confident; too bright(clothes)	**officious**	too eager to tell others what to do
dowdy	dull in appearance or lacking style	**ostentatious**	displaying wealth in a vulgar way
fickle	changing opinions suddenly without reason	**pompous**	too formal and showing that you think you are more important than other people
fuddy-duddy	old-fashioned	**pretentious**	trying to appear more serious or important than you are
grasping	always wanting more money	**puerile**	too silly and childish
nit-picking	too concerned about unimportant details	**sloppy***	not taking care in the way you work
obnoxious	unpleasant and rude	**squalid**	very dirty and unpleasant
obsequious	too eager to praise or obey people	**trite**	lacking in originality; banal

UNIT 2
OPINION

2.1. Vocabulary

Learning and experience

Exercise 1. Complete the conversation with one word in each gap. The first letter of each word is given.

A: How has Eva settled into her job? Has she found her f_____ yet?

B: Well, she's still learning the r_____, but so far she's shown fantastic potential.

A: Great, I'm glad I recommended her. She'll be able to take a_____ of far more opportunities in your department than mine. By the way, I'm sorry to hear about the s_____ with your project. Will the delay be long?

B: I hope not, but this it's a new market for us and there's always a steep learning c_____when you move into something new.

A: Don't worry – trust your i_____. They're usually right.

B: You're right. Sometimes you have stop looking at the facts and figures and just go with your g_____.

Metaphors

Exercise 2. Find and correct the mistake in each sentence.

1. With his charm and intelligence Liam will go further in life.
2. I've achieved all my goals and have finally reached the point of my career.
3. I argued with some customers and got some bad reviews online. Since then, my business has gone down fast.
4. I'm not sure whether to go to uni or not. I'm at a real roundabout in my life.
5. My sister never thinks anything through. Her ideas are always under-baked.
6. Abraham said he climbed Mount Fuji in an afternoon. I found that a little hard to chew.
7. We could always go to the beach instead of the museum. It's food for mind, anyway.
8. I make sure I put away some time to do some yoga every day.
9. Just because Ed can memorise a lot of facts and figures and swallow them in meetings, doesn't make him the best employee.

10. Come on, let's not throw away precious time chatting. Let's do some shopping!

Exercise 3. Underline the correct alternatives.

1. If you know what you're doing, you can make a *war/killing/fight* on the stock exchange.
2. I wasn't good at academic subjects, but I really *lit/shone/glowed* at athletics.
3. The teachers all thought I was pretty *dim/dark/dull* when it came to maths.
4. They should stop fast food companies from *targeting/pointing/ aiming* children in ads.
5. Rachel is obviously a *bright/shiny/clear* girl.
6. In a flash of *idea/inspiration/thinking*, Ampere made a discovery about electromagnetic forces.
7. If those two manufacturers joined *forces/teams/groups*, they could really make a great product.
8. Research evidence doesn't really *approve/show/support* your theory.

Collocations: opinions

Exercise 4. Put the letters in italics in the correct order to complete the sentences.

1. We all have _____ *sciencetornpop* about other countries before we visit them.
2. That sitcom was awful. The characters were all _____ *petersyesto*.
3. I was planning on going travelling for six months, but now I'm having _____ *codens thugshot* about it.
4. Olly's not interested in other cultures or ideas. He's so _____ *warnor-denmid*.
5. That programme showed a whole new _____ *tricepsveep* on the life of Gandhi.
6. Ken tried to change our minds, but his arguments weren't very _____ *gnicnocniv*.
7. My first visit to London as a child was certainly _____ *eey-gonepin*.
8. You have to keep an _____ *pneo dimn* if you want to learn about different people and cultures.

Exercise 5. Find and correct the mistake in each sentence.

1. It's my private opinion that we should all give more to charity.
2. You shouldn't criticise Lydia for her views. Everyone's allowed to their own opinion.
3. I don't think they had an argument as such, just a contrast of opinion.
4. The main opinion is that global warming is having an effect on our world.
5. We'll never decide anything if opinion is shared.
6. There's no right or wrong answer. It's just a topic of opinion.
7. I don't care if you hate my mother's meat loaf! Save your opinion to yourself.

Idioms of opinion

Exercise 6. Match a beginning in A with a word/phrase in B and an ending in C to make sentences.

A	B	C
1. I love creating a good discussion by playing	on the	mind.
2. I'd like to know what you really think, so please speak	about the	advocate.
3. You never seem to have a clear opinion. You just sit	your	fence.
4. Come on, tell me what you really think. Don't beat	devil's	bush.

Focus on keep

Exercise 7. Match the underlined phrases with their meanings a)–n).

1. I have one of those apps that <u>keeps track of</u> the distances and speeds I run.
2. You're doing really well. <u>Keep up</u> the good work!
3. I'm trying to <u>keep</u> my weight <u>down</u> by not eating bread.
4. Giorgio <u>keeps a low profile</u> in meetings to stop himself from saying anything silly.
5. Good drivers <u>keep their cool</u>, even when stressed.
6. How can we <u>keep</u> these wasps <u>away</u> from the food?
7. Mr Jones never <u>keeps to</u> the topic in his lessons. He always goes off onto other topics.
8. <u>Keep off</u> the grass please. Walk on the path.

9. I hope your mum's operation goes well. Keep me posted.
10. Can you keep an eye on that pan for a minute while I go to the bathroom?
11. You should keep your opinions to yourself. Not everyone wants to hear them!
12. Slow down, I can't keep up with you!
13. Justin promised he'd be here on time and he usually keeps his word.
14. Come on, don't stop now. Keep going!

a) not go into an area
b) move at the same speed as
c) continue moving; not stop
d) continue doing
e) let me know what's happening
f) monitor
g) stop the size or level of something increasing
h) stays with
i) do something you said you will do
j) stop (something) from going near something
k) try not to get noticed
l) watch (something)
m) not give everyone your views
n) not get angry

Exercise 8. Complete the spidergram with the underlined phrases from Ex. 7.

Phrasal verbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Phrases

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

KEEP

Exercise 9. Complete the sentences with the correct form of phrases from Ex. 8.

1. You're so quick in class. I just can't _____ with you.
2. Why did you get so angry? You usually _____ in situations like that.
3. Chas is working fifteen-hour days. If he _____ like this, he'll burn himself out.
4. Please _____ your shoes _____ the seats or you'll get them dirty.
5. The government is trying to _____ the number of children who skip school.
6. Verity's been _____ since she told our economics professor that he couldn't teach.
7. You promised me we'd go away this weekend. You'd better _____.
8. It's better if we _____ from Alain today. He's not in a very good mood.
9. Attached is next week's trip schedule. We'll _____ of any last-minute changes.
10. I usually _____, but sometimes I just have to tell people what I think.
11. Try to _____ the plan and do not make any changes.
12. So, you were in Canada two weeks ago and China last week. Wow, I can't _____ of all your travels!
13. I really want to _____ my German lessons, but it's hard to find the time.
14. I have to _____ on the time. I don't want to miss my train.

2.2. Reading

Exercise 1. Work in pairs and discuss. Use the ideas below.

1. If you want to find some information about a particular topic, what do you do?
2. What do you think most people do?
3. What don't people do very often anymore?
   - Go to a library to do some research.
   - Watch an online lecture.
   - Look it up on Wikipedia or another online encyclopedia.
   - Do a Google search and follow the links.
   - Ask somebody you know for advice.

• Attend a conference by an expert in the field.

Exercise 2. Read the article about accessing opinions and facts in the digital age. How would the writer of the article answer question 1 in Ex. 1?

An Online World of Information

The digital age is one of instant gratification. The situation may be familiar to you: you're having coffee or dinner with some friends when somebody asks a general knowledge question. Nobody knows the answer but at least one person gets their smartphone out ready to find it. Where do we go for that info? Chances are it will be a random Google search or a check on Wikipedia. Triumphantly, they provide you with the answer. It's information which you don't argue with and then instantly forget – it's **ephemeral**.

The internet seems to be the most popular place to find information these days and it's not hard to see why – it is all just a click away. But, couldn't that also be why problems **arise**? After all, how do we know that the information we read is correct? What is the original source of these facts? And do we really understand the difference between opinion and fact?

Many people argue that all this is a natural consequence of the digital age. It is a more democratic age: we can write and upload our own content and share it happily with others. But generally, online writers **dumb down** the ideas they write about. All that information is there at our fingertips, but it's expressed in shorter, simpler ways and, worse, it's possibly **inaccurate**.

We not only have greater access to information – it is also delivered in ways that previously would have seemed **inconceivable**. In the past if you had wanted to find some academic knowledge, you would have needed to attend a lecture by an expert in the field. Now, websites like TED, Big Think and 99 Percent provide online access to **thought-provoking** talks on all manner of subjects. The most viewed talk by Sir Ken Robinson, called 'Do schools kill creativity?', has been viewed over 36.5 million times. That many views of an academic talk on education surely is worth celebrating.

Does this mean we can trust the internet for opinions, but not so much for facts? That might be a rather simplistic argument, but I think there is some truth in it. Online lectures are a good example. It's also true

to say that complex ideas can be made more accessible and dynamic via video. For example, the RSA (the Royal Society of Arts) has a number of online animated lectures, including one on kinetic typography. As the lecturers speak, words and images expressing their ideas **pop up** on the screen making the ideas easier to **assimilate**. It makes academic information more fun!

All this doesn't mean that the digital age has turned us into **hermits** watching everything online. In fact, people attend conferences more than ever before to watch experts deliver their words of wisdom live. Perhaps so much time online means we **crave** that human contact. Whatever the reason, we now have more choice than ever before about where to go for our information. We just have to remember to be critical in our appreciation of it!

Exercise 3. Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1. Nowadays, people are used to getting what they want when they want it.
2. The information we find online is always trustworthy and accessible.
3. Problems arise because information is too easy to obtain.
4. The kind of information we find is different but the way we receive it has not changed dramatically.
5. It is not necessarily a good thing that people watch serious talks about education.
6. With technology's help we can take in complex information more easily.
7. When it comes to obtaining information, attending events and conferences is something long forgotten.

Exercise 4. Look at the words and phrases in bold in the text and try to guess what they mean. Then complete the sentences 1–10 with the correct form of the words/phrases.

1. A problem *has arisen* with your booking. I can't find your details online. When did you book the room?
2. She became _____ and shut herself away, but that's when she produced her finest work.
3. The jury were given _____ evidence about the case and the accused was convicted of a crime he didn't commit.

4. A lot of the information on social media is _____. You don't remember any of it the next day.
5. One of the most _____ films to come out this year, it could be a candidate for an Oscar.
6. When you're _____ a favourite food, like some chocolate, it's difficult to resist the urge.
7. That video was too fast for me _____ everything. Can I watch it again?
8. Travelling around the globe like we do today would have been _____ years ago. Now we take it for granted.
9. The audience didn't know much about the subject so I _____ some of the more complex ideas.
10. When you're online, information keeps _____ all the time. It can be very distracting.

Exercise 5. Work in pairs and discuss.

1. Do you agree with what the article says about online information? Why/Why not?
2. What do you think the writer means in the last line of the article?
3. Can you think of any ideas or opinions that you have accessed online recently and that you would recommend?
4. How did you access that information?

2.3. Grammar

Conditionals and regrets

Exercise 1. Which conditional do we use to talk about:

1) likely conditions (things which are very likely to happen)?
2) unlikely conditions (things which might happen, but probably won't)?
3) impossible conditions (things which are unreal and did not happen)?
4) general conditions (things which can occur at any time and often occur more than once, and their results)?

Exercise 2.

A. Match 1–8 with a pair of clauses (a–h) to make sentences.

1. If they'd brought a map,
2. If you solve the problem,
3. If I were you,
4. If I had my own car,

5. If I'd worked harder,
6. If you don't leave right now,
7. I'll phone the hospital
8. If the ball touches the line,

a) I'll phone the police. / you'll regret it.
b) It's in, not out. / don't blow your whistle.
c) I could have gone to college. / I'd have passed the exam.
d) I'll buy everyone dinner. / you'll feel a lot better.
e) I'd listen to her very carefully. / I wouldn't tell her.
f) I'd go away every weekend. / you wouldn't have to take me to work.
g) if you don't have time. / if you want.
h) they wouldn't be lost now. / they would have arrived on time.

B. Match the sentences in Ex. 2A with their functions.

a) advice
b) offer
c) promise
d) instructions/rules
e) criticism
f) regretting
g) threats
h) imagining, wishing

Exercise 3. Complete the conditional sentences with the correct form of the verbs in the brackets.

1. I _____ (join) an amateur operatic club if I _____ (can) sing better, but my voice isn't great.
2. The personnel department _____ (not overlook) you if we _____ (have) your details on file, but we don't appear to have them.
3. It's quite easy. If you _____ (put) the coins in and _____(press) the green button, the machine _____ (print) the ticket.
4. We _____ (not sell) our old hi-fi if you _____ (tell) us that you wanted to keep it!
5. It's about time for a career change, so if the hospital _____ (offer) me that job, I think I _____ (take) it.

Verb patterns

Exercise 4. Choose the correct form to complete the sentences.

1. I really want *work / to work* for a national newspaper.
2. He doesn't mind *to work / working* late.

3. My teacher persuaded me *study / to study* journalism at college.
4. My boss wouldn't let me *write / to write* the story about the police and the politician.
5. My boss encourages us *to take / taking* tea breaks during the working day.
6. Do you remember *to go / going* for your first job interview?
7. She promised *to file / filing* the story before midnight.
8. I can't stand *read / reading* about celebrity gossip.
9. She blamed me for *delete / deleting* the file, but it wasn't me!

Exercise 5. Complete the sentences with your own ideas. Use the correct verb patterns. Then work with a partner and compare your answers.

1. I don't mind _____.
2. My parents persuaded _____.
3. I promised _____.
4. Next year I really want _____.
5. My parents always encouraged _____.
6. I can't stand _____.
7. Once I blamed my friend _____.
8. I remember _____ when I was a child.
9. When you go out, you must remember _____.

Exercise 6. Complete the sentences with the correct form of the verbs in brackets.

1. Working on a newspaper, I really enjoy _____ (see) the publication process from start to finish.
2. The newspaper urged its readers _____ (not vote) in the forthcoming European election.
3. The corporation will continue _____ (broadcast) controversial programmes.
4. With your health problems, you really need to consider _____ (not spend) seven days a week in the office.
5. The travellers were made _____ (empty) their bags on the airport tarmac.
6. Is everything OK with Kyle? He appears _____ (be) rather short-tempered today.
7. The minister was criticised for _____ (not reveal) the extent of the budget deficit.

8. Several paparazzi watched the two cars _____ (crash) into each other and did nothing to help.

2.4. Writing

A discursive essay

Writing tip

A discursive essay *is an essay that explores a particular subject. A discursive essay needs to be balanced: you should present arguments on both sides in a neutral way before you express your own opinion.*

Exercise 1. Read the essay and say if these statements are true (T) or false (F).

1. The author gives a firm opinion on the subject in the introduction.
2. The second paragraph supports the proposition in the title.
3. In the third paragraph the author says that he thinks healthcare and university should be free.
4. The author offers an extreme opinion in the final paragraph.
5. In general, the essay is balanced.
6. There are too many paragraphs in the essay for the content. Two would be enough.

Should Students Pay Their Own University Tuition Fees?

Twenty years ago, if you went to university in the UK, all of your tuition fees were paid for by the government. Now, **however**, you have to pay for them yourself. There is currently a lot of debate about which of these two situations is better. **What is more,** there are no straightforward answers.

In an ideal world, all education would be free, including tertiary education. **Nevertheless,** the fact of the matter is that we do not live in an ideal world and there is not an unlimited supply of money.

In addition to this, the more money the government spends, the more it taxes its citizens, and the less money they have.

On the other hand, it could be argued that in a modern democratic society, citizens have some basic rights. For example, many people would agree that universal free healthcare is a basic right: no one should go without medical attention because they can’t afford it.

Likewise, a significant number of people also think university fees should be free of charge. After all, they maintain, if healthcare is free, why shouldn't university be free, too?

In my own view, university tuition fees should not be totally free. If they are, many people will go to university just because they don't know what to do after secondary school. **Obviously,** this is not the purpose of going to university. At the same time, fees should not be so expensive that they put off people from poor families from carrying on with their studies. **Consequently,** the best solution would be for the government to subsidise tuition fees, but not to pay for them entirely.

Exercise 2. Look at the linking devices in bold in the text. Which:

1) introduce additional information?
2) indicate a contrast with what has come before?
3) follow a logical argument?
4) prove your point?

Exercise 3. Add the linkers below to the categories in the table:
Linkers: *additionally, thus, so, furthermore, for this reason, in conclusion, evidently, on the contrary, hence.*

Introducing additional information	**Indicating a contrast with what has come before**
Following a logical argument	**Proving your point**

Exercise 4. Delete the incorrect alternative in each sentence.

1. He pays his own fees. *For this reason*/*However*/*Consequently*, he wants to complete his degree as soon as possible.
2. Jane's family have a lot of money. *However*/*Thus*/*Nevertheless*, they don't give her much.
3. Everybody failed the exam. *Evidently*/*In addition to this*/*Obviously*, it was too difficult.
4. Healthcare is very expensive in the United States. *On the contrary*/*For this reason*/*Hence*, it's a good idea to have health insurance.
5. She lives a long way from the university. *Furthermore*/ *Consequently*/*What's more* , public transport in the area is very poor.

6. His sister studied Maths at university. *Thus*/*However*/ *In contrast*, he studied French.

Exercise 5.

A. Read the sentences below.

1. I went to university, **whereas** my father didn't.
2. **Despite** all my advice, they didn't go to university.
3. She's extremely intelligent. **Having said that,** she's also very lazy.
4. **Although** he worked very hard, he failed all his exams.

B. Which of the expressions in bold …

a) connects two clauses in the same sentence?
b) is followed by a noun clause?
c) has a similar meaning to *however*?

Exercise 6. Write an essay on the subject: 'Royal families serve no useful purpose in today's society' (250–300 words).

Plan your writing.

Think about the content of your essay. Introduce the topic and present both sides of the argument. Summarise by giving your own view.

Check your writing.

- Have you used a good range of linking devices?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

2.5. Extra lesson

Digital Wonderland

'We aren't in an information age,
we are in an entertainment age.'
Tony Robbins

Exercise 1. Work in small groups and discuss the questions.

1. Over the years, how has the internet and digital technology changed entertainment?
2. How do you use the internet for entertainment?
3. What developments might occur in the future regarding digital entertainment?

Exercise 2. Read the extracts quickly and answer the questions.

1. Which extracts are about:
   a) producing entertainment to show or share?
   b) consuming entertainment?
2. Match the extracts with their sources.
   a) the abstract of an academic research paper
   b) a publisher's description of an academic book
   c) a journalist's blog
   d) a newspaper article.

A. The traditional living room is now a multi-media space in which households sit together to watch TV, while also using computers, tablets and smartphones, according to the new research report 'State of the Nation', by Ofcom.

The research reveals that families have returned to sitting around a single television set to watch a show together – as was common in much earlier decades. However, when watching the show, half of the people now also spend time online, streaming videos, posting photographs, messaging and social media posting.

The report identified 25% of viewers as 'meshers', using mobile technology and social media to discuss a show that they are watching. A further 50% were categorised as 'media stackers', using phones and tablets when watching a show, but performing unrelated activities on the various devices.

B. This time last year I went down to Los Angeles to do a live debate about the merits of user-generated content with a kid called Justin Kan. It was a surreal experience. Kan, a freshly graduated Yale philosophy student, had affixed an always-on video camera on his head. Everything in his life – absolutely everything – is streamed in grainy video onto his website. Back then, Kan was just starting a business called Justin.tv – a user-generated content portal that enabled other self-broadcasting kids like himself to distribute their unedited lives on the internet, just another ephemeral web 2.0 thing, I concluded. After all, how many kids would be shameless enough to broadcast their entire lives to a voyeuristic world? I was totally wrong. The venture capital-backed Justin.tv is now a significant commercial success.

C. The main results of this study about young Shanghainese indicate that the main motivation behind internet café use was entertainment and that internet use in the cafés was ritualistic, habitual and pleasure-seeking.

For the urban youth culture, internet cafés provided a space where youngsters could reinforce their identities as trendy, technology-savvy urbanites. The government and public concerns were reflected in the phenomenon as internet cafés have been accused of eroding public morality.

D. The past decade has seen an extraordinarily intense period of experimentation with computer technology within the performing arts. Digital media has been increasingly incorporated into live theatre and dance, and new forms of interactive performance have emerged in participatory installations, on CD-ROM and on the web. In *Digital Performance*, Steve Dixon traces the evolution of these practices, presents detailed accounts of key practitioners and performances and analyses the theoretical, artistic and technological contexts of this form of new media art.

Exercise 3. Read the extracts again. In which extract are these ideas mentioned?

1. Internet entertainment and communities may be harmful for a nation.
2. Present behaviour is reminiscent of the past.
3. Many online sites and phenomena are short-lived.
4. Digital technology prompts innovation in other areas.
5. Being familiar with the internet enhances personal credibility.

Exercise 4.

A. Read each extract carefully, identifying and making notes on the various main topics, key ideas and points in each.

B. Work with a partner and compare your notes. Then answer the questions.

1. Do you have knowledge or examples which support ideas in the extracts?
2. Do you have any points to make that may contradict the extracts?
3. Are the developments discussed in the extracts positive, negative or neither?
4. What variations in these situations might there be globally?

Exercise 5. How do the situations in the extracts compare to your country and your life?

Exercise 6.

A. Find verbs in the extracts with these meanings.

1) show that something exists or is true (extract A)
2) provide the means for something to occur (extract B)
3) supply something or spread something over an area (extract B)
4) show that something exists or is true (extract C)
5) support or make stronger (extract C)
6) weaken or reduce in importance (extract C)
7) appear, perhaps developing over time (extract D)
8) look critically and in detail at something (extract D)

B. Complete the sentences with the correct form of these verbs.

1. Surveys _____ the broadcast industry undervalued the public interest in user-generated content.
2. An attempt was made to _____ global copyright laws in order to protect commercial content more strongly.
3. It is important to _____ the possible factors carefully to be certain why children deceive parents about their levels of internet use.
4. Video and music sharing sites tend to _____ consumers` respect for the rights of media producers.
5. Social networking sites enable users to rapidly _____ information to their peers.
6. My research _____ that privacy is now a primary concern for young adults.
7. The data _____ us to draw clear conclusions concerning the future of entertainment.
8. New forms of art often _____ after both minor and major developments in technology.

Exercise 7. Replace the underlined words in the text with the correct form of words with similar meanings from V1 and V2.

V1 PERFORMANCE REVIEWS: NOUNS
adaptation, bill, choreographer, company, duo, tale, venue, virtuoso

V2 ACADEMIC VERBS
analyse, distribute, emerge, enable, erode, indicate, reinforce, reveal

Last night's performance of the Maidenhead Youth Ensemble was a marvel and has served to [1]support this newspaper's view that we need to invest more in the arts movement for the young. The [2]group consists of a small orchestra and the [3]programme included a superb solo by the young piano [4]genius from Marlow, Adrian King. This was followed up by a modern [5]version of Rachmaninov, which was second to none.

The [6]place for the concert was a local church, which made for a very atmospheric evening, and the acoustics [7]made it possible for us to appreciate the solos as much as the full ensemble pieces. With groups like this it is possible for people like young Adrian to [8]come out as future stars and that is why they need local arts council funding.

Exercise 8. Discuss the statements below. Write an essay giving and justifying your opinion on one of these statements.

1. There's nothing wrong with parents banning their children from watching TV and / or using the internet.
2. Using the internet for entertainment will remain the preserve of young people.
3. Young people are ignorant of the dangers of revealing their personal data and private lives online.
4. Downloading movies and music for free, without permission, is a criminal act deserving prosecution.

UNIT 3
PLACES

3.1. Vocabulary

Landscapes

Exercise 1. Put the letters in italics in the correct order to complete the sentences.

1. Lake Windermere's busy in summer, but perfectly _____ *quartnil* in the autumn.
2. There are _____ *canminegift* mountain views from the Great Wall of China.
3. The beautiful walled city of Carcassonne is almost _____ *steedred* in early December.
4. Ravenna has such a _____ *tublings* market square. It's well worth a visit.
5. I'm glad we visited that fishing village. It was so _____ *scriptqueue.*
6. Ireland has many beautiful, _____ *pilotsun* beaches to enjoy.
7. The _____ *antnice* tomb of Agamemnon is a popular tourist attraction in Greece.
8. I quite like this city, but some areas are a bit _____ *nru-wond.*

Adjectives

Exercise 2. Complete the text with the following words: *airy, chilly, dreary, gloomy poky, roomy, shady.*

Apple Tree Cottage

Apple Tree Cottage is a beautiful home which *offers* several attractive features to buyers. It has a large and _____ garden with many mature trees. It has modern central heating and an open fire in the living room for those _____ winter evenings. Unlike other similar older properties that can seem a little dark and _____, Apple Tree Cottage has many large windows making it feel light and _____.No _____ rooms here either, with each offering plenty of floor space making them feel very _____. Even on _____ rainy days, the views of the hills from this house are magnificent.

Exercise 3. Underline the correct alternatives.

1. Some *secluded/sprawling* Japanese cities just seem to go on forever.
2. You can find many *quaint/sprawling* little villages in the west of France.
3. Some people say Guangzhou, with over 11 million inhabitants, is *secluded/overpopulated*.
4. At nearly 6,500 kilometres long, the Amazon River can only be described as *vast/quaint.*
5. Route 19 around the island of Hawaii is thought to be the most *scenic/vast* road in the world.
6. La Sagesse Bay in Grenada is home to one of the world's most *ramshackle/secluded* beaches.
7. Everyone should visit the *awe-inspiring/ramshackle* waterfalls at Yellowstone National Park.
8. A lot has been written about life in the *scenic/ramshackle* favelas of Brazil.

Prefixes

Exercise 4. Find and correct seven mistakes with prefixes in the sentences.

1. The cave art in Ardèche, France is misreplaceable.
2. The malbehaviour of some tourists has resulted in the historical site being temporarily closed.
3. Parts of the city were uninhabitable in the last decade, but have since been redeveloped.
4. The non-war demonstrations played a part in ending the conflict, but to say they were the main cause is an understatement.
5. The debate started off well, but soon disgenerated into chaos.
6. This city was mismanaged in the 90s and is still suffering the results today.
7. The best parts of any city are always a little hidden away. You have to be postactive to find them.
8. The company's failing due to maladministration.
9. The best players in the world should all be inmortalised as a statue outside national stadiums.

Exercise 5. Complete the sentences with the correct prefixes.

1. It'll be far quicker if we take the _____ way.
2. We've missed the bus. We'll have to get a _____ cab instead.

3. Daniella says she's seen a ghost, but I don't believe in the _____ natural.
4. The straps on my new watch are _____-changeable.
5. I'm going to start drinking _____-skimmed milk rather than full fat.
6. We lost the match. In fact, the other team _____ played us rather easily.
7. Every passenger needs to know that they have a capable captain and _____-pilot.
8. My favorite graphic novel is published _____-monthly.

City life

Exercise 6. Complete the sentences with the following words: *abandonment, amenities, congestion, infrastructure, regeneration, tolls.*

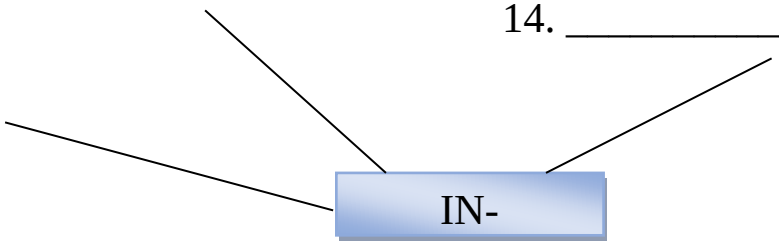
Redevelopment in our city has turned it into a place fit for 21st-century living. There is a range of _____ for inhabitants and visitors to enjoy including galleries, museums, sports stadiums and a concert hall that attracts world-famous names. In recent years the city council has worked hard to improve the _____. Transport facilities are much more convenient as a result and the cycle scheme in the city centre has also helped ease _____. The reduction in the _____on the motorway nearby has also encouraged more motorists to use the motorway and has helped to reduce through-traffic to the city. Despite an _____ of smaller shops on the high street some years ago, the building of a shopping centre in the city and free parking on Wednesdays means there is a thriving shopping scene. Finally, housing _____ has really increased the number of quality homes for local residents.

Focus on in-

Exercise 7. Cross out the words that do not go with the prefix -in: *ability, accuracy, adequate, appropriately, attractive, capable, descript edible, efficient, exposed, formally, justice, managed, possible, secure sensitively, significantly, sufficient, valuable.*

Exercise 8. Complete the spidergram with the remaining words from Ex. 7. With which adjective does in- not change the meaning to negative?

Adjectives	Nouns	Adverbs
1. _____	8. _____	11. _____
2. _____	9. _____	12. _____
3. _____	10. _____	13. _____
4. _____		14. _____
5. _____		
6. _____		
7. _____		



Exercise 9. Complete the sentences with the correct form of the words from Ex. 8. Decide if the word should include the prefix *in-* or not.

1. Numbers of course bookings are _____ and we will therefore be required to cancel the course.
2. There are a lot of _____ in your report. Can you correct them?
3. We would like to _____ invite you to our wedding on 10th October.
4. Yves very _____ gave Greta feedback on her work so he didn't upset her.
5. I'm really sorry, I can't eat this food. It's _____.
6. I have a real _____ to grow plants. They just seem to die as soon as I start to look after them.
7. The number of students studying physics has dropped _____, by almost thirty percent.
8. My piano skills are _____ for a hobby, but I could never be a professional.
9. Thom's expertise on this project is _____. We just wouldn't be able to do it without him.
10. There are many _____ in the world. Poverty and inequality are just two of them.
11. Jobs just aren't _____ anymore. Companies often make people redundant.
12. Don't you think you're _____ dressed? I'm not sure jeans are acceptable at the restaurant.
13. Our old heating system was very _____. It cost us a fortune, but the house never felt warm.
14. Maria's _____ of keeping a tidy house. Everywhere you look there's mess.

3.2. Reading

Exercise 1. Work in pairs and discuss.

1. What is a World Heritage Site? Do you know of any World Heritage Sites in your country?
2. What kinds of places can be World Heritage Sites? Places of natural beauty? Cities? Monuments?
3. Which country in the world do you think has the most World Heritage Sites? Why?
4. Think of five possible threats to these sites.

Exercise 2. Read the article about UNESCO's World Heritage Sites and check your answers in Ex. 1.

All You Need to Know about World Heritage Sites

Did you know that there are now over 1000 World Heritage Sites around the globe? These are places of outstanding natural beauty or cultural significance, which the international community has designated as worth preserving and protecting.

These include China's celebrated Great Wall in the cultural category, Tanzania's Serengeti National Park in the nature category and Peru's historic sanctuary of Machu Picchu, which is actually an example of both. However, most of the list consists of lesser-known sites, which are equally unique and diverse, including the historic city of Timbuktu in Mali and natural wonders such the West Norwegian fjords.

How are these sites chosen? UNESCO bases its decisions on ten criteria. As a 'masterpiece of human creative genius which represents an historical age', it's easy to see why sites like the Pyramids of Egypt are on the list, but for natural wonders, potential sites must 'contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic value.' That begins to sound a little more subjective. Hence there is some debate about those sites which get included on the nature list and those which don't. A good example is the UK's Lake District which, despite being unspoilt, highly picturesque and a major tourist destination, has against the odds, still not been selected. A campaign is now underway for the Lake District to be included in the future.

Worryingly, 48 sites on the World Heritage List are currently considered at serious risk. For sites of natural beauty, climate change, natural disasters, environmental accidents, erosion and pollution all

contribute to this risk. Recently, mining and oil exploration, as well as dam-building, have caused irreversible damage, especially in Africa.

For sites of cultural significance, mass tourism can be a problem, especially at the more famous destinations. For example, visitors to the Alhambra in Granada, Spain, are now limited and large groups can no longer visit because of damage to the site. In some parts of the world, looting and vandalism can also be a big issue at sites which don't employ sufficient security guards or other forms of protection. Wars and conflicts can be an important factor in the lack of protection offered at such sites.

Although such threats are worrying, there have been success stories too. The ancient site of Delphi in Greece was recently added to the list after plans to build an aluminium plant nearby were abandoned. The magnificent temples of Angkor Wat in Cambodia have now been safeguarded and the Whale Sanctuary in El Vizcaíno Bay in Mexico has also recently been saved after threats such as oil drilling, development and tourism were averted.

So, if you want to check out a number of World Heritage Sites, which country should you go to? That's easy! It turns out that Italy is the number one country with a grand total of 51 sites on the List, including the cities of Venice, Florence and Siena. It's not hard to see why. There's almost a masterpiece on every street corner!

Exercise 3. Read the article again. Underline the correct alternative.

1. The World Heritage List consists of sites mainly *unknown*/*known* to most people in the world.
2. The writer believes that UNESCO's criteria for sites of *natural beauty*/*cultural significance* are subjective.
3. The writer is *surprised*/*not surprised* that the UK's Lake District has not already been selected as a World Heritage Site.
4. Threats to natural sites posed by mining are a common problem *all over the world/particularly in Africa.*
5. The writer refers to places where visitors to some sites have been *restricted*/*prohibited* because of damage.
6. The writer *agrees*/*doesn't agree* that Italy should have the largest number of World Heritage Sites.

Exercise 4. Match 1–8 with a)–h) to make collocations from the article.

1) success
2) important

3) natural
4) irreversible
5) tourist
6) mass
7) aesthetic
8) cultural

a) damage
b) tourism
c) signifi cance
d) story
e) factor
f) destination
g) phenomenon
h) value

Exercise 5. Complete the sentences with the collocations in Ex. 4.

1. This initiative is a real ***success story*** because it has helped protect so many sites around the world.
2. _____ can damage many sites, so the number of visitors is sometimes limited.
3. Australia's Great Barrier Reef is a real _____, it has a unique ecosystem.
4. Many natural sites have unfortunately suffered _____, often because of man's negligence.
5. Some sites have enormous _____, like the Alhambra. It is perhaps the most important monument in Spain.
6. The _____ of the Taj Mahal is clear. It is real global icon and you can buy lots of souvenirs featuring images of the site.
7. Not every World Heritage Site is a popular _____. Most are not well known.
8. An _____ in preserving these sites is protecting them from environmental damage.

Exercise 6. If you could nominate a place in your country as a World Heritage Site, which place or places would you choose? Why would you choose them?

3.3. Grammar

Noun phrases

Exercise 1. Underline the postmodifiers in the noun phrases (1–7). Then match them with the types (a–f).

1) a diagnostic test without proper approval
2) an essential skill required by all researchers
3) it is not a medical device which is meant to give an accurate diagnosis
4) the scientist talking to the journalist
5) a suggestion that the genetic testing service should be suspended
6) over half a million code sequences in your DNA
7) someone to explain the data after they had taken the test

a) a prepositional phrase (2 examples)
b) a full relative clause
c) a present participle clause
d) a that clause
e) a to-infinitive
f) a past participle clause

Exercise 2. Noun phrases can be complex and include extra information before and after the noun. What is the 'main' noun in these phrases? How many pieces of extra information have been added to each one?

1) a newly developed, inexpensive DNA testing kit which can calculate risk factors for a wide range of diseases
2) a small Los-Angeles-based company specialising in cutting-edge medical technology
3) several large-scale European research programmes into the effectiveness of different treatments for tuberculosis

Exercise 3. Put the words in brackets in the correct order to make noun phrases that complete the sentences.

1. _____ is to help students learn independently.
   (purpose/the/website/ main / the/of/technology)
2. _____ is the emergence of resistance to drugs such as antibiotics.
   (fundamental / of / the / one I facing/ problems / medicine / modern)
3. _____ is an essential skill for university students intent on academic success.

(ability / the / to / decode / create / noun / phrases / complex / and)

4. _____ focuses on Mitochondrial DNA that is passed down the maternal line.
   (Sykes' / Professor / seminal / work / on / testing / DNA)

Exercise 4. Put the words in the correct order to make sentences.

1. ingredient / food / it's / is / which / used / an / most / fast / in
2. drug / potentially / the / new / side-effects / has / lethal
3. salt / needs / flavour / it / give / this / to / some / soup
4. suggestion / this / I / his / liked / that / together / all / work / we / on
5. white / vase / they / me / a / porcelain / gave / beautiful
6. restaurant / town / it's / lovely / a / the / old / in
7. bacteria / type / modern / in / most / it's / of / a / found / homes
8. woman / Sarah / the / to / speaking / who's?

Relative clauses

Exercise 5. Match the sentences 1–2 with the correct explanation a) or b).

1. 1) The people, whose work was finished, left early.
   2) The people whose work was finished left early.
   a) Some people left early.
   b) Everyone left early.
2. 1) The open plan offices which had good natural light were pleasant to work in.
   2) The open plan offices, which had good natural light, were pleasant to work in.
   a) Some offices had good natural light and were pleasant to work in.
   b) All the offices had good natural light and were pleasant to work in.
3. 1) My colleagues whom I like I see outside work.
   2) My colleagues, whom I like, I see outside work.
   a) I like some of my colleagues and I see them outside work.
   b) I like all of my colleagues and I see them outside work.
4. 1) The desk that has been in the office for a hundred years is an antique.
   2) The desk, that has been in the office for a hundred years, is an antique.
   a) There is one desk and it's a hundred years old.
   b) There are several desks but only one of them has been there for a hundred years.

Exercise 6. Use the words and phrases in the box to combine the pairs of sentences.

all of which	at which point		in which case
none of whom	on which that	where	whose

1. This is the main conference room. I presented the proposal here.
2. They submitted the report. They had worked on it for six months.
3. There is a car park under our building. I park there every day.
4. There are ten people in my department. I don't trust any of them.
5. She is the departmental manager. I used her parking space on my first day here.
6. She may leave her job. I'll get promotion.
7. My boss shouted at me. I left my job.
8. I have three laptops. They are all slow.

3.4. Writing

A description of a place

Writing tip

*When you write **a description of a place,** you need to try to paint a picture with words so that the reader feels as if they were in that place. For this reason, it is a good idea to:*

- *give a lot of details describing the place;*
- *use a wide range of vocabulary, especially adjectives;*
- *describe what you can hear, smell, touch and taste.*

Exercise 1.

A. Read the description of Amsterdam. How does the author feel about the city?

B. Read the text again and find:

three references to taste	a reference to sound

C. What adjectives does the author use to describe:

the bridges	cafés
the historic centre?	**streets**
the Jordaan district?	**architecture**

Amsterdam – My Kind of Town

I've travelled to many cities around the world, but I don't think I've ever been anywhere as photogenic as Amsterdam. Waterside cafés, bright flowers in window boxes, bikes with huge wicker baskets, and illuminated bridges at dusk. It's an artist's dream!

For me, Amsterdam ticks every box. You can wander along the tree-lined canals, watching the chugging barges as they pass. The historic centre is compact and easy to explore on foot. And if it's culture you crave you can visit one of its world-class art museums.

When it comes to food there are tasty treats to try wherever you turn. One of my favourites, which can be found in bakeries and street markets, is Stroopwafel, two thin waffles sandwiched together with gooey, sweet syrup. And while raw herring may not excite everyone's taste buds, I think everyone should try it – it's fresh, salty and delicious with pickles. And of course you can't go to Amsterdam without sampling the tasty, tangy cheese. For an introduction to Dutch cheeses, visit the Cheese Museum, or for a more interactive experience, book yourself onto a cheese-tasting evening.

One of my favourite parts of the city is the charming Jordaan district, a vibrant hotspot for students and artists. I love exploring the narrow alleys and scenic streets, admiring the historic architecture and browsing the speciality shops and chic boutiques.

I can't help but dream about living in this city – I imagine riding a bike every day through the peaceful streets, whiling away the hours in the parks and trendy cafés, gliding along the water on a colourful houseboat. If you haven't been to Amsterdam before and get the chance then go, you won't regret it!

Exercise 2. Completely rewrite the sentences to provide a more vivid description. You may write more than one sentence.

1. It was raining and windy.
2. The roast chicken looked good.
3. The band was very loud.
4. Her clothes were very colourful.

Exercise 3. Look at this description of a journey in a horse and cart from *The Hound of the Baskervilles* by Sir Arthur Conan Doyle and check the meaning of any words or phrases you don't understand. What details does the author use to describe:

1) the lane?
2) the banks?
3) the general scene?
4) what is strange and memorable about the use of the adjectives dripping (moss) and fleshy (fern)?

We curved upward through deep lanes worn by centuries of wheels, high banks on either side, heavy with dripping moss and fleshy ferns. Bronzing bracken and mottled bramble gleamed in the light of the sinking sun.

Exercise 4. Write a description of a place/town you know well (200–250 words).

Plan your writing

Think about the place you are going to and visualise it in as much detail as possible. Decide what information you are going to include in your description, and in what order. Remember to provide a conclusion outlining your own opinion of the place.

Check your writing

- Does your description give the reader a good idea of the place?
- Have you used a wide range of vocabulary, especially adjectives?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

3.5. Extra lesson

Tourism

'Travel makes a wise man better,
but a fool worse'
Thomas Fuller, English physician and writer

Exercise 1. Work with a partner and discuss how important the following are for tourists. Put them in order of importance (1–8).

- weather
- cost
- food
- ease of travel
- accommodation
- sights
- activities
- environmental considerations

Exercise 2. What are popular holiday destinations for people from your country? How have these changed in the last ten years?

Exercise 3. Match 1–7 with a–g to make collocations.

1) budget	a) deal
2) boutique	b) delicacy
3) local	c) monuments
4) last-minute	d) airline
5) ancient	e) temperatures
6) organised	f) hotel
7) baking	g) excursions

Exercise 4. Complete the advert with some of the collocations from Ex. 3.

Egypt

Land of _____, such as the Pyramids and the Sphinx

Two weeks in Egypt this summer from as little as 400 euros – one week in a(n) _____ on the Mediterranean coast and another sampling the ancient history of Cairo and the delicious _____ in its restaurants. Or, if you prefer, a three-day _____ down the Nile with one of our tour guides – what better way to escape the _____

in July and August?

Exercise 5. Match the collocations in Ex. 3 with the categories in Ex. 1. What other collocations can you add to each category?

e.g. accommodation: luxury hotel

Exercise 6.

A. **Holiday types:** adventure holiday, backpacking, city break, cruise, resort holiday, safari, self-catering holiday, sightseeing tour, working holiday

B. Which of these holidays would be suitable for the following people?

1) an adventurous ecology graduate travelling alone
2) a sporty group of friends in their twenties looking for fun and excitement
3) a young urban professional couple who want plenty to do
4) a cultured holidaymaker interested in the environment
5) a wealthy couple looking for a relaxing holiday
6) four student friends with a limited budget who want to escape after the exams

C. Which holiday would you choose? Why?

Exercise 7. Complete the sentences with the words in the box.

around	away	back	down	in	of	off (x2)	up (x2)

1. A holiday is all about getting _____ from it all.
2. I just want time away from work when I feel I can really let my hair _____.
3. I just love going somewhere new and soaking _____ the atmosphere.
4. We live in a big city, although I grew up in the country, so getting _____ to nature is important.
5. I love to really live it _____ on holiday. I like to blow what money I have in a short time. I save all year and then have a really good time.
6. We're keen on finding unusual places – going _____ the beaten track.
7. Steering clear _____ the tourist traps is our main priority when

booking a holiday.

8. I don’t really like to do very much on holiday. Just lounging _____ by the pool is enough.
9. The main thing is to avoid getting ripped _____, so I try not to look like a tourist.
10. I love seeing new things and taking _____ the sights.

Exercise 8.

A. Which of the opinions in Ex. 7 are most like your own?

B. Find phrases among above-mentioned with these meanings:

1) avoid places where there are a lot of visitors
2) go to a place which doesn`t attract a lot of people
3) relax at the hotel, sunbathing and swimming
4) visit famous places
5) not pay extortionate prices
6) have a good time and lose your inhibitions

Exercise 9.

A. Imagine that you are responsible for looking after a local beach. Talk about the rules that users of the beach will have to follow.

B. Write a notice with your list of rules to be placed at the entrance to the beach.

UNIT 4
JUSTICE

4.1. Vocabulary

Crime collocations

Exercise 1. Complete the sentences with one word. The first letter of each word is given.

1. The police have conducted a drugs r_____ at a nightclub and arrested ten people.
2. The lawyer thinks he has the evidence to p_____ his client's innocence.
3. The judge gave the man a two-year prison sentence, but then s_____ it for two years.
4. The three men were determined to c_____ out the burglary.
5. No wonder Lee's been convicted of a driving o_____. He's always speeding.
6. The two women went to the police to report a c_____.
7. The judge asked for the woman's p_____ conviction to be taken into account.
8. The prisoner was determined to a_____ against her sentence.

Exercise 2. Match a beginning in A with a word in B and an ending in C to make sentences.

A	B	C
1. Rioters went	for	custody on suspicion of theft.
2. A new suspect is helping police	in	the rampage through the city.
3. Andrei was given points on his	into	assault.
4. Three suspects are being held	on	public safety.
5. A woman involved in a fight has been charged	to	force at midnight tonight.
6. The increase in phone muggings is posing a threat	with	speeding on the motorway.
7. A new antisocial behaviour law comes	at	their inquiries
8. Water cannons were fired	with	the crowd of angry protestors.

Example. 1. Rioters went on the rampage through the city.

Lexical chunks

Exercise 3. Underline the correct alternatives.

1. The public should have faith in the *criminal*/*crime* justice system.
2. There's huge public demand to *bring*/*have* the killers to justice.
3. The crowds outside the courthouse are *demonstrating*/*demanding* justice.
4. It's *imperative*/*vicinity* that the police are fair and honest.
5. It's the role of the police and the judge to *uphold*/*hold up* justice.
6. In some areas, gangs practise *rough*/*tough* justice rather than go to the police.
7. It's *in*/*up* to the public to protect themselves online with complex passwords.
8. We must never allow criminals to *leave*/*escape* justice.

Social issues

Exercise 4. Put the letters in italics in the correct order to complete the sentences. Tick the statements you agree with.

1. It's the duty of first-world countries to aid in the _____ *comeicon deepmelontv* of poorer nations.
2. We need to _____ increase *mannerviolent aswanseer* if we are to help sustain the planet.
3. There needs to be a revision of _____ *dlihc arublo* laws in some countries to protect young people.
4. _____ *alllegi aimgintimor* can result in reduced work for local workers.
5. _____ *defmore* of _____ *hceeps* should mean we can say what we like, but without offending others.
6. Within the EU, companies benefit from _____ *refe etdar* between countries.
7. Laws that restrict _____ *nug lortnoc* are effective in reducing crime.
8. _____ *clapati ninethumps* is not an effective deterrent to serious crime.

Exercise 5. Find and correct the mistake in each sentence.

1. Ageist can affect the working lives of older people.
2. Even in some wealthier countries, poor remains a problem for many people.
3. Police usually use technology to trace white-sleeve crime.

4. Missocial behaviour can prevent people from enjoying their environment.
5. The government does not enforce censorment on the media.
6. Organisation crime is responsible for much of the black market.
7. Sex inequality means there are still fewer women in top jobs.
8. Literate still exists in developed countries although in very small numbers.

Decisions

Exercise 6. Complete the text with the following words: *assess, bear, cons, consideration, dilemma, drawbacks, predicament, through.*

When faced with a _____, the best thing to do is to _____ the situation as carefully as possible. Write a list of possible solutions and think each one _____ carefully. You can do this by weighing up the pros and _____ of each one. _____ in mind that there might be other people involved and try to think about the situation from their perspective too. Once you've taken the benefits and _____ of each solution into _____, you should be better able to make the right choice. Talk it over with someone else if it helps. When you're in a _____ it can feel as if you're alone, but speaking to someone else can help you to make the right decision.

Focus on come

Exercise 7. Match the underlined phrases with their meanings a)–n). Which two phrases have two different meanings?

1. Singing comes easily to me. I guess I was born with a good voice.
2. I don't know what's come over you today. You've never this silly!
3. The wedding took months to organise so we were pleased when it all came off without a problem.
4. You failed your test? How come?
5. I came across a really interesting article this morning.
6. Sheena thinks she's coming down with flu.
7. What time shall we come along for dinner tonight?
8. Doctors have come under pressure for prescribing too many antibiotics.
9. An issue's come up with the library. It seems not everyone's been given access.

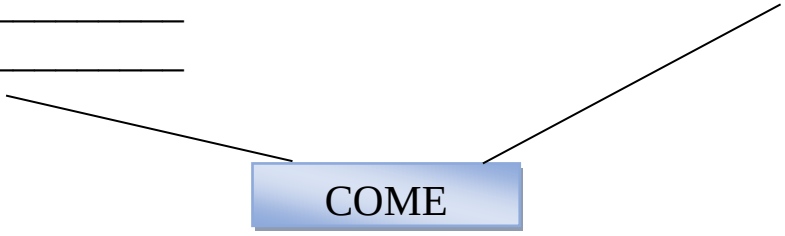
10. When the opportunity to work in Australia <u>came up</u>, Jason said yes immediately.
11. I've tried to think of a few ideas for the party, but nothing's <u>come to mind</u> yet.
12. Daoud <u>came first</u> in the 100 metres at school yesterday. We were so proud.
13. <u>When it comes</u> to gardening, Laurence knows a thing or two.
14. Don't you think that Kellie sometimes <u>comes across</u> as a bit arrogant?

a) why? (informal)
b) seems
c) be the most important/win
d) start feeling ill
e) not be difficult
f) become available (an opportunity)
g) experience something unpleasant
h) arrive
i) on the subject of
j) happen successfully
k) arise (a problem)
l) find by chance
m) occurred to me
n) affect (a feeling)

Exercise 8. Complete the spidergram with the phrases from Ex. 7.

Phrasal verbs
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Phrases
8. _____
9. _____
10. _____
11. _____
12. _____



Exercise 9. Complete the sentences with the correct form of phrasal verbs and phrases from Ex. 8.

1. I won't be able to get to the restaurant for 7 a.m., but I might _____ later.
2. _____ you didn't go for a run today? Are you tired?
3. Millie sometimes _____ as rude, but she's just very shy.
4. We need ideas for our day trip. If something _____, let me know.
5. A feeling of sadness _____ of us when we heard the news.
6. An opening for a new shop assistant has _____ at the local supermarket.
7. I _____ a really interesting book today. You might want to read it.
8. Becca entered a poetry competition and _____! She'll be published now.
9. A problem's _____ that could affect us all today.
10. _____ music, Gregor has terrible taste.
11. Miki has _____ a lot of stress since she started her new job.
12. Being creative _____ to Teresa, but I find it very hard.
13. The presentation _____ without any problems, even though we weren't very well-prepared.
14. I think I'm _____ with a cold. I can't stop sneezing.

4.2. Reading

Exercise 1. Work in pairs and discuss.

1. What do you know about food issues? What do you know about the topics below?
   - Organic food
   - Fair trade products
   - Farm-to-table restaurants
   - Slow food
2. Are these topics common/widely discussed in your country? Is the issue of food important in your society?

Exercise 2. Read the blog post and check your answers to Ex. 1.

It’s Organic so It Must Be Good!

One of the most important social issues today is maintaining a healthy diet. Many of us lead an increasingly sedentary lifestyle and eat poorly, leading to a higher incidence of heart disease and strokes. The food industry has thus responded with attempts to make food look healthier but recently its marketing has gone crazy! These days it seems impossible to go into a supermarket without seeing food with ‘organic’ stamped all over it. But why? Eating a **balanced diet** is surely enough, does it have to be organic as well? The same with restaurants – do they all have to belong to the ‘Farm-to-table’ category?

Let’s remind ourselves of what these terms really mean and why they have such a hold over us **foodies**. For an avocado to be ‘organic’ it is has to have been grown without pesticides and chemical fertilizers. Many countries require producers to obtain a certificate before they are allowed to state that their food is organic. However, this doesn’t stop supermarkets calling the most unlikely foods organic without any proof of their origin on the packet. The same goes for ‘Fair trade’ coffee. How do we really know that those producers in developing countries were paid a fair price for their work? What most cynics think is that these labels are just an excuse to increase prices – people believe that the organic or fair trade option is always going to be superior, and therefore accept that it is more expensive.

Now to the ‘Farm-to-table’ movement. The idea that the whole process of food production should be local – harvesting, storage, processing, packaging, sales and even consumption – makes so much sense. Why eat food that has been shipped or flown in from across the world? It’s not environmentally sound and it can’t taste that good. Eating what’s fresh and **in season** is great but the big problem is that half of these restaurants don’t fulfil the movement’s original criteria. You happily **tuck into** your locally sourced meal, but who knows if the standards applied were really that rigorous?

The same is not true of the Italian ‘Slow food’ movement, the objectives of which are clearly educational. For example, the movement warns us about the risks of processed or **convenience food,** the drawbacks of **factory farms**. It lobbies against government funding of genetic engineering and teaches gardening skills to students and prisoners. The only problem, once again, is that their label is used indiscriminately. My local burger joint is apparently ‘Slow food’. Now, how that can be?

I generally have more time for movements which tackle the terrible problem of food waste. Why? Because there's no logo to help sell it. Did you know that in the UK we throw away 7.2 million tonnes of food and drink every year? That costs the country £12 billion! But change is starting to happen. Celebrity chef Hugh Fearnley-Whittingstall's campaign to cut this waste by encouraging supermarkets not to throw away fruit and veg that don't 'look right' has been a great success. In France, new laws now oblige supermarkets to give away unsold food that has reached its sell-by date, and even force restaurants to provide containers for uneaten food or **leftovers.** So, we can all ask for 'le **doggy bag**' the next time we dine in France. Let's hope such changes continue to gather pace in future.

Exercise 3. Read the blog post again. Underline the correct alternative.

1. The author finds the prevalence of organic foods in his supermarket *surprising*/*worrying*.
2. He thinks it is important that we *ignore*/*try to understand* these food labels.
3. The organic labels work because consumers *feel better when they buy organic food*/*think organic food is better quality*.
4. The author mistrusts the Farm-to-table movement because *local food doesn't always make sense*/*some places don't maintain the correct standards.*
5. The Slow food movement makes sense because it *teaches us about healthy eating*/*is a good alternative to fast food.*
6. Movements associated with food waste are better because they *are more serious*/*are not commercial.*
7. There have been campaigns about supermarkets throwing away food *before the sell-by date*/ *which doesn't have a perfect appearance.*
8. The author believes that the French using 'le doggy bag' is a *sensible*/*silly* idea.

Exercise 4. Complete the sentences with the words/phrases in bold in the blog post.

1. We never waste any food in my house, we always eat up all the _____.
2. Sometimes we'll buy _____ like a ready meal if we don't have time to cook.

3. I never ask for a _____ in a restaurant because I usually eat everything!
4. I don't like to buy imported fruit and vegetables, it's always better to eat food that is _____.
5. My friends and I don't consider ourselves _____. We'll eat almost anything!
6. I think I have a _____. I try to eat a mixture of things and it's usually healthy stuff…
7. … but occasionally I can't help but _____ a juicy burger!
8. I would hate to buy food that comes from _____ – those poor animals!

Exercise 5. Are the sentences in Ex. 4 true for you? If not, change them so that they are.

Exercise 6. Work in groups or pairs and discuss. What is your opinion of the blog? Choose one option. Explain your reasons.

1. I agree in general, but it's a little cynical. For example, some organic food is really good.
2. I disagree. There isn't a lot of interest in these topics where I live. The important thing is to eat well and that's it.
3. I agree – we shouldn't be blinded by labels. Educating people about what they eat is more important.

4.3. Grammar

Introductory *it*

Exercise 1. Add *it/it's* in the correct place(s) in sentences 1–10.

1. Do you find easy to get up early?
2. He always leaves to me to book our holidays.
3. I hate the winter when cold and dark all the time.
4. A good place for a walk.
5. You can walk to the city centre – only two kilometres.
6. Midnight so please turn the music off.
7. No use getting annoyed about unimportant things.
8. I'm not really ill. Just that I've got a slight cold.
9. Hello. Jack here. Could I speak to Owen, please?
10. 18th January and seven o'clock. Here is the news.

Exercise 2. Rewrite the sentences with *it/it's* and the words in brackets.

1. Amazingly, she passed her exams. (wonder)
2. In some cultures, discussing money is rude. (considered)
3. They think that the fire started in the basement. (appear)
4. I don’t know what to do in such a terrible situation. (hard)
5. Don’t waste your time worrying about things you can’t change. (pointless)
6. I am amazed that he got promoted. (amazed)
7. Learning a foreign language isn’t easy. (not easy)
8. I’d be grateful if you could you lend me some money. (appreciate)

The perfect aspect

Exercise 3. The perfect aspect links two times together. Which two times (present, past or future) are being linked together in each sentence?

1. Hopefully, we’ll have finished the interview by 3 p.m.
2. I’d applied for a number of work placements before I got the one in the bank.
3. I’ve been on two exchange programmes: one in Finland and one in Germany.
4. Having read your CV, we’d like to know more about your internship and exchange programmes.
5. I seem to have lost your references.
6. Since December 2013 I’ve been writing my doctoral thesis.

Exercise 4. Complete the sentences with the correct option, a), b) or c).

1. The organisation _____ over 400 families in the last year.
   a) has helped
   b) will have helped
   c) had been helping
2. They _____ from home for several years before the charity got a proper office.
   a) have been working
   b) had been working
   c) will have been working
3. If you’re looking for the keys, he _____ them in the top drawer.
   a) had put
   b) ’ll have put
   c) ’ll have been putting

4. When they opened the post they found someone _____ a generous donation.
   a) had been sending
   b) had sent
   c) has sent
5. He appears _____ a flat to share.
   a) have found
   b) to have find
   c) to have found
6. By the end of the year they hope they _____ enough money for a new computer.
   a) will be raising
   b) will have raised
   c) had been raising

Exercise 5. Choose the correct forms to complete the sentences.

1. By the time the strike at the car plant was over, several of the workers *already found / had already found* new jobs.
2. Alan will have *negotiated / been negotiating* deals with the USA for 40 years when he retires.
3. That office block *has been / was* empty since 2012.
4. They have *closed / been closing* the production department for five days already this month.
5. We really wanted *to have / having* finished all the work by now.
6. The company had *recruited / been recruiting* graduate trainees for over 20 years when the scheme was ended.

Exercise 6. Complete the sentences with the correct perfect form of the verbs in brackets.

1. I intended to come for just a couple of months, but next September I _____ (be) here for five years.
2. When I interviewed him, he _____ (already/be) out of work for over a year.
3. My sister _____ (be) the head of a PR company for the last ten years.
4. We _____ (interview) five people since 9 a.m., but I don't think any of them meet the requirements.
5. It's no use sending your CV now. They _____ (choose) a candidate by the end of today.

6. I was hoping _____ (finish) by now.
7. _____ (complete) my training, I am now looking for a job in finance.
8. By 2025, he _____ (spend) twenty years in prison.
9. By the time she retires next year, she _____ (work) as a police officer for thirty years.
10. She _____ (wait) for her appeal to go to court for over a year.
11. He _____ (be) in prison for six years before evidence was found that proved his innocence.
12. The press photographers _____ (stand) outside the court since the trial started.
13. When the witness _____ (finish) giving her evidence, she can leave the witness box.
14. Looking at the crowds in the public galley, the case would seem _____ (interest) the public.
15. By 2020, I _____ (visit) my sister in prison for ten years.

4.4. Writing

A problem-solution essay

Writing tip

*In **a problem-solution essay**, you need to state the problem, analyse the causes of the problem and suggest a solution.*

Exercise 1. Read the essay and match the underlined expressions to uses (1–5).

1. Describing consequences of the problem.
2. Concluding.
3. Describing causes of the problem.
4. Suggesting solutions.
5. Introducing the problem.

Exercise 2. Match the expressions below to uses (1–5).

The purpose/aim of this essay was to …
(This) illustrates one of today's most important issues …
This has led to/resulted in/brought about …
In conclusion, …
This is largely due to …

What Can We Do about the Number of People in Prison in the UK?

The number of people in the UK who are in prison represents a growing problem: the prison population has more than doubled since 1993, going from 41,600 to more than 86,000. What's more, no country in Western Europe jails more of its people than England and Wales. The current figure is 154 people per 100,000 in prison– in Germany the figure is 96, and in Sweden it's 75. Why have the numbers increased so much? And what can be done to reduce them?

The first reaction of many people to these figures is to conclude that the prison population is rising because more crimes are being committed and so more people are going to jail. However, this is not necessarily the case. In fact, since 1995 the number of crimes being committed in the UK has steadily fallen. Evidently, there must be other factors which help to explain why the prison population has risen so alarmingly.

One of the causes of the high level of the prison population is politics. When a new government is elected, one issue that always comes up is how they are going to tackle crime. The typical response is for the government to promise that they will be tough on crime, press for longer prison sentences, and urge judges to put more people behind bars. One of the consequences of this is that judges are now sending people to prison for less serious offences, when before they would have given them a suspended sentence and ordered them to do community service.

Another important factor to take into account is the influence of the media. Following some high-profile cases in the early 90s, the media's position on punishment became harsher. They started demanding longer sentences and an end to community-based measures. One should certainly not underestimate the power of the media influencing people, and this includes even judges.

To sum up, it is clear that if we want to reduce the prison population in the UK, attitudes will need to change. One possible solution to the problem would be for politicians to stop trying to win support by promising to be tough on crime. In addition, the media must stop whipping up public sentiment about this issue in a way that does not reflect the underlying reality of the situation.

Exercise 3.

A. Find one example of parallelism in the first paragraph and one in the third.

B. Choose the best option.

Parallelism helps a writer to …

a) connect contrasting ideas.

b) connect similar ideas.

c) express a conclusion.

Exercise 4. Choose the correct option to maintain the parallelism.

1. His time in prison was hard, frightening and *fun*/*depressing*.
2. We need to reduce prison sentences, send fewer people to jail, and *release prisoners earlier for good behaviour*/*have more drink-driving controls*.
3. The judge looked up, asked a question, and *took notes*/*was very tall*.
4. How often do you drive too quickly: often, rarely or *never*/*when you're in a hurry*?

Exercise 5. Look at these examples. Which expressions of cause and effect are followed by a clause and which by a noun?

1. **Owing to** unrest in prisons, more prison guards are being employed.
2. He is a hardened criminal **because** he has spent many years in prison.
3. More people are now in prison **because of** a change in sentencing policy.
4. He was put on a witness protection programme **owing to the fact that** he was being threatened by the mafia.
5. **Since** the judge was very lenient, she wasn't sent to prison.

Exercise 6. Write a problem-solution essay on ONE of these topics (300–350 words).

1. How can we reduce the number of people out of work?
2. How can we reduce the high levels of pollution in big cities?

Plan your writing

Think about the content of your essay.

Remember to state the problem and explain the causes. Give one or two possible solutions and conclude by giving your opinion.

Check your writing

- Have you clearly stated the problem, analysed the causes and provided a conclusion?
- Have you used parallelism at least once?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

Unit 5
SECRETS

5.1. Vocabulary

Idioms: secrets

Exercise 1. Find and correct the mistakes with idioms.

1. We never really knew much about our neighbours. They stayed themselves to themselves.
2. Michael let it slide last week that he is looking for a new job.
3. The bosses are meeting behind locked doors so something must be wrong.
4. Ruben has a secret, but he won't drop the beans!
5. Don't forget it's a surprise party, so please don't let the cat out of the back.
6. I tried to surprise Dafeenah with a weekend away, but her sister gave the match away.
7. It's best if you don't mention Sally's problem. Try to be schtum.

Exercise 2. Complete the sentences with the following words and phrases: *between you and me, blurting out, classified, covert, furtive, hush-hush, something to hide, top secret.*

1. Leon's looking very nervous. I think he has _____.
2. Remember you can't tell anyone. This has to be just _____.
3. This is a _____ project. Very few people know about it.
4. Francesca's looking a bit _____. Maybe she's up to no good.
5. I'm afraid I can't give you that information. It's _____.
6. Andrew would make a terrible spy. He's always _____ secrets!
7. There's going to be a big announcement, but it's all a bit _____ at the moment.
8. The military is carrying out a _____ operation in the mountains.

True or myth

Exercise 3. Put the letters in italics in the correct order.

1. Many people have tried to _____ *revyif* the existence of the Loch Ness monster.
2. Some people have set out to _____ _____ _____ *curoven eht rutth* about Oak Island.

3. _____ _____ *Cannotliveon doswim* says that many UFO sightings are actually just aircraf.
4. It is considered a _____ *callfay* by most that we have ever been visited by aliens.
5. It is a _____ _____ _____ *ylnommoc dehl princepoet* that Einstein was a poor student.
6. Astronauts have _____ *knedbude* the _____ *thmy* that the Great Wall of China can be seen from space.

Multi-word verbs

Exercise 4. Match the beginnings in A with words in B and the endings in C to make sentences.

A	B	C
1. The police have decided to	around	to who wants it more.
2. I hope the weather brightens	away	and do nothing.
3. I can see how far I've come when I think	away	on organised crime.
4. I'm not sure who'll win the match. It'll boil	back	the competition.
5. I hope Ian's not late again. I hate standing	down	waiting.
6. There wasn't much to take	down	to how I was as a child.
7. Tom's such a great athlete. He'll blow	off	for a few days.
8. After a hard day at work I just want to switch	off	the carnival. I was looking forward to it
9. It's an interesting offer. Let me mull it	over	from that course. I learnt very little.
10. It's a shame the council had to call	up	in time for the match.

E.g. The police have decided to crack down on organised crime.

Exercise 5. Underline the correct alternatives.

1. I hope Bob doesn't slip *on*/*down*/*back* to his old ways.
2. I can't believe they killed *in*/*off*/*down* my favourite character!
3. Paul soldiered *on*/*down*/*over* to the end in spite of the weather.
4. Life is really starting to look *under*/*around*/*up*!
5. We all need to calm *down*/*on*/*back* and think about this.
6. I'm sure I can help. We just need to talk it *up*/*over*/*in*.

7. What a mess. We need to tidy *up*/*around*/*over*.
8. I love lounging *in*/*around*/*over* at the weekend.

Journalism

Exercise 6. Complete the text with the following words: *injunctions, investigative, scoops, sensitive, sources, whistle-blowing.*

These days the world of _____ journalism goes to greater lengths to find a good story. Newspapers are under pressure to publish more _____ than their rivals and this has resulted in more people taking out _____ against those newspapers to prevent them publishing certain stories.

The digital age has seen the leak of much more _____ information from government departments and this tends to make the front pages. _____ has become more prominent with journalists working hard to protect their _____ from investigation.

Focus on *on*

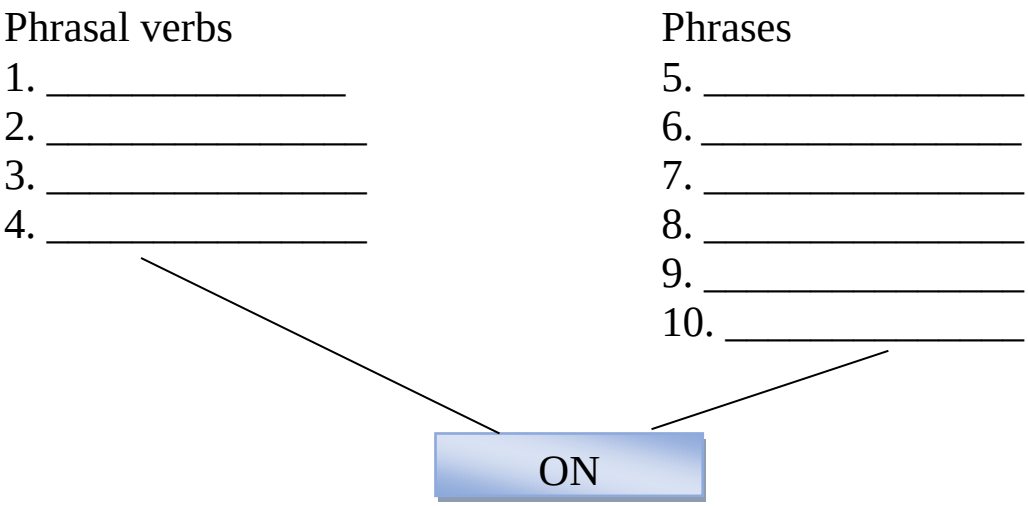
Exercise 7. Match the underlined phrases with meanings a)–j).

1. I'm hopeful good things are <u>on the horizon.</u>
2. I don't think miniskirts will <u>catch on.</u>
3. Our new single is <u>on track</u> to become No. 1.
4. The latest Bond film was made <u>on location</u>.
5. Can you <u>check up on</u> Maisie while you're upstairs?
6. My holiday plans are <u>on hold.</u>
7. Student numbers are <u>on the increase</u>.
8. I've got a lot of books <u>on loan</u> from the library.
9. I'm going to <u>call on</u> Rob on the way home.
10. I've been <u>reading up</u> on Indian traditions recently.

a) at a place relevant to a story, i.e. a film
b) research information using written material
c) getting larger in quantity or level
d) in the right direction
e) coming up in the near future
f) become popular
g) paused until a later time
h) find out if someone is OK
i) borrowed

j) pay a visit

Exercise 8. Complete the spidergram with the underlined phrases from Ex. 7.



Exercise 9. Complete the sentences with the correct form of phrases from Ex. 8.

1. This music video's stunning. It must have been filmed _____ in the Caribbean.
2. My mum calls to _____ me every evening at 7p.m. I think she worries about me.
3. I'll be glad when it's spring and temperatures are _____.
4. So, what's _____ for you next year then?
5. Can you _____ me in the morning and make sure I'm awake? I don't want to be late.
6. The professor's asked us to _____ *graphene* before our next lecture.
7. I love this car but sadly it's just _____ for a few days.
8. Let's put the dinner party _____ until you're feeling better.
9. We're _____ for a very profitable year.
10. Baking's really _____ recently, hasn't it?

5.2. Reading

Exercise 1. Work in pairs and discuss. What do you understand by the term 'citizen journalists'? Choose the best answers.

1. People who want to change the world by writing about it.
2. People who witness an event and report on it before the conventional media get to the scene.

3. People who set up their own sites, blogs or radio channels because they aspire to be journalists.
4. People who want to investigate a particular topic because they wish to give it more exposure.
5. People who offer an alternative to official news sources which may ban reporting about a particular topic.

Exercise 2. Read the article about the rise of citizen journalism and check your answers to Ex. 1. What else have you learnt about the topic?

Opinion
You Write the News

The way we receive the news is changing fast. In the old days, we would go to the newsstand every morning and buy a newspaper. Now you don't go to find the news, the news comes to *you*. For example, when the singer David Bowie died, I found out when my mobile beeped at 5 o'clock in the morning. The device woke me up to tell me because it was a major news story. This is the nature of breaking news – you find out as soon as something happens, wherever you are and whatever you are doing.

In the case of Bowie's death, I knew the information was genuine as it was published by a verifiable newspaper source. But imagine if I had got the news in a message from a friend or on a social media update – would I have believed it?

That's an important question because today people find out about certain events before professional journalists do. For example, you happen to be walking down the street when you witness a fire, a road accident or something more dramatic like an erupting volcano. You're there with your mobile phone at the ready to take a photo or video of the scene as events happen. As you got there first, you feel compelled to share your pictures with everybody or send them to your local newspaper. Your image or story can then easily go viral – soon millions of people could be looking at it. This is one kind of citizen journalism – it's entirely amateur and, importantly, the reporting is fortuitous and unplanned.

However, there are other kinds of citizen journalists out there. These are people who are deeply concerned about a particular (possibly local) issue. They may feel that that the mainstream press are not giving the topic enough or the right kind of coverage. If, for example, you set up a blog about an issue that concerns you, you can attract people who are on the

same wavelength as you, and possibly offer a fresh angle. This allows a news story to be investigated and reported in a different way to that of most professional journalists. For example, in Spain, property evictions have been launched by banks and local councils, but the mainstream media did not give the story much exposure. Consequently, citizen journalists began investigating the issue and reporting on it. As a result, public awareness of the issue has grown incredibly as those evicted from their homes could have their voices heard.

Citizen journalists also play a vital role at moments of political uprising. For example, in some countries official media may censor reporting of protests or unrest but the news can be leaked out through social media. The fact that politicians and people in the public eye respond through the same channel and use social media to air their views is further evidence of its power and reach.

So, is citizen journalism a good thing for society? Well, it's certainly positive that the general public can help contribute. It makes the news more real and more honest somehow. But, of course, the general public cannot always be trusted (just as some traditional media can't). There is clearly space for both. The important thing is to be open-minded about the news you receive, regardless of where it comes from.

Exercise 3. Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1. The writer describes breaking news as news which you don't expect.
2. He believed the news about David Bowie's death because of the source.
3. Eye-witness reporting of news rarely comes about by chance.
4. Citizen journalists can work together to investigate a news story from a different perspective to that of professional journalists.
5. Social media is primarily used by people who normally don't have their voices heard.
6. The writer finishes by stating that citizen journalism is the future of the news.

Exercise 4. Match the words and phrases from the text 1–6 with their meanings a)–f).

1) mainstream
2) be on the same wavelength
3) a fresh angle

4) exposure
5) be in the public eye
6) air one's views

a) have a similar opinion
b) conventional/normal
c) a new or different perspective
d) give your opinion
e) public attention
f) be well known

Exercise 5. Work in pairs. Think of a story that has been published recently or that you remember well. How could a citizen journalist have reported it differently? Would it have improved it? If so, how?

5.3. Grammar

Modal verbs and phrases

Exercise 1. Choose two correct options in each sentence.

1. As we become more aware of climate change, more people *can/may/might* choose not to fly because of the environmental damage.
2. The play has started. You *can't/mustn't/don't have to* go in until there's a break.
3. My pen's run out of ink. *Can/Will/Could* I borrow one of yours?
4. 'Suki's on holiday this week'. 'That *isn't/can't be/mustn't be* true – she's got an interview on Friday'.
5. It's very likely that he will win a major tennis tournament soon but it *may/could/might* not be this year.

Exercise 2.

Read the situations and complete the sentences (a–e) using modal verbs.

1. Robert has never had very much money. He doesn't have a very good job and he hasn't got many qualifications. Suddenly he started spending a lot of money and buying expensive things, and then it stopped.
   A. He _____ got a better job because he isn't well qualified and because the spending stopped.
   B. He _____ come into money somehow.
   C. He _____ won the lottery.

D. He _____ inherited money from a relative.
E. He _____ spent it all so fast – he _____ saved some for the future.

2. You are going to a concert with some friends and you want to eat first. Your friend Jo is late, so you find a restaurant but don't have time to eat much because you're late for the concert. You rush to get there, only to find that the concert is cancelled.
   A. Jo _____ arrived late – she knew we wanted to eat.
   B. We _____ rushed to get to the concert after all.
   C. We _____ spent more time over the meal and enjoyed ourselves more.
   D. The concert hall _____ sent a message to our mobile phones.
   E. Someone in the band _____ fallen ill suddenly to cancel the concert at short notice.

Exercise 3. Complete the sentences with modal verbs.

1. The developers _____ do that. I'm absolutely sure it's against the regulations.
2. That _____ be the Mayor. He's in Balandra.
3. I _____ go to La Paz this afternoon. I have a meeting there at 4.30 p.m.
4. We _____ leave for La Paz yet. We've got lots of time.
5. The developers _____ asked for a meeting with the citizens of La Paz first.
6. We _____ speak to the reporters until we are absolutely clear what our message is.
7. I can't meet you tomorrow. I _____ work on the environmental campaign.
8. Sorry, but I _____ come to the residents' meeting. I'm too busy then.

The passive

Exercise 4. Rewrite the sentences in the passive.

1. Technicians at our Milton Keynes factory assemble all the parts.
2. CCTV cameras are always monitoring us in this office.
3. Builders equipped the building with cutting-edge technology.

4. We require you to include all relevant documents with the application form.
5. Would you mind our cameraman recording your presentation?
6. We expected them to have made the final decision by now.

Exercise 5. Choose the correct options (a or b) to complete the text.

I had an interview in the most incredible building yesterday. It's the new Department of Defence headquarters, and [1]_____. It's a high-rise building and [2]_____. On arrival, [3]_____ to the 'security suite', where [4]_____ and [5]_____ against government records. Once that is done, [6]_____ for an appropriate level of security. From then on, when you go to particular departments, you just look into the camera as [7]_____, and it opens automatically. If a door is not security-sensitive, [8]_____.

1. a) an architect who specialises in hi-tech systems designed it
   b) it was designed by an architect who specialises in hi-tech systems
2. a) it towers over the surrounding office blocks
   b) the surrounding office blocks are towered over by it
3. a) a guard meets visitors and takes them
   b) visitors are met and taken
4. a) someone scanned their eyes
   b) their eyes are scanned
5. a) an official checks the images
   b) the images are checked
6. a) officials issue a pass
   b) a pass is issued
7. a) you approach a door
   b) a door is approached
8. a) body heat alone activates it
   b) it's activated by body heat alone

Exercise 6. Use the prompts to write sentences. Use the causative form of have/get.

1. My bedroom was blue. Now it's white. (have/paint)
2. Her car isn't starting properly. She'll take it to a mechanic next week. (get/repair)
3. The neighbours had a garage. It is now a room. (have/make into)
4. His tooth is damaged. He doesn't want it removed. (not have/remove)

5. The fence is broken. I don't want it mended. (not get/mend)
6. Your hair was long. Now it's short. (have/cut?)

5.4. Writing

A film review

Writing tip

*A good **film review** should entertain, persuade and inform. It should provide an original opinion without giving away too much of the plot. Reviewers should familiarise themselves with the film, give potential viewers some detailed information, and advise them whether or not to watch the film.*

Exercise 1. Read the review and tick the statements that are true.

1. This was the first time A-list actor, Brad Pitt, had directed a film.
2. The film review provides names of the supporting cast.
3. The film reviewer gives away the entire plot.
4. This might be a type of flashback film.
5. The film can be classified in the genre of spaghetti western.
6. The film reviewer provides his or her own opinion.
7. The film was produced and starred in by Simon Northup himself.
8. At the end of the film, the protagonist dies in prison.

Exercise 2. In your opinion, how does the reviewer encourage people to watch the film?

Film Review

12 Years a Slave

Silver Screen Magazine

Starring: *Alfre Woodard, Benedict Cumberbatch, Brad Pitt, Chiwetel Ejiofor, Michael Fassbender, Paul Dano, Paul Giamatti, Sarah Paulson, Lupita Nyong'o*

Luxuriantly sensuous, bitterly honest, painstakingly accurate, beautifully acted and uncomfortably intriguing are all fitting descriptions of director Steve McQueen's latest masterpiece.*12 Years a Slave* is not simply a film, but an amazingly disconcerting leap back in time. Everyone knows what it's about by now. The title pretty much sums it up. However, the filmgoer doesn't quite know what to feel about this one. Yes, there's a smattering of beauty, love, hope and pride, but there's also an abundance

of brutality, repugnance, shame, anger and grief. In fact, you can actually feel the audience tightly holding its breath during the entire running time of two hours and fourteen minutes. They are totally petrified of showing any emotions for fear of disturbing the person in the next seat.

12 Years a Slave may be the toughest film to watch, regardless of your ethnicity. Everyone can empathise with Solomon Northup (portrayed by Oscar nominee Chiwetel Ejiofor). He is a free black man in 1841, living in Saratoga, New York with his wife and children, when he is lured to the American South under false pretences. He is drugged, kidnapped and sold into slavery. He has no proof of identity, no power and no allies. Simon is warned to tell no one he can read and write unless he wants to die. The film follows him as he is sold from plantation to plantation and from slave owner to slave owner. Simon tries to counsel himself and others, but faces peril at every turn.

12 Years a Slave is a period drama and an adaptation of a slave narrative written by Simon Northup himself. Northup was held in slavery for 12 years before being released. His story was carefully retraced and concluded to be accurate. Although an important film to watch, it is not suitable for those under the age of thirteen.

Exercise 3. Underline the adverb-adjective collocations in Paragraph 1.

Exercise 4. Write a review of your favourite film or book (200–250 words).

Plan your writing

• Make notes on what the film or book is about.
• Makes notes on what you think are its strong and weak points.
• Ensure the review has an introduction and paragraph outlining the basic plot and the main characteristics of the film, your opinion of the film and a conclusion.

Check your writing

• In general terms, does your review give the reader a good idea of what the film or book is like?
• Have you used a good range of descriptive and evaluative vocabulary?
• Have you checked your grammar and spelling?
• Did you find any mistakes?

Unit 6
TRENDS

6.1. Vocabulary

Predictions

Exercise 1. Complete the conversation with the phrases: *a thing of the past, distant memory, is likely, may well, the days of, the signs are, will be over.*

A: My grandmother used to farm the land around here, but all that's a _____ for her now. It's sad, really.

B: Yes, I guess that kind of life is _____ for most rural families these days.

A: In fact, the growth of towns and cities _____ to mean the end of village life altogether. Don't you think?

B: Hmm. The demand for new housing _____ result in fewer green areas in future, but I'm not sure it'll end village life completely. In fact _____ that more people are moving to villages to escape city life.

A: Perhaps, but they still commute to and from the city each day. They don't work the land. I think _____ traditional village life _____ very soon.

Prepositional phrases

Exercise 2. Underline the correct alternatives.

1. Running the tap each time we brush our teeth wastes *by*/*on*/*in*/*out of* average eight litres of water.
2. If we don't make air pollution laws tougher, we will continue to put our health *at*/*on*/*in*/*out of* risk.
3. The number of polar bears has been *by*/*on*/*in*/*out of* decline for a number of years.
4. We have to stop spending. Our household finances are *at*/*on*/*in*/*out of* control.
5. The new taxation laws mean that *at*/*on*/*in*/*out of* effect many people will actually be poorer.
6. *By*/*On*/*In*/*Out of* law, large companies have to publish their annual accounts.
7. I know you don't like my cooking, but you can *at*/*on*/*in*/*out of* least pretend!

8. If we keep these terrible sales figures *by*/*on*/*in*/*out of* sight of the boss, we'll be OK.

Exercise 3. Find and correct the mistake in each sentence.

1. I'm so happy that I got a promotion. I'm under the moon!
2. Our opponents will be tough to beat so play well, but under all have fun.
3. You'll never hit a good serve if you're on balance.
4. Dennis won't win the race now. He's already over the pace.
5. That action fi lm was ridiculous. The stunts were really in the top.
6. Nothing illegal happens in this business. It's all over board.
7. I'm sorry I can't come to your party. I'm a little above the weather today.
8. I booked the cruise because I was on the impression you liked ships.

Language

Exercise 4. Put the letters in italics in the correct order to complete the sentences.

1. I wish I had the same _____ *dnammoc* of English grammar as you do.
2. These documents are full of difficult, _____ *calfiofi* language.
3. There's no place for _____ *sevenoffi* language in the classroom, thank you!
4. Native English speakers should count themselves lucky they speak a _____ *allbog* language.
5. There was a real language _____ *rarerib* between me and locals when I was on holiday.
6. I tend to use the _____ *dayrevye* language I speak with my friends with people in authority too.
7. You should _____ _____ _____ *dnim oruy gualnage* in the interview. You don't want to make a bad impression.
8. Experts say over half the languages we speak now will be _____ *deda* before the end of the century.

Exercise 5. Find and correct the mistake in each sentence.

1. We didn't understand each other at all. We were talking at diagonal purposes.
2. I wish Gemma would stop talking. I can't get a word in sideways!

3. She misunderstood. She got hold of the right end of the stick.
4. Sorry. Could you repeat that? I didn't throw what you said.
5. This office party is so boring. Everyone's just talking work.
6. That lecture was difficult to understand. I couldn't make top or tail of it.
7. I'm not sure I understood your point. Jump it by me one more time.
8. Xi has left his room very untidy. He needs a great talking to.
9. To say that sports car is 'a little expensive' is an overstatement to say the least!
10. That presentation went on for hours. I thought she would never get to the top.

Trends

Exercise 6. Complete the conversation with the correct words. The first and last letter of each word is given.

A: Our action toys have stopped selling. They've obviously l_____t their a_____l to our customers.

B: Yeah, it looks like they were just a p_____g t_____d with the kids. Popular one minute, not the next.

A: We need a new idea. Something which will c_____e the i_____n of the next generation of kids.

B: Maybe a retro toy which also s_____s a c_____d with parents.

A: We tried that with the puzzle cubes but they never t_____k o_____f.

B: Well, the number of children with mobile devices has r_____n d_____y. Could we do something in that area?

A: Great! We could design an app. If w_____d of m_____h is positive the app could become the l_____t t_____g.

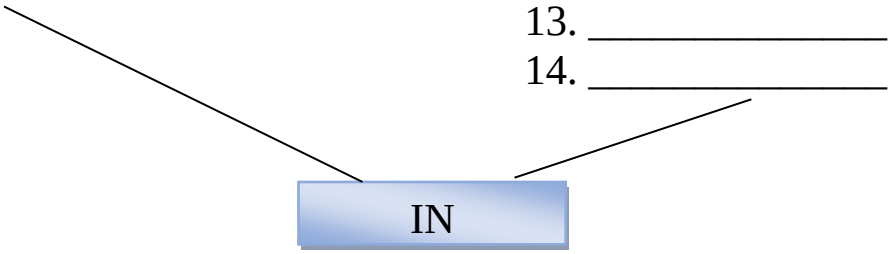
Focus on *in*

Exercise 7. Complete the spidergram with the following phrases: *fit in, in moderation, in a nutshell, lock in, in two minds, in aid of, log into, in tune, in danger of, in decline, settle in, in the public eye, kick in, give in.*

Phrasal verbs	Prepositional phrases
1. _____	7. _____
2. _____	8. _____
3. _____	9. _____

4. _____
5. _____
6. _____

10. _____
11. _____
12. _____
13. _____
14. _____



Exercise 8. Match the phrases from Ex. 7 with their meanings a)–n).

a) be well-known/famous/in the media
b) agree/accept something you first opposed
c) in short
d) be accepted by others in a group
e) begin to feel happy or relaxed in a new situation
f) not too much
g) be uncertain or unable to make a decision
h) sing or play an instrument in the right key
i) reducing in number, amount
j) start to be effective
k) in order to help a charity
l) put your username and password into a web page or app
m) prevent someone from leaving a room
n) at risk of

Exercise 9. Complete the sentences with the correct form of phrases from Ex. 7.

1. I'm _____ about where to go tonight. I fancy the cinema but Katy's invited me to her house.
2. We're _____ missing the bus if we don't hurry up.
3. Once you've _____ to your new job, I'd love to meet up and hear all about it.
4. I wish I could sing _____, like you. I sound like a dying bird when I sing!
5. Ursula's not _____ very well at university. She doesn't have much in common with her classmates.
6. A: How was the concert?
   B: _____, it was incredible!

7. Hopefully these tablets will _____ soon and get rid of this headache.
8. It must be horrible being _____ and having strangers come up to you all the time.
9. The opposition party tried to fight against rising student fees, but in the end they _____.
10. It was so embarrassing. Last night I _____ myself _____ a public toilet and couldn't get out!
11. You should eat chocolate _____, but I know that's easier said than done.
12. I can't _____ my email account. I must have got the wrong password.
13. Runners are running the marathon _____ the Red Cross this year.
14. The number of white rhinos in the world is _____ seriously.

6.2. Reading

Exercise 1. Work in pairs and discuss.

1. Do you or does anyone you know have a tattoo? What does it show?
2. Are tattoos a current trend where you live? How many people have them?
3. What designs do people have and what do you think they signify?

Exercise 2. Read the article. Choose the best summary, a), b), c) or d).

A. Tattoos are the latest trend and look unlikely ever to go out of fashion.
B. Tattoos have had different associations but these are mostly negative.
C. Tattoos are classless and have no special quality anymore.
D. Tattoos have become very trendy but the opposite could be true one day.

Tattoos Rule, but for How Long?

If there is one trend that seems unstoppable, it is the habit of tattooing your body. Amazing as it may sound, in Western Europe, twenty percent of adults have tattoos. This rises to just under thirty percent for those between sixteen and forty-four. In the UK, the number of tattoo parlours has tripled

in the last decade. They number more than 2000. In ten years' time, half of young people may have been 'inked'.

Tattoos were once associated with social class. Soldiers, sailors, bikers and criminals traditionally sported tattoos and the link with prisoners or gang members was particularly strong. Through the ages, tattoos have been regarded as indelible marks of loyalty, devotion or love. Sometimes these marks were in code and difficult to decipher for those not 'in the know'. For example, by the late 1800s, ninety percent of British navy personnel had tattoos. A turtle signified that you had crossed the equator and a dragon that you had served in China.

In spite of this, tattoos did not always have an edge to them. At one time, they were even popular with the aristocracy. As a prince, the future King George V of England had a dragon tattooed on his arm when in Japan in 1882.

In the present day, tattoos seem to have lost any kind of stigma and it is difficult to say with what social class they are more popular. You will find a tattoo parlour now in most high streets and even shopping centres around the world. People record all kinds of things on their bodies. They are often influenced by celebrities in their choice of tattoo. For example, the trend for tattooing words in foreign characters is said to have derived from the media exposure given to footballer David Beckham's multiple examples of body art. Beckham has his wife's name 'Victoria' tattooed in Sanskrit, the words 'spiritual perfection' in Latin, and a long Chinese proverb inked down his side. In fact, he has a total of 40 different tattoos including multiple codes, tributes, numbers and names – all of which have a special significance for him.

So, what's trendy at the moment? After a quick glance at Pinterest, contemporary designs seem to be arrows, the infinity logo, map coordinates, punctuation marks (including '&'), origami symbols and, strangely enough, feathers.

Tattoos may now well be the cultural norm in the UK – after all, the current British prime minister's wife has one – but in some countries, negative associations still hold sway. Japan is one country which has seen a big rise in people wishing to remove their tattoos.

I wonder how long will it be before the backlash begins here and we'll be doing the same as in Japan? Perhaps tattoos will soon be passé and rejecting body art will be the fashion. Is 'virgin skin' going to be a new sign of rebellion? Only time will tell!

Exercise 3. Read the article again. Underline the correct alternative.

1. *Nearly*/*Over* a third of young people are tattooed in Western Europe.
2. Tattoos *were once*/*have always been* linked to working-class professions.
3. Tattoos are often symbols whose meaning *most people*/*only certain people* can understand.
4. According to the author, tattoos have now become *the exception*/*the norm*.
5. People *can be motivated by*/*directly copy* the tattoos that celebrities have.
6. The author *understands*/*doesn't understand* why some .tattoos are in fashion.
7. Wanting to get rid of your tattoos is becoming popular *everywhere*/*in some places*.
8. Japanese people may wish to remove their tattoos because they *are out of fashion*/*don't have positive connotations* there.

Exercise 4. Complete the sentences with the correct form of the words: *decipher, in the know, edge, stigma, derive, hold sway, backlash, passé.*

1. That design is so _____ this year, you shouldn't wear it.
2. Sometimes, the meaning of tattoos cannot be _____. They're really mysterious.
3. I think there will be a _____ soon, tattoos can't be fashionable forever.
4. People are very impressionable, and what celebrities do can sometimes _____.
5. That model has a real _____ to her. She's so cool.
6. To find a good tattoo artist, it's best to speak to somebody _____.
7. The word tattoo _____ from the Polynesian word 'tatau', meaning 'correct'.
8. There is no _____ to tattoos now, they are not strange or exciting anymore but almost the norm.

Exercise 5. Work in pairs or groups and discuss. Do you agree with the writer's opinion about tattoos? Do you think they will go out of fashion one day? Did anything surprise you about the article? If so, what?

6.3. Grammar

Future forms

Exercise 1. Complete the sentences with the correct option.

1. Our flight has been delayed. Now, it _____ at 15.30.
   a) leaves
   b) is going to leave
   c) will have left
2. Alex _____ his annual garden party next week.
   a) will have
   b) is going to have
   c) is having
3. If you ring me when your train arrives, I _____.
   a) ’ll pick you up
   b) am picking you
   c) am going to pick you up
4. _____ with this course next term?
   a) Will you have continued
   b) Are you going to continue
   c) Do you continue
5. While you’re all at work next week, I _____ on holiday.
   a) ’ll have been relaxing
   b) ’ll have been
   c) ’ll be relaxing
6. Even if they work all night, they _____ the report for the 9.00 deadline.
   a) won’t have finished
   b) won’t be finishing
   c) don’t finish
7. The Chief Executive _____ the annual results at 12 p.m.
   a) will have presented
   b) is due to present
   c) will have been presenting

Exercise 2. Replace the underlined parts of the sentences with future forms. Make any other changes necessary.

1. These painkillers <u>should not be taken</u> by children.
2. Your father <u>will definitely</u> like your present. He’s fascinated by vintage cars.

3. We're expecting our first guests to arrive at the church at about 3.30 p.m.
4. His plane will land at any moment – look, you can see it in the sky!
5. It's probable that Paul will bring the baby over at the weekend.
6. Visitors should report to reception upon arrival.

Exercise 3. Complete the sentences with the best future form of the verbs in brackets.

1. Do you think the company _____ (hold) the summer barbecue this year?
2. He's driving to the party so he _____ (give) you a lift.
3. The President's jet _____ (take off) at 10.00.
4. She'll deliver the proposal tomorrow, by which time she _____ (add) the graphs.
5. By the time I get home, I _____ (travel) for fifteen hours.
6. They _____ (probably leave) their car at the station.
7. Stop the car! I _____ (be sick).
8. _____ they _____ (plan) to spend any time in Canberra after the conference?
9. Classes _____ (start) on 23rd March.
10. Her operation is tomorrow and then she _____ (rest) at home for a week.

Concession clauses

Exercise 4. Combine the sentences in two different ways using the words in brackets.

1. I learnt French at school for six years. I've got a terrible accent.
   _____ (despite)
   _____ (although)
2. He wants to speak at the conference. He is too busy.
   _____ (however)
   _____ (whilst)
3. I enjoy watching foreign language films. I don't understand everything.
   _____ (even if)
   _____ (much as)
4. She had a phrase book. She couldn't make herself understood.
   _____ (even though)
   _____ (in spite of)

5. It was a difficult exam. They passed it.
   _____ (difficult though)
   _____ (even though)
6. There were noisy roadworks outside. We could hear the speaker.
   _____ (in spite of)
   _____ (nevertheless)

Exercise 5. Complete the sentences with the following words and phrases: *wherever, nevertheless, much, in spite, difficult though it was, hard as she tried, despite, while, all the same*. There is one extra word or phrase.

1. _____ everyone said it was a great book, I found it really boring.
2. _____, she was pleased that she did her speech in the local language.
3. _____ you decide to go on holiday, I'm sure you'll have a lovely time.
4. _____ as I enjoy contemporary art, I can't face another exhibition.
5. It was an extremely long film. _____, I stayed up to see the end of it.
6. _____ of being very nervous, he did well in his oral exam.
7. I'm not sure he needs another dictionary but I'll buy him one _____.
8. _____ all the speaker's efforts to explain the science, I understood very little.

6.4. Writing

A report

Writing tip

*When you write **a report**, clarity is essential. You should organise your report into paragraphs, and clearly explain the objective of the report at the beginning, and draw conclusions at the end. You should use a formal style and avoid contractions.*

Exercise 1. Look at the table and answer the questions.

1. What information does the table describe?
2. In which area is most money spent?
3. What are the expected big growth areas?
4. In which area was there 'negative growth' in the previous year?

Global expenditure on advertising: change from the previous year and three-year forecast

	2011	Growth from previous year	2014: projection	2011–2014 projected growth
North America	165,104	2%	86,344	13%
Western Europe	108,688	2%	112,642	4%
Asia/Pacific	132,172	6%	157,155	19%
Central & Eastern Europe	26,151	7%	31,089	19%
Latin America	35,344	10%	45,600	29%
Middle East & North Africa	4,155	–15%	4,412	6%
Rest of World	11,592	6%	14,812	28%
World	483,206	4%	552,054	14%

Trends in Global Advertising Expenditure

This report will examine the trends in worldwide advertising expenditure, both past and future. The table above contains information about advertising expenditure in the major areas of the globe. The figures for last year (2011) are included, together with an indication of the growth that the figures represent with respect to the previous year. In addition, a projection for the next three years (until 2014) is also shown.

It is clear from the table the North America (USA and Canada) is the major market, despite sluggish growth in the previous year. Furthermore, this market is set to expand considerably in the years to come, with a 13% increase projected by the year 2014.

Western Europe, however, does not present such a rosy picture. Whilst it is still a major market (third behind North America and the Asia / Pacific region), it grew by only 2% in the previous year, and has the lowest projected growth for any market over the next three years. This is partly due to the fact that it is a mature market, with an already high level of advertising. The other major factor that helps to explain the relative

underperformance of this market is the continued economic weakness and political uncertainty in the area.

As far as the Asia / Pacific region is concerned, …

Exercise 2.

A. Read the first paragraph of the report. What does it do?

B. Read the rest of the report and answer the questions.

1. What areas do paragraphs 2 and 3 discuss?
2. Find two examples of the passive in the first paragraph.
3. In general, why is the passive often used in reports?
4. Find two linkers of contrast.

Exercise 3. Choose the correct option according to the text.

1. Expenditure in the Middle East and North Africa *plummeted*/*rose sharply* last year.
2. Expenditure in Central and Eastern Europe is predicted to *drop alarmingly*/*soar*.
3. There was *a drop*/*a surge* in expenditure in Latin America last year.
4. The rest of the world is a market that is going to *collapse*/*explode*.
5. There is going to be a *sharp*/*gradual* increase in demand in Europe.
6. Expenditure in Latin America is going to *rocket*/*decline* .

Exercise 4. Use the prompts to write sentences describing social and technological trends.

1) number / people / living / the countryside / China / drop / alarmingly
2) surge / use / mobile devices / many countries
3) importance / Spanish / international language / grow / the last ten years
4) sharp increase / number / immigrants / the UK
5) number / people / access / Internet / rocket
6) use / vitamin supplements / Western Europe /rise sharply

Exercise 5. Complete the report in exercise 2 (150 words).

Plan your writing

Remember to organise the information into paragraphs. Conclude by drawing all the information in the report into a short summary.

Check your writing

- Does your conclusion summarise the information in the report?
- Have you avoided contractions and used a formal style?

• Have you included some linkers?
• Have you checked your grammar and spelling?
• Did you find any mistakes?

6.5. Extra lesson

Technology and Change

'We owe a lot to Thomas Edison.
If it wasn't for him, we'd be watching
television by candlelight.'
Milton Berle, American comedian

Exercise 1. Work with a partner and discuss the questions.

1. What do you understand by the word *technology*?
2. How have advances in technology affected your working/studying and social life?
3. What kinds of advances would you like to see in the next twenty years?
4. Is the latest technology always an improvement? Can you give any examples of when it hasn`t been?

Exercise 2. Do the technology quiz. Then check your answers on Page 97.

Technology Quiz

1. How many pieces of technology do you have with you at the moment (on your person/in your bag)?
2. How do you feel when you have to use a new piece of technology, e.g. a phone, a camera, a machine, etc.?
   a) excited
   b) indifferent
   c) anxious
3. You have a new electronic gadget. Do you:
   a) read the instructions carefully before use?
   b) learn how to use it by trial and error?
   c) get someone to show you how it works?
4. Which of the following do you have?
   a) a smartphone
   b) a GPS / sat nav
   c) a tablet computer
   e) a blog
   f) your own website
   g) a Twitter account

d) a social media page

5. How do you prefer to consume (buy) / listen to music?
   a) on CD
   b) as downloads
   c) on vinyl
   d) streamed over the Internet
6. On holiday, do you take photos with:
   a) a digital camera?
   b) a tablet computer?
   c) a camera phone?
   d) a disposable camera?
7. How do you feel about online shopping / banking?
   a) It's great.
   b) I do it sometimes, but the security worries me.
   c) I don`t do it.
8. Do you read e-books?
   a) Yes, now and again.
   b) Yes, all the time.
   c) No, I prefer to hold a real book.
9. Which of the following best describes you, technologically speaking?
   a) set in your ways
   b) moving with the times
   c) at the cutting edge

Exercise 3. Do you think we rely on technology too much? Why? / Why not? Work with a partner and discuss your ideas.

Exercise 4. Which item of technology do you think is the most:
   a) important?
   b) useful?
   c) controversial?
   d) unpopular?
   e) pointless?

Exercise 5.

A. Match the words in the box with the headings. Which word does not go with either heading? Why?

out-of-date:

up-to-date:

a museum piece	behind the times	cutting-edge	had its day
innovative	new-fangled	obsolete	outdated
redundant	retro	revolutionary	state-of-the-art
superseded		the last word in	

B. Complete the sentences with words from Ex. 5A. Sometimes more than one answer is possible.

1. I don't see the point of those _____ GPS watches. I just want something simple that looks good and tells the time.
2. That device was _____ before it even went on the market. Nobody uses them anymore.
3. This really is a(n) _____ development. It will change the way we communicate forever.
4. It's not exactly _____ technology, but it's still a pretty useful piece of equipment.
5. This phone is huge and it doesn't even have a camera. It's _____.
6. My computer's eight years old, and very slow. I think it's _____.
7. Cassette tapes were _____ by CDs in the 1990s.
8. The factory is ultra-modern. It recently introduced _____ machines in its production process.

Exercise 6.

A. Read the message board texts and answer the questions.

1. Which of the people are for/against/undecided about the question?
2. Which points do you agree/disagree with? Which is closest to your own point of view?

Have Technological Advances Had a Positive Impact on People's Lives?

SWEDESven

All the really fundamental changes have been connected to advances in technology. Think about all the lives which have been saved due to breakthroughs in, for example, medicine. And what about the general extended life expectancy? What about transport and communication? Some people have always been anti-technology. There are always dramatic changes going on, especially now, in terms of communication. The

internet is amazing and has had an awesome effect on people's lives.

NoWayJose

It`s true technology has altered people's lives, but I'm not sure it's been for the better. A lot of stress stems from the fact that technology speeds everything up in our already fast-paced world. We're now reachable twenty-four hours a day and we expect instant answers; and this has an impact on people's work-life balance. There are also the dehumanising effects of technology – we've become slaves to machines. What about the dangers of things like GM crops or 'Frankenstein foods'? It's dangerous to mess about with nature. Advances in technology breed laziness and contribute to a sedentary lifestyle. Look at all those kids who would rather play a computer game than kick a ball around.

AndreaCat

SWEDESven's right – technology can fix all society's problems. Even during wars there's a great push for new tech. Cars which cause pollution resulting in global warming are now being superseded by hybrid and electric ones. They'll reduce the carbon footprint. BTW, those of you who think technology is so bad: Why are you using the internet to tell us this?!

Raina23

Not sure you're right, AndreaCat. Technology's a double-edged sword. There have been radical changes brought about by inventions like the telephone, car and the internet. But the important thing is that control of technology is power. It's the way it is used which is important. For example, some technological advances are not always used in a good way. What about the rise in cosmetic surgery, artificial intelligence, cloning, designer babies, people living forever? Where's futuristic technology taking us? This, together with a move towards an ever-greater reliance on technology, is leading us to a nightmare vision of the future.

JaneyJane

Technology has a lot to answer for. I'm with you on this, NoWayJose. Never mind improving people's lives, it accounts for the increase in pollution and exploitation. Lots of people are killed in wars because of so-called technological advances. As for the expansion of access to the internet, there are millions of people in the world who haven't even made a phone call yet! There's a real digital divide. Technological advances because of their uneven distribution actually have a negative effect on people's opportunities. Major technological change is basically destroying the planet. I doubt we can save it in time. It's really all

about greed. I guess this is more to do with human nature rather than technology itself, though.

B. Summarise each writer's argument in one sentence.

Exercise 7. Analysing style. What do you notice about the way the writers on the message board express their opinions? Is the style:

1) formal or informal?
2) subjective or objective?
3) well-structured or disorganised?
4) emotional or unemotional?

Exercise 8.

A. Find examples of the following in the message board texts:

1) rhetorical questions
2) colloquial language
3) other formal/informal style features

B. What other stylistic features did you notice? Why do you think they are used?

Exercise 9. Complete the sentences with prepositions. Then check your answers in the message board texts.

1. What does a fear of technology stem _____, in your opinion?
2. Which item of technology has had the biggest impact _____ your/your parents' life?
3. Does technology contribute _____ the happiness of mankind?
4. Has the rise _____ the popularity of social networking sites resulted _____ better understanding between men and women?
5. Do you think technological advances will lead _____ people living on other planets?
6. Is the expansion _____ robot technologies a good thing?

Exercise 10. Write your opinion for a message board on this question: Have technological advances had a positive effect on people's lives in your country?

QUIZ ANSWERS

1. Score 1 for each item. 2. a=3 b=2 c=1 3. a=2 b=3 c=1 4. Score 1 for each item. 5. a=1 b=2 c=0 d=3 6. a=1 b=3 c=2 d=0 7. a=3 b=2 c=1 8. a=2 b=3 c=1 9. a=1 b=2 c=3	18+	You are a real technophile! However, you may be a slave to your machines!
	10–17	You find technology useful, but it doesn`t rule your life.
	0 – 9	You may be a bit of a technophobe. Some aspects of technology worry you, but you still get things done!

Unit 7
FREEDOM

7.1. Vocabulary

Collocations

Exercise 1. Match 1–8 with the endings a) –h).

1. Emergency workers searched
2. I hate the summer months. I suffer from
3. If you smell smoke, you should raise
4. In a court of law, you are presumed
5. You're on the list for the early
6. One of my colleagues is the subject of
7. A man formerly presumed
8. Police searched for the killer to

a) shift tomorrow.
b) hay fever really badly.
c) innocent until found guilty.
d) no avail.
e) dead has just been found alive.
f) the alarm immediately.
g) frantically for survivors late into the night.
h) an investigation into fraud

Suffixes

Exercise 2. Complete the sentences with the correct form of the following words: *clear, deceptive, glory, elaborative, pretender, appearance, scandal, suspicious*.

1. I love listening to Professor Chen's lectures. She speaks with such _____.
2. Why do missing things always _____, just when you don't need them anymore?
3. I know who you really are. You can drop the _____ now.
4. Some TV shows seem to _____ war when it's not a positive thing at all.
5. That's an interesting idea. Could you _____ a little more, please?
6. I know her tricks now. She won't _____me again!
7. The money that some government departments waste is _____.

8. There’s only one _____ left to interview

Exercise 3. Find and correct the mistake in each sentence.

1. When you see the green light, don’t hesitant to go.
2. I know it’s an impose, but I was hoping to have a moment of your time.
3. I don’t seem remember people’s names anymore. Is senile setting in?
4. My new students are so enthusiasm in class.
5. They way Mark is talking, I think he is becoming a real chauvinistic.
6. I’m not sure what effective this new treatment will have.
7. I don’t approve of frivolity behavior in the classroom.
8. Saving that boy from being hit by that car was hero.

Idioms: relaxing

Exercise 4. Complete each sentence with one word. The first letter of each word is given.

1. I usually let my h_____ down by having dinner out with friends.
2. You’ve been on that computer for hours. You should have a b_____.
3. Graham’s really stressed out at the moment. He needs to u_____.
4. I find it difficult to s_____ off from work. Running can sometimes help though.
5. Let’s go for a walk to take your m_____ off your interview tomorrow.
6. Rich works hard, but he always make s sure he takes t_____ out to be with the kids.

Exercise 5. Complete the sentences with the correct form of the following idioms: burn the midnight oil, burn the candles at both ends, chill out, hang out, while away, work all hours.

1. I can’t carry on _____. I’m having fun but I’m exhausted.
2. I’m going to _____ the hours this week end watching old films.
3. It’s not good for you to _____, especially if that includes all day Saturday and Sunday too.
4. I really enjoy _____ with my friends on Friday nights.

5. I’m a bit stressed so I’m going to go to the beach for a few days and _____.
6. I’ve been _____ to meet this essay deadline. I went to bed this morning at 2 a.m.

Risk

Exercise 6. Put the letters in italics in the correct order to complete the sentences.

1. Did you _____ *eyeballtried* change the pass code on my phone?
2. You shouldn’t leave those children to swim _____ *diversepunus* in the pool.
3. Children need to learn how to _____ *dale* with danger.
4. My parents always encouraged _____ *pencedeedinn* and let me make my own decisions.
5. _____ *revo-corvettepisens* can stop children learning from their own mistakes.
6. We shouldn’t be afraid to take _____ *baleenoars* risks in our lives.
7. Obviously we shouldn’t _____ *esexop* our children to unnecessary danger.
8. Parents should not _____ *mcleodlloyd* their children too much

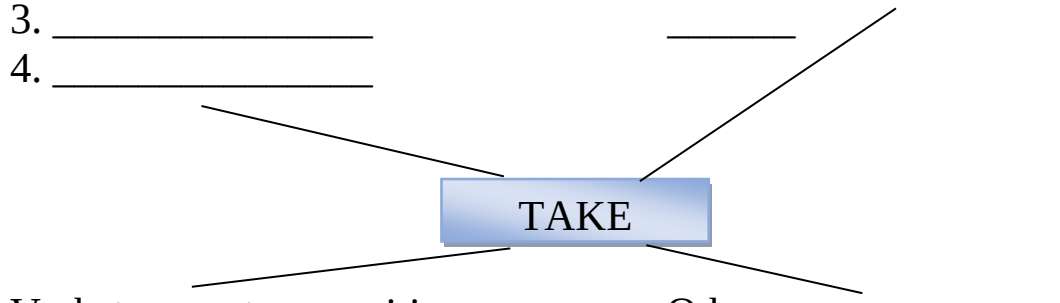
Focus on *take*

Exercise 7. Replace the underlined phrases in the sentences with the following phrases: *take a risk, take care of, take effect, take it from me, take note of, take non, takes the easy way out, take the initiative, take them on board, take things personally, taken to, take time out, take your mind off, take your time*.

1. I need to <u>look after</u> some paper work before I can go out.
2. My six-year-old’s really <u>started to like</u> swimming. He’s like a fish!
3. Thank you for your recommendations. We’ll <u>accept them</u>.
4. It’s good to <u>stop and rest</u> from your normal routine once in a while.
5. I think Yves is wishing he hadn’t <u>agreed to</u> do the project.
6. You think your fluency isn’t good but <u>believe me</u>, it is.
7. We’ve got several hours yet. <u>Don’t rush</u>.

8. You should pay attention to what Steven says. He knows what he's talking about.
9. Be careful how you word Elinor's feedback. She can be easily offended by criticism.
10. Why don't we stop you thinking about your toothache by playing cards or something.
11. If you have a good idea, be the first person to do something and speak to your boss about it.
12. Edie does everythings he can to avoid hard work. She always does the thing that requires the least work.
13. It's going to take quite a long time before the changes have an impact.
14. If you do something that could have an unpleasant result, it can sometimes pay off.

Exercise 8. Complete the spidergram with the phrases from Ex. 7.



Verb + noun
1. _____
2. _____
3. _____
4. _____

Phrasal verbs
5. _____
6. _____
_____

Verb + noun + preposition
7. _____
8. _____
9. _____
10. _____
11. _____

Other
12. _____
13. _____
14. _____
15. _____

Exercise 9. Complete the sentences with the correct form of phrases from Ex. 8.

1. All Hannah's friends gave her advice, but she _____ none _____.
2. I've just _____ a new job at a health practice in the city.

3. Emily never _____. She makes everything as difficult as possible for herself!
4. I find that chocolate cake can help me _____ my worries.
5. Can you help me _____ this problem? My washing machine's leaking again.
6. Try not to _____. The comments weren't directed at you.
7. The pain killers should start to _____ after about thirty minutes.
8. Olav didn't _____what the teacher said about the exam and answered the wrong questions.
9. Paulo has some great business ideas, but he never _____ and does anything about them.
10. Don't feel you have to rush. _____.
11. Critics say that new action film is great, but _____, it's really boring.
12. You always order the same salad. Go on, _____ and order something different.
13. I haven't really _____ that new lady at number six. She never says hello.
14. We should _____ and go and enjoy the snow with the kids.

7.2. Reading

Exercise 1. Work in pairs or small groups and discuss.

1. Look at the images and the title of the article about Bhutan. What do you think 'Gross National Happiness' means?
2. Why do you think people choose to go to Bhutan?
3. What kinds of tourists do you think go there? Why?

Exercise 2. Read the article and check your answers in Ex. 1. Why is Bhutan unique?

Bhutan: Gross National Happiness

Bhutan is a place to really unwind from the stresses and strains of daily life. It has obvious attractions: wonderful Himalayan trekking, ancient Buddhist monasteries, vibrant markets and dance festivals. It has splendid scenery and exotic wildlife, too, but the country is unique in other more unexpected ways – for example, in its attitude to tourism.

Until the early seventies, Bhutan did not allow any foreign travellers. When the country did finally open its borders, it did so in a very cautious fashion. From the start, travellers were required to get visas and book with an authorised tour operator. Independent travel in Bhutan is still not permitted and tourists have to pay a daily fee of $250 in high season – keeping the country a backpacker-free zone. Together with the country's inherent mystique, these policies have deliberately cultivated Bhutan's reputation as an exclusive destination, a haven for the rich in a very poor part of the world.

Insisting on high-budget, low-impact tourism is all part of Bhutan's sustainable development policy. By law, at least 60 percent of the land must remain forested for future generations. It was also the first country to ban smoking and plastic bags. Although the country's infrastructure has been transformed and modernisation is clearly in full swing, people's daily lives have not been that affected. There are more than 60,000 motor vehicles now – but there are still no traffic lights!

When it opened up to tourism, the Bhutanese government also struck on a concept that could not fail to attract visitors. The country announced to the world that it measures its progress not by the conventional idea of Gross Domestic Product but by Gross National Happiness – meaning that the country is one of the few places in the world where compassion is favoured over capitalism and well-being over productivity.

Perhaps this is all something of an illusion. The country has witnessed more change in the last sixty years than in the previous four hundred, but you wouldn't necessarily know that. The need to cultivate the exotic and remain unique for foreign travellers means that the population has to abide by some pretty rigorous laws. For example, the government demands that women wear the traditional *kira*, a Bhutanese kimono; and men the *gho*, a long robe; in schools and public offices and on formal occasions.

However, Bhutan's cultural identity is so influenced by its population's Buddhist beliefs that you can quickly overlook these impositions. The place and its inhabitants do seem truly different, particularly the people's childlike charm, their deep respect for religious practitioners and for the sacred environment that surrounds them.

It is perhaps this sense of difference more than anything else that gives travellers to Bhutan a real feeling of freedom – not just from their routine but from Western ideals and concepts that govern their lives back home. What seemed important may suddenly seem irrelevant. A visit here

could make you return with a different vision of the earth and how best to live your life on it.

Exercise 3. Read the article again. Circle the correct answer.

1. From the beginning, Bhutan
   a) prohibited large groups of tourists visiting together.
   b) insisted that travellers visit in organised groups.
   c) did not allow travellers to come on their own.
2. This and other policies have meant that
   a) very few people have visited the country.
   b) the country has attracted mainly prosperous travellers.
   c) the country has become too exclusive.
3. According to the writer, modernization
   a) has not affected the people's lifestyle that much.
   b) has made major changes to the Bhutanese way of life.
   c) has gone too far and transformed the country.
4. The writer's attitude to Gross Domestic Happiness is
   a) positive because it's such a refreshing concept.
   b) negative because it's not believable.
   c) positive but with some minor reservations.
5. Generally speaking, the writer believes that Bhutan
   a) is genuinely different.
   b) is artificially different for tourists.
   c) is not that different from other countries in the region.
6. The writer's final point is that travellers
   a) will have an unforgettable and unique experience in Bhutan.
   b) will enjoy it so much that they will not want to leave Bhutan.
   c) will reflect on their lives after experiencing Bhutan.

Exercise 4. Complete the sentences with the correct form of the following words: *illusion, vision, cultivate, haven, overlook, charm, compassion, well-being.*

1. Many Himalayan countries are a _____ for trekkers and mountaineers.
2. On holiday, it's normal to focus on the good things and _____ anything bad.
3. You might return from your holiday to Bhutan with a different _____ of how your life could be.

4. Your first impression of a country can sometimes be an _____, you can sometimes get it wrong.
5. To attract more visitors, the country is _____ a more exclusive image.
6. When they are on holiday, many people experience a feeling of _____.
7. The Bhutanese government's policies aim to show _____ for people, they really care about people's health and happiness.
8. The country retains much of its traditional _____ – it's like going back in time.

Exercise 5. Work in pairs or small groups and discuss. After reading the text, what is your impression of Bhutan? Would you like to visit the country more or less? Why?

7.3. Grammar

Cleft sentences

Exercise 1. Match the sentence halves.

1. All he'd like to know ...
2. It was a scandal ...
3. A noise that really annoys me ...
4. The only thing that I know about him ...
5. The place I'd love to visit ...
6. What we enjoyed most ...
7. What I like about Mexico ...
8. The reason why they're rich ...

a) is the culture.
b) has never been explained.
c) is that he plays the piano.
d) is tinny headphones.
e) that they stole the money.
f) is why she left.
g) is Bali.
h) was the delicious food.

Exercise 2. Write the second sentence so it has a similar meaning to the first. Use the word in brackets, as in the example.

E.g. Sebastian left the job because of the long working hours.

(why)

The reason why Sebastian left the job was the long working hours.

1. The union representative called the strike.
   (person)
2. Political analysts do not question his dedication.
   (isn't)
3. These criminals arc totally ruthless.
   (what)
4. Dickens used to live around the corner.
   (place)
5. It was the next-door neighbour who complained.
   (one)
6. The children inherited everything except the house.
   (only)
7. The climbers reached the peak at six o'clock.
   (was)
8. They engaged two au pairs to look after the children.
   (did)
9. Before leaving we switched off the power supply.
   (last)
10. The company has imposed a ban on private emails.
    (done)
11. The only thing the customers wanted was to get their money back.
    (all)
12. The managing director informed the staff of the news.
    (it)
13. Our mechanics just need five minutes to change the tyres.
    (all)
14. The introduction of stamp duties led to the loss of the American colonies.
    (that)

Participle clauses

Exercise 3. Choose the best participle forms from a) – g) to complete the sentences. There is one extra form.

a) giving
b) not having been given
c) not giving
d) having been given

e) being given
f) having given
g) give

1. The best part _____ to another actor, Josh felt unwilling to continue in the show.
2. I've always treasured the watch _____ to me on my eighteenth birthday.
3. The police officers stood at either end of the hallway, _____ Ray no chance of escape.
4. _____ our tickets to the attendant, we were ushered into the antechamber of the tomb.
5. We are dividing up the grant according to need, the largest amount _____ to the homeless.
6. _____ one month's notice by the landlord, the tenant was able to stay on in the house.

Exercise 4. Use the information in the chart to write sentences, using a participle clause, as in the example.

№	Action/reason	Result/further information
1.	Hilary got a job in a cafe.	She was able to make lots of new friends.
2.	I wasn't very fit.	1 was unable to finish the marathon.
3.	1 left my keys at the office.	1 couldn't get into my flat last night.
4.	Manuela hasn't got a visa.	She can't travel to the USA.
5.	They got home early.	They found the place had been burgled. It regained its former glory.
6.	The old house had been restored by experts.	It regained its former glory.
7.	Dave and Maria's children had left home.	They felt they should move to a smaller house.

E.g. Having got a job in a café, Hilary was able to make lots of new friends.

Exercise 5. Rewrite the following sentences, replacing the underlined phrase with a suitable participle clause, as in the example.

E.g. <u>As they hadn't been arrested</u>, they were able to leave the police station.

Not having been arrested, they were able to leave the police station.

1. She fell asleep <u>while she sat in the armchair</u>.

2. Because I can speak Finnish I managed to follow their conversation.
3. So far nobody has claimed the money which we discovered under the floorboards.
4. After he had moved out, Danny found it difficult to find a nice place to stay.
5. If you leave it for too long, oil paint will form a skin.
6. The sea was very rough, which made me feel sick.
7. As I am not very good with figures, I'll let you do the accounts.
8. This is a house which has been built to last forever.

7.4. Writing

A leaflet

Writing tip

When you write a leaflet, it must be easy for the reader to see the main points at a glance. To achieve, this you need to include: • a clear title in big letters, saying what the leaflet is about; • a slogan, summing up the message of the leaflet; • clear subheadings.

Exercise 1.

A. Look at the leaflet quickly. Which features of a good leaflet does it include?

B. Read the leaflet in detail and answer the questions.

1. Where is Sycamore Fells?
2. Where would you stay if you didn't want to spend a lot of money?
3. Is Sycamore Fells a good place to bring children? Why?
4. Is Chinese food available?

Sycamore Fells Holiday Resort

Happy holiday of family fun

About Sycamore Fells

Sycamore Fells Holiday Resort is nestled amongst the beautiful wooded slopes of the Midlands County Forest. It is a wonderful place for adults and children alike, especially those who love nature and the great outdoors.

Just because you're close to nature, it doesn't mean you're far from civilization: Sycamore Fells has all the facilities of a small town, including a mini-supermarket, a post office and a cash machine, not to mention the fantastic range of cafés and restaurants.

Accommodation

No matter what your budget is, Sycamore Fells has the perfect accommodation for you. For the more money-conscious, our Cosy Cabins offer all the basic amenities, including an open-plan kitchen/living space and a good-sized family bathroom. For those looking for a little more luxury, our Premier Cabins offer more space, fully equipped kitchens, en suite bathrooms and their own private hot tubs on their roof gardens!

Things to go

Whether you're a sports fanatic, a nature lover or just want to kick back, relax and unwind, Sycamore Fells offers a huge range of activities to suit families, groups, couples and individuals. Here is a small selection of what's on offer at Sycamore Fells:

- Huge indoor swimming complex, including water slides, swimming lanes and a baby pool
- Horse riding
- White water rafting
- Tennis
- Cycling/mountain biking
- Spa
- Kids' clubs
- Nature walks

Eating and drinking

Sycamore Fells has dining options to suit every taste and budget. Stock up your kitchen from our mini-supermarket and cook for yourself; take the kids out for pizza; go for a romantic, candle-lit dinner for two; or even order Thai food to take away! At Sycamore Fells, you'll never go hungry or be stuck for mealtime inspiration.

Exercise 2. Read the additional information about Sycamore Fells. Think of a suitable subheading for each paragraph.

It's always party time at Sycamore Fells! Every evening we have fabulous tribute acts playing live music from the last seven decades at the Cabaret Suite; and DJs playing the latest in pop, dance and urban music every night at Twirler's, our on-site club. The dancing isn't just for grown-

ups either – our kids' disco is every Wednesday and Saturday evening from 6 until 9p.m.

Take advantage of our summer offer: 25% off all tickets! That's £5 off for adults and £2.50 off for kids. The discount only lasts until the end of August, so book your tickets today!

Exercise 3. What type of holiday do you think these slogans are describing?

- Sun, sand and great food!
- Get away from it all!
- Discover the secrets of the ocean!
- Visit the last virgin continent!
- Ancient monuments and towering mountains!

Exercise 4. Write a promotional leaflet for a holiday destination (250 words).

Plan your writing

- Think about the content of your leaflet. What does the destination have to offer? Relaxation? Adventure? Nightlife? Beautiful scenery?
- Think of a title and slogan and then write four or five short paragraphs about the destination, with a subheading for each.

Check your writing

- Is it clear to see at a glance the main points of the leaflet?
- Does it sound like an attractive destination?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

Unit 8
TIME

8.1. Vocabulary
Time expressions

Exercise 1. Complete the text with the following phrases: *at regular intervals, dated back to, for the foreseeable future, in years to come, the outset, was about to.*

Howard Carter was the famous archaeologist who, in 1922, discovered the tomb of Tutankhamun. His own interest in ancient Egypt _____ 1891 when, at the age of 17, he was hired to sketch the findings of other archaeologists. The outbreak of World War I saw Carter leave Egypt and postpone his work _____. However, after the war he was able to return and continue his search for hidden tombs. He searched _____ over the next few years, but with no success. With funding running low, his explorations appeared to be in vain. Little did he know that he _____ make a huge discovery. On November 4th1922, a flight of stairs was unearthed leading to a secret door. From _____ Carter knew that this was something special and that_____ people would look back at that moment as one of the most important ever in archaeology.

Proverbs

Exercise 2. Put the words in italics in the correct order to make proverbs.

1. When Beatrice's husband is away on business it's a case of _____ *of out out mind of sight*.
2. I always carry an umbrella. _____ *sorry safe than better*.
3. Ricky shouldn't be so critical of other people's diets when heats so much fast food! _____ *preach what you practise, I say*.
4. I love this photo of my grandmother. _____ *a worth thousand a picture is words.*
5. Don't be so impatient. _____ *in a day Rome wasn't built*.
6. It's so nice to be back home again. _____ *the is home the where is heart.*

Exercise 3. Find and correct the mistake in each proverb.

1. The post is here at last. Better now than never.
2. Stay out of trouble and keep your eye clean.

3. Jess laughed at my joke. Maybe I should strike while the iron's heavy and ask her out.
4. Use your words not your fists. Remember, the pen is mightier than the stick.
5. If I get that promotion, I can buy a new car. But I shouldn't count on my chickens.
6. I can't go out tonight, I have to finish this assignment. All rest for the wicked!
7. Can I have some of your sweets? After all, return and share alike.
8. A: I've only got tea I'm afraid, no coffee.
   B: That's OK. Beggars can't be deciders.
9. You can get a lot done in the morning. The eager bird catches the worm.
10. Remember, start as you mean to go on. Put your first foot forward.

Memories

Exercise 4. Complete the conversation with the following phrases: back memories, came flooding back, holds a lot of memories, one of my earliest memories, remember it vividly, vague memory.

A: Do you remember when we used to visit Sennen Cove as children?

B: Er, no, I don't think so.

A: Really? I _____. We used to make these huge sandcastles and eat chocolate ice cream.

B: Oh, now you mention it I have a _____. of it. Did we play in the rock pools?

A: Yes! Actually, _____. is of you crying because you got pinched by a crab! Anyway, I went there last week with Sophie. As soon as I smelled that sea air, the memories_____. It's a lovely place. It_____ for me but I guess you were too young.

B: Maybe we can go together next time. See if it brings _____ for me too.

Exercise 5. Match a beginning in A with a word in B and an ending in C to make sentences.

A	B	C
1. Visiting Niagara Falls was a once	back	remember.
2. I wish I could remember his name. It's on the tip	to	my tongue.

3. That trip to Venice was a real day	in	a lifetime experience.
4. I can' t for the life	of	my memory.
5. I remember my graduation ceremony like	of	was yesterday.
6. The day my daughter was born is etched	it	mind.
7. I'm trying to think of a good film, but nothing springs	to	a bit!
8. 1999? That's going	on	me remember my old dress.

E.g. Visiting Niagara Falls was a once-in-a-lifetime experience.

Collocations with time

Exercise 6. Complete each sentence with one word. The first letter of each word is given.

1. Now my dad's retired. He has all the time in the w_____ to do what he wants to do.
2. During the summer holiday you must have a lot of time on your h_____.
3. Are you always looking after your family or do you sometimes have time to y_____?
4. I tend to play this game on my phone to help p_____ the time when I'm bored.
5. If we hurry up, we'll get there just i_____ time to see the fireworks.
6. I'm glad we left early. We'll arrive with time to s_____.
7. I'm sorry, I'm a bit p_____ for time. Can we talk later?

Focus on have

Exercise 7. Match the underlined phrases with their meanings a) –n).

1. Shall we <u>have</u> the gang <u>round</u> for pizza tomorrow night?
2. You enjoy your job and you earn a great salary. You <u>have the best of both worlds</u>!
3. I'll <u>have no hesitation in</u> telling him what I think of him if he speaks to me like that again.
4. I don't know anything about the barbecue on Saturday but it <u>has something to do with</u> Laura.
5. It's my turn to choose what we watch. You can't <u>have your own way</u> all the time.
6. You <u>have an eye for</u> interior design. You should do it professionally.

7. Tomasz talked to his daughter about her behavior, but it had little effect.
8. Marketa has a high opinion of herself for someone who hasn't been doing the job long.
9. Keep your nose out. It has nothing to do with you.
10. I've heard of this singer but I don't know anything about him.
11. When our business closed down, we had no option but to sell our house.
12. My sister has a good ear for music and plays the clarinet really well.
13. By the time the third comedian came on, I'd had enough. None of them were funny.
14. Do you have something against me? You don't seem to like me at all.

a) thinks very well of
b) without pausing to think
c) have no choice
d) want something annoying to stop
e) have a reason to dislike (someone)
f) is none of your business
g) be good at hearing music
h) invite to your home
i) get what you want
j) is related to
k) be good at seeing things
l) to be aware of
m) have only a small amount of impact
n) have the benefits of two different situations

8.2. Reading

Exercise 1. Work in pairs or small groups and discuss.

1. How good are you at measuring time?
2. How do you separate work time from leisure time?
3. Does your perception of time change depending on your mood?

Exercise 2. Read the article about our perception of time. Choose the best summary of the article.

1. Perception of time is complex but connected with our feelings.

2. Our time perception is linked with age and memory.
3. We each perceive time very differently, so it is impossible to analyse.

How Time Flies

As we get older, our perception of time changes. However, our perception of time is probably most altered by our emotional state. If you are stressed at work or anxious for any reason, you'll probably feel that you have less time on your hands.

When faced by this pressure of time, we tend to multi-task – we try to do many things simultaneously. Due to our current state of permanent connectedness, we can in fact do almost everything from the comfort of our sofas – make an appointment at the doctor's, rush off a few work emails, do some online shopping. By doing this, we feel we are making better use of our time, but are we actually doing the opposite – simply exacerbating the feeling of time pressure? Surely the digital age has made all this worse by blurring the difference between work and play?

This common illusion is an example of how complex it is to perceive time accurately. Apart from sensations such as jetlag, when our inner body clock clearly has been severely disrupted, it is hard to pinpoint why we perceive time in different ways. People who take yoga or meditation classes claim that their sense of relaxation is due to a feeling of time slowing down. The same would appear to occur when we immerse ourselves in reading a novel or even when stroking a pet. We are relaxed and actions seem to take place lightly and effortlessly.

On the other hand, consider the last time you saw a fast-moving film full of action-packed distractions. You probably felt that time was moving very fast. This is particularly true with scary movies – fear can distort time to an incredible extent, speeding up time judgements as our pupils dilate, our pulse rate soars and our blood pressure increases.

Likewise, we all know that when we are not enjoying ourselves our perception of time goes the other way. Imagine you're stuck in a meeting that is dull and boring – time appears to slow to a snail's pace. In contrast, for football fans, Saturday's big match seems to fly by. And how many people on Sunday night have that feeling of 'Where did the weekend go?'

Brain disorders can, of course, also determine how we perceive time. People with attention-deficit hyperactivity disorder (ADHD) have trouble distinguishing different lengths of time, which may explain why they

cannot concentrate for long and need constant stimulation to remain engaged.

Studying time perception may be complex, but scientists seem to have discovered that we each live in our own personal time zone, which is dependent on the world each of us experiences. Perhaps this explains why some of us like to arrive at the gate ten minutes before our plane leaves and others two hours!

So, on the next occasion you're late for work, you could justifiably say to your boss that you actually arrived with time to spare, you were just stuck in your own time zone!

Exercise 3. Read the article again and underline the correct alternative.

1. That multi-tasking does us good is an illusion because we actually *achieve less/feel more under pressure*.
2. The author feels that work and leisure time are *still/no longer* separate concepts in most people's brains.
3. Jetlag is an example of a sensation which we *don't understand at all/understand quite well*.
4. When we feel fear, we sense time as passing more *slowly/quickly*.
5. People with ADHD get *excited/bored* more easily.
6. The writer's conclusion is that perception of time is *highly confusing/deeply personal.*

Exercise 4. Complete the sentences with the correct form of the following verbs: *tend, exacerbate, blur, pinpoint, immerse yourself, stroke, distort, distinguish.*

7. I like to _____ in reading a good book or watching a great film.
8. I'm freelance, so I often find it hard to _____ between leisure and work time.
9. When I'm stressed, I love _____ my pet cat, Felix. Time slows down and I feel instantly better.
10. Multi-tasking only _____ stress, I think. Doing everything at the same time is not the answer!
11. This film plays with your perception of time, and it _____ the line between reality and fantasy.
12. I have a mobile phone but I _____ to wear a watch too because it's easier to tell the time.

13. The article _____ how hard it is to measure our perception of time.
14. When I arrived, I didn't know what time it was, nor the day: Jetlag can really _____ everything.

Exercise 5. Work in pairs or small groups and discuss.

1. Do you agree with the article about how we perceive time?
2. Which of the situations described in the article do you identify with, if any?
3. Do you think you judge time well? Why/Why not? Give examples.

8.3. Grammar

Future in the past

Exercise 1. Choose the correct form to complete the sentences. In three sentences both forms are possible.

1. The letter said that all new recruit *were going to/were to* report to reception on arrival.
2. The guard shouted at us to hurry as the train *was bound to/was about to* depart.
3. The Minister *was to/was due to* address the committee first thing in the morning.
4. Alice *was going to/would* join the Dior fashion house but she decided against moving to Paris.
5. It was clear from the outset that Noel *would/was to* become the President's successor.
6. Once Nadal had been knocked out, everyone felt that Federer *would probably/was likely to* win the tournament.

Exercise 2. Work in pairs and discuss your answers to Exercise 1. What is the difference in meaning between the forms in the sentences where both options are correct?

Exercise 3. Complete the sentences with the correct option, a), b) or c).

1. I _____ shopping when the phone rang.
   a) was meant to go
   b) was about to go
   c) was to go shopping
2. We _____ for directions when we saw the station ahead of us.

a) would ask
b) were supposed to ask
c) were on the point of asking

3. I _____ the wedding cake but they decided to buy one.
   a) was to have made
   b) wasn't to make
   c) was making
4. The party _____ outside but it rained.
   a) is to be
   b) meant to be
   c) was to have been
5. My sister and I _____ taking our parents on holiday but we didn't.
   a) thought to
   b) were thinking of
   c) would
6. He went to China in 2005, where he _____ teach for ten years.
   a) will
   b) would be
   c) would

Ellipsis and substitution

Exercise 4. Match the sentence halves.

1. He doesn't know much Spanish, ...
2. I didn't see the film, ...
3. She may be fired, ...
4. They went into the theatre ...
5. I think that's wrong, ...
6. He hasn't met them before, ...
7. You can have fish ...
8. I need some cash – ...

a) or meat.
b) have you got any?
c) although I have.
d) but my brother did.
e) but he knows some.
f) and booked the tickets.

g) but it might not be.
h) but I really hope not.

Exercise 5. Find and correct the six mistakes in the sentences.

1. Some guests were wearing jeans but many.
2. She's finished her work and hands it in.
3. My phone is broken so I need to get a new one phone.
4. I couldn't see the stage very well but my friends did.
5. He's never been diving but I do.
6. Is it a good film? I think so good.

Exercise 6. Cross out any words that can be omitted in sentences 1–8.

1. Your idea sounds good to me.
2. Your coat is in the apartment but I can't tell you exactly where in the apartment.
3. I knew you'd say that!
4. She won't arrive this afternoon although we'd thought she would arrive this afternoon.
5. It's good to see you again.
6. He's cooked meals for his family but he's never cooked for a bigger group.
7. Could you find the car keys then could you drive me to the station?
8. I suppose so.

8.4. Writing

A personal memory

Writing tip

*When you write about **a memory**, you should include rich detail so that the reader feels that they are 'in' the story or the place with you. Use lots of description.*

Exercise 1. Read paragraph 1. What details does the author include to describe the cottage, walls and roof? What three types of floor are described?

Exercise 2. Read paragraph 2 and answer the questions.

1. What details does the author include about:
   a) the wind?

b) the outside world?
c) the roof?

2. Find three adverbs.
3. What is onomatopoeia? Find five examples.
4. What memorable simile does the author use?

Exercise 3. Read paragraph 3. What words and phrases are used to express the following ideas?

1) to appear with sudden force
2) very many
3) moved slowly and silently
4) move/travel around freely
5) everywhere/all over

We lived in an old dilapidated cottage deep in the countryside. The thick walls were made of honey-coloured stone, the roof of old grey slate. Dark red tiles lay across the kitchen floor and the dining room boasted huge flagstones, solid and freezing against our tiny bare feet. Upstairs were two crooked bedrooms with creaking wooden floors and small, dark windows.

In the winter, the outside world felt dark and threatening. When it rained heavily the ancient roof leaked and we would rush from room to room with pots and pans to catch the water as it dripped and trickled from the ceiling. We would huddle around the huge sooty fireplace, listening to the pop and hiss of the fire, my brothers and sisters and I squeezed tightly together for warmth and comfort against the dark night. I can still remember the whistling of the wind through the cracked windows, the tree branches creaking, their shadows arching across the floor like long ghostly fingers.

The winter was long and hard and held us in its grip for what, to our child's minds, felt like an eternity. But finally signs of spring would appear, with bright daffodils bursting forth and carpets of bluebells lining the woods. By summer our world was transformed; red and white roses grew in abundance around the cottage and climbing vines crept up the walls. We would roam the countryside, exploring the fields, woods and stream. We found the hedgerows littered with berries, which we'd cram into our small mouths, our cheeks stained red with their dark sweet juice. Only at dusk would we reluctantly start the journey home, already impatient for the next day's adventures to begin.

Exercise 4. What qualities of a good description can you identify from your answers to questions 1–3?

Exercise 5. Look at these verbs to describe different ways of seeing. What does each one mean? Use a dictionary if necessary.

1. He peered into the mist.
2. She glanced at the book.
3. They stared at me.
4. He examined the gold coins
5. We could just make out the town in the distance

Exercise 6. Write a description of something you can clearly remember. Try to make your description as vivid as possible (220–250 words).

Plan your writing

- Think about what you are going to describe. A person? A place? A holiday?
- Write down possible adjectives you can use to describe your memory, and details that you can include to make it more vivid for the reader.
- Divide your description into three or four paragraphs. Each paragraph should have a clear focus.

Check your writing

- In general terms, is your description vivid?
- Have you included details that help the reader to 'experience' the memory?
- Have you included 'strong' verbs and adjectives that describe exactly the sensation that you want to communicate?
- Have you included figurative language: at least one example of onomatopoeia, simile or metaphor?
- Have you checked your grammar and spelling?
- Did you find any mistakes?

8.5. Extra lesson

Art and entertainment

'Entertainment wants to give you what you want.
Art wants to give you what you don't know you want.'
David Cronenberg, Canadian filmmaker

Exercise 1. Work in small groups and discuss the questions.

1. What kind(s) of music do you like/dislike?
2. Do you play, or have you ever played, an instrument? If not, which would you like to play?
3. Have your musical tastes changed over the years? If so, how?
4. Is there any music/song you associate with particular events or people in your life?
5. Has music changed your life in any way?
6. Comment on the following quotes:

   'What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.'

   (W. H. Auden)

   'The entertainment industry is loaded with extraordinarily talented people. But the true, genuine originals, they're rare.'

   (Peter Falk)

Exercise 2. Read the article and tick the correct sentences.

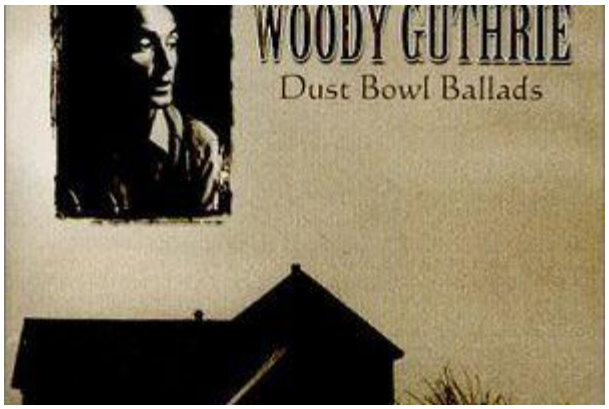
1. The text is a review of a DVD.
2. The writers admires Woody greatly.
3. The collection is valuably mainly as a historical document.
4. The collection includes both songs and interviews.
5. Woody rarely played the same song the same way.
6. Woody`s songs can be funny in an ironic way
7. Whenever he speaks, Woody`s opinions on life come through clearly.

The Power of Music
Dust Bowl Ballad

Perhaps the lone salvation of human tragedy is that occasionally it finds its poet, the one person who lends enduring meaning to suffering and rescues dignity from disaster. The Dust Bowl crisis of the Thirties found its poet in *Woody Guthrie*, as the recently re-released *Library of Congress Recordings* and *Dust Bowl Ballads* demonstrate with overwhelming clarity.

The *Library of Congress Recordings* are particularly remarkable. The three-record set, which was recorded for a radio show in 1940 at a studio owned by the Department of the Interior, runs nearly three hours. It

consists of Guthrie performing twenty-eight songs during the course of a rambling interview with musicologist Alan Lomax and Lomax's wife, Elizabeth Littleton.



In response to Lomax's questions, Guthrie, who was born in 1912, chronicles his harrowing family life in Oklahoma, his days of "hoboin" and his experiences with the Okies who travelled the hard road to the promised land of California. His songs weave in and out of the conversation.

Guthrie seems incapable of discussing a subject without striking a resonant moral chord. Early on he drifts into talking about "the coloured situation" and tells how he came upon a wailing harmonica instrumental he calls "Railroad Blues." He first heard the piece, he tells Lomax, while walking past a barbershop in Oklahoma as a young black man played it. Guthrie describes the tune as "undoubtedly the lonesomest piece of music that I ever run into in my life." He asked the man where he learned it. "I just lay here and listen to the railroad whistle," the man explained, "and whatever it say, I say too." "He never did play the same piece no two days alike," Guthrie says of the man, "and he called them all 'Railroad Blues'!"

In the Dust Bowl migrations, Guthrie discovered his own version of the blues, one on which he'd play endless variations. As Southern and Great Plains states became unlivable because of drought and the Depression, California came to seem like the land of milk and honey to desperate farmers. In song after song – "Talking Dust Bowl Blues," "I Ain't Got No Home," "Will Rogers Highway" – Guthrie captures the hopelessness of the crop and bank failures, the rigors of the journey west and the crushing disappointment that ensued when California offered a reality nearly as harsh as the land left behind.

Horrifying as the situation was, Guthrie was capable of perceiving the absurdities of it. In "Do-Re-Mi" he can barely suppress his chuckles as he advises westward-bound refugees that "California is a garden of Eden/A paradise to live in or to see/But believe it or not/You won't find it so hot/If you ain't got the do-re-mi." Such tough knowledge doesn't prevent him, however, from being obviously moved some time later as he describes an old man hitching to California and refusing to believe that his hardships are not about to end.

Among its fourteen superb selections, *Dust Bowl Ballads* offers better-recorded versions of many of the songs on the *Library of Congress Recordings*, without the conversation. Because of the circumstances under which it was made, the three-record set, unlike *Dust Bowl Ballads*, is sonically subpar. Also, Guthrie occasionally makes false starts, hits bum notes and goes out of tune in this one-take setting. Still, the substance and historical import of the *Library of Congress Recordings* by far outweigh its technical shortcomings. And, to emphasize a point that was made when Bruce Springsteen, U2 and Bob Dylan paid tribute to Guthrie on *Folkways: A Vision Shared* last year, the importance of Guthrie's music is not exclusively historical. The lessons his songs teach are essential in a time that has its own problems with homelessness, displaced workers, bank failures and farm crises.

As usual, Woody said it best. "Wherever people ain't free/Wherever men are fightin' for their rights," he sings in "Tom Joad — Part 2," on *Dust Bowl Ballads*, "That's where I'm a-gonna be." That's as true now, more than twenty years after Woody Guthrie's death, as it ever was.

Exercise 3. Find words in the article that mean the following:

1. The quality of something being expressed clearly
2. Very frightening or shocking and making you feel very upset
3. Filled with a particular meaning quality, or sound
4. Making a long high sound
5. Things that are completely stupid or unreasonable
6. To stop oneself from showing feeling
7. Quiet laughs
8. Problems and difficulties

Exercise 4.

A. Look at some ways music can change people's lives. Discuss the effect they could have on people.

1. Learning to play a musical instrument as a child
2. Becoming a pop star at the age of eighteen
3. Organising a benefit concert

B. Work in groups. Imagine you are going to organise a benefit concert in your town or city with the aim of raising as much money as possible. Decide:

a) which charity / cause / relief effort you would like to support;

b) which venue you would use;
c) which four bands / performers you would invite.

C. Present your ideas to other groups.

Exercise 5. Write a short press release (about 100 words) for the benefit concert in Exercise 4B.

LISTENING COMPREHENSION TASKS

Laboratory Work № 1
"Describing Holiday Experiences"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: (the) UK, Algarve, France, Spain, Ibiza, London, Gatwick, Majorca, Bournemouth.

(b) Study the following words and phrases. Memorize them.

- to take one's annual holidays — брати щорічну відпустку
- package holiday — організована турпоїздка (з повним комплексом послуг); путівка на відпочинок на курорті
- to book one's hotel on the Internet — замовити готельний номер по Інтернету
- (the) AA (Automobile Association) — Асоціація автомобілістів
- holiday rep (representative) — представник туроператора
- baggage handler — оператор на прийомі/видачі багажу; вантажник
- to travel on business — подорожувати у справах
- to put up with smth — терпіти; миритися з чимось

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) скаржитися на затримки;
2) зупинятися в дорозі кожні дві чи три години;
3) взяти з когось … фунтів за щось;
4) (по)вірте мені;
5) поміняти валюту.

(b) Translate the following sentences into Ukrainian.

1. We booked our hotel on the Internet and arranged car cover with a French version of the AA who only charged us £56 for total travel cover.
2. They put us on to a different plane that had no food or drink on board, it went to the wrong airport so we were put on another plane – still without any refreshments – back to London.

3. No matter how careful you are and whatever precautions you take, there is always a chance that your luggage will be lost at an airport.

4. If your appearance matters to you – and especially if you are travelling on business – it can take a lot of worry out of a journey if you carry everything you need for one night and one smart day in your hand luggage.

5. If finding things to keep the kids occupied is your main holiday concern, take a bit more time and care in choosing your destination and a child-friendly way of getting there.

TASK 4. Answer the following questions.

1. When does Speaker 1 prefer to spend his annual holidays? Why?
2. What is the best time for holidays for you? Why?
3. What is "package holiday"? Have you ever gone on package holidays?
4. Why does Speaker 2 think it's better to arrange holidays ourselves?
5. What tips did Speaker 4 give for travellers?

TASK 5. Describe your summer holidays.

Laboratory Work № 2
"Plans for Holidays"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Iceland, Icelandic, Peru, Inca Trail, (the) Andes, Machu Picchu, (the) Incas, Italy, France, Spain, Roman, Denmark.

(b) Study the following words and phrases. Memorize them.

- volcano — вулкан
- glacier — льодовик
- geothermal — геотермальний
- geyser — гейзер
- cuisine — кухня (куховарське мистецтво)
- exhilarating trekking — веселий перехід, подорож
- at an altitude of — на висоті
- to lug — тягнути, волочити
- stamina — витривалість, витримка

- endurance — витривалість, стійкість
- backpacking — піший туризм

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) популярне місце для відпустки;
2) рафтинг (спортивний сплав по гірських річках);
3) спробувати ісландську кухню;
4) жити в наметах у джунглях;
5) спати, ночувати не вдома.

(b) Translate the following sentences into Ukrainian.

1. I'm really interested in doing outdoor activities and I think that would be a great place to go and do things like glacier-hiking, white-water rafting, or that kind of thing.
2. I'd really love to go to Peru and walk the Inca Trail.... um the Inca Trail is a four-day hike through the jungle and then up through the Andes, ending up at Machu Picchu, which is an ancient Inca city, high up in the mountains.
3. You need a good level of fitness because you're walking at an altitude of 4,000 metres or something like that, and it's hard work lugging all your equipment with you, but in a way it would be an experience of self-discovery and a journey where I could really test myself and find out my own levels of stamina and uh endurance or whatever.
4. My brother did that last summer; he got an Inter-rail card which allows you to uh travel on trains all over Europe.
5. When my brother did it he hooked up with some guys from Denmark and they spent a week travelling together. I couldn't afford to stay in hotels so I'd probably try to get overnight trains.

TASK 4. Answer the following questions.

1. Why does Susan want to go to Iceland?
2. What is 'the Inca Trail'?
3. What do you need to walk the Inca Trail?
4. What countries does Ralph want to visit? Why?
5. Have you ever backpacked? Would you like to try?

TASK 5. Make up and roleplay a dialogue between two friends

discussing their plans for holidays.

Laboratory Work № 3
"Holiday Tips"

TASK 1. Study the following words and phrases. Memorize them.

- to cut down on the weight — зменшити вагу
- to reach one's destination — дістатися до місця (призначення)
- to be up to smth — планувати щось зробити, замислювати
- a fold-up bag — складна сумка
- customs officials — митники

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) поділитися декількома порадами;
2) виробники гігієно-косметичних засобів;
3) адаптер, перехідник;
4) самоклейкі етикетки;
5) зберегти чек про купівлю.

(b) Translate the following sentences into Ukrainian.

1. It's a good idea to take a few odds and ends with you such as an alarm clock, washing powder, and an adaptor plug for foreign sockets.
2. Children's ears will be less affected by air pressure changes in the cabin of the aircraft during take-off and landing, if they suck a sweet.
3. You can get around this problem by giving them a small bag of their own and telling them they can take anything they like, as long as it fits in the bag.
4. Many of us enjoy shopping when we're away from home and often when we're on holiday we spot bargains or find souvenirs that we want to take back with us, but we don't have much room in our suitcase.
5. That way, if you're questioned by customs officials about the item, you've got proof of purchase.

TASK 4. Answer the following questions.

1. How can you cut down on the weight in your bag?
2. What kind of cases should you choose for travelling?
3. What can parents do to prevent children from taking all their things with them?
4. Why is it better to send photographs instead of postcards?
5. Do you agree that 'Little things mean a lot, they can make or break a holiday'?

Why?

TASK 5. (a) Make up and roleplay a dialogue between a well-travelled person sharing some holiday tips with a beginner. Use additional information.

(b) Write a "Letter from Holidays"

Laboratory Work № 4
"Movie Impressions"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Matt Castle.

(b) Study the following words and phrases. Memorize them.

- an opening song — вступна пісня
- a main character — головний герой, персонаж
- soundtrack (OST) — саундтрек
- a war movie — військовий, батальний фільм
- an animated movie — мультфільм

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) гра акторів була жахливою;
2) виграти нагороду, отримати премію;
3) гігантські комахи;
4) мати успіх, захоплювати;
5) анімацію було створено за допомогою комп'ютерів.

(b) Translate the following sentences into Ukrainian.

1. The opening song had a great beat, and the rest of the soundtrack wasn't bad.

2. It's worth the price of a ticket just to see him on the big screen, smiling and fighting, and wearing these really great suits.

3. The ending was a bit stupid and the music was disappointing, but I was still really into the story.

4. The ending is really sad, but it also made me think a lot about really deep and important stuff.

5. The songs made the battle scenes so exciting.

TASK 4. Answer the following questions.

1. Why didn't the first speaker like the movie?
2. What was the second movie about?
3. Why did the third speaker like the movie?
4. What were the fourth speaker's impressions of the movie?
5. What kinds of movies do you like? Why?

TASK 5. Make up and roleplay the dialogue between two friends sharing their impressions of the movies they saw recently.

Laboratory Work №5
"James Cameron's Speech"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: James Cameron, Jacques Cousteau, Terminator, Aliens, (the) Abyss, NASA.

(b) Study the following words and phrases. Memorize them.

- to manifest — виявлятися, проявлятися
- a geek — людина, яка надмірно чимось захоплюється, фанат
- CG movies — фільми з тривимірною комп'ютерною графікою
- to find an outlet — знайти прояв, виявлення
- an urge — сильне бажання, потреба
- a leap of faith — «стрибок віри», сміливий крок, подолання себе

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) ненаситне почуття допитливості;
2) машинально малювати, креслити;
3) поєднати дві пристрасті;
4) лаври, почесті;
5) обмежувати, стримувати когось.

(b) Translate the following sentences into Ukrainian.

1. And I was always absorbed in a book which took my mind to other worlds and satisfied, in a narrative form, this insatiable sense of curiosity that I had.

2. Jacques Cousteau was coming into our living rooms with his amazing specials and places and a wondrous world that we could never really have previously imagined.

3. And I found that because there weren't video games and this saturation of CG movies and all of this imagery in the media landscape, I had to create these images in my head.

4. But that was a world I could really go to, right here on Earth, that was as rich and exotic as anything that I imagined from reading these books.

5. But failure has to be an option in art and exploration, because it's a leap of faith.

TASK 4. Answer the following questions.

1. What kind of person was James Cameron in school?
2. What made Cameron start drawing and painting?
3. Why did he choose the career in filmmaking?
4. What advice does he usually give to young filmmakers?
5. Have you ever seen any films by James Cameron? Did you like them? Why?

TASK 5. Get ready to speak about your favourite film director and his way to filmmaking.

Laboratory Work №6
"Happy Ending?"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Spider-Man 3, Pirates of the Caribbean, Titanic, Gone With the Wind, Godfather, Some Like It Hot, Alida Valli, Joseph Cotton, The Third Man, The Sixth Sense, Brian de Palma, Carrie, Before Sunset, Ethan Hawke, Julie Delpy, Love Actually.

(b) Study the following words and phrases. Memorize them.

- a reel — частина фільму
- to strong-arm — змушувати силою
- a finale — фінал, закінчення
- to be at stake — бути поставленим на карту
- to liven up a climax — посилити кульмінацію

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) керівники, посадові особи;
2) щасливий кінець;
3) герої та негідники;
4) створений за допомогою комп'ютера;
5) надокучливе кліше, штамп.

(b) Translate the following sentences into Ukrainian.

1. Constructing these extravaganzas, the studios often think that throwing millions of dollars of special effects in our faces is a reasonable substitute for a dramatically coherent ending, as if the sheer noise and spectacle will convince us that we're having a thumping good time.

2. Hollywood has convinced itself, against considerable evidence, that audiences insist on happy endings.

3. There are movies that have indelible last shots, like that long (wordless) walk that Alida Valli takes past Joseph Cotten at the end of *The Third Man*, a shot that has echoed through movie history.

4. Brian de Palma freaked us out at the end of *Carrie* with that final, unexpected jolt from the beyond the grave – you thought the movie was over, but it wasn't.

5. The screen goes blank a moment before we expect it to – before the clinch – on a thrilling note of suspended romantic expectation so artfully timed it takes your breath away.

TASK 4. Answer the following questions.

1. Why doesn't the speaker like endings of modern Hollywood movies?
2. What does she think about movies with upbeat finales?
3. What does she think about movie special effects? What is your opinion?
4. What is the speaker's recent romantic happy endings?
5. What kind of endings do you prefer: happy, sad or twist and unexpected?

TASK 5. Write a film review of your favourite movie and get ready to speak about it.

Laboratory Work № 7
"Life Changes"

TASK 1. Study the following words and phrases. Memorize them.

- to get on with smb — ладнати, бути в хороших стосунках
- to have a row with smb — сваритися, сперечатися
- to come to terms with smth — поступово сприйняти, зрозуміти, примиритись з чимось
- confrontational — конфронтаційний, агресивний, конфліктний
- to fall out — сваритися

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) стосуватися когось;
2) проводити час з кимось;
3) знайти роботу на неповний робочий день;
4) трохи менш залежний від батьків;
5) призводити до сварок, суперечок.

(b) Translate the following sentences into Ukrainian.

1. In fact, I get on with them a bit better now than I did, say, a year ago, when I had quite a few rows with my mum.
2. It's not much, because the job isn't particularly well paid and I only do a few hours a week – but it does make me marginally less dependent on my parents for cash.
3. As a child, you tend to be very influenced by your parents.
4. Basically, it's the parents who find it difficult to come to terms with the changes, not the teenager!
5. Usually, we fall out when I ask him for money to buy clothes, because he never thinks I need them.

TASK 4. Answer the following questions.

1. Why did Speaker 1 have a few rows with his mum?
2. Why doesn't the typical image of a rebellious teenager really apply to Speaker 2?
3. What is the biggest change that has happened since Speaker 2 became a teenager?
4. What often leads to arguments in the opinion of Speaker 3?
5. Who has influenced you the most in your life?

TASK 5. Make up and roleplay the dialogue between two students discussing the changes in their lives that have happened since they entered the university.

Laboratory Work № 8
"The Internet. Benefits and Risks"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Michael (the presenter), Joyce, Crawley, Nigel, Manchester.

(b) Study the following words and phrases. Memorize them.

- (the) internet penetration rate — рівень проникнення інтернету
- to provide the ease of access — забезпечувати легкість доступу
- plagiarism — плагіат
- and the like (and what have you) — і таке інше, і так далі, тощо

- white supremacist — расист, прибічник переваги білої раси
- to help smb perform academically — допомагати у навчанні
- to crack down — застосовувати суворі заходи, «закручувати гайки»

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) лікування від інтернет-залежності;
2) втягнутися в азартні ігри в інтернеті;
3) багато заборгувати, збільшувати заборгованість;
4) заборонені вебсайти;
5) інтернет-шахраї.

(b) Translate the following sentences into Ukrainian.

1. Well, to be frank, I think the Internet has ruined childhood and created a generation of idiots and I honestly don't think things are likely to get any better in the foreseeable future.
2. I'm obviously not opposed to people being able to access useful information, but most students nowadays have lost the ability to construct their own essays or think their own way through a question. They simply cut and paste and hand things in, which appalls me.
3. And in addition to that, the internet basically dangles all manner of temptation in front of young people, often very vulnerable young people, and that's bound to cause problems.
4. They run up huge debts and end up having to be bailed out by their parents.
5. Hello there, Michael. Nice to be with you. Long-time listener here. What I wanted to say was it's time we got tough and cracked down more on the web.

TASK 4. Answer the following questions.

1. What two news stories caused the presenter to turn the attention to the internet?
2. How has the access to the Internet affected the students' study skills in Joyce's opinion?
3. What suggestions does Nigel put forward?
4. What do you know about spam and spammers? Find some

information on the Internet.

5. How much do you use the Internet? What do you usually use it for? Complete the questionnaire to measure your level of internet addiction.

http://netaddiction.com/internet-addiction-test/

TASK 5. Get ready to speak about the benefits of the Internet and the risks it brings.

Laboratory Work № 9
"Managing Conflicts"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Gavin, Craig.

(b) Study the following words and phrases. Memorize them.

- to resolve a dispute — вирішити суперечку
- to speak one at a time — говорити по-одному, по-черзі
- to stick to facts — дотримуватися фактів
- crucial — вирішальний, критичний
- to manage a conflict — управляти конфліктом, справлятися з конфліктом
- to settle on a good atmosphere — встановити добру атмосферу

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) поставити проблему;
2) бути прийнятим (в колективі);
3) бути терпимим до розбіжностей (у думках), різних поглядів;
4) позитивне відношення;
5) працьовитий, перевершений.

(b) Translate the following sentences into Ukrainian.

1. I realize that there have been some problems between you recently, and I'd like to try and sort them out right now.

2. Perhaps it's just my style – I'm very positive, energetic and

outgoing, while everyone else here seems to be half-asleep.

3. He doesn't respect the limits of what he's supposed to do.

4. It was impossible to do what I had to do without getting other people to rethink the way the work.

5. If everyone sticks to and respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

TASK 4. Answer the following questions.

1. What is the dispute the people are resolving?
2. What is the problem according to Gavin?
3. How can they solve the problem?
4. How one can reach a good constructive atmosphere in a workplace?
5. Do you agree that *'Negative feelings seem to change character with intensity'*? Why?

TASK 5. Make up and role-play a dialogue between colleagues discussing ways to manage and avoid conflicts in a workplace.

Laboratory Work № 10
"Work Burnout"

TASK 1. Study the following words and phrases. Memorize them.

• work burnout	відчуття виснаження («згорання») на роботі
• happy-go-lucky	безтурботний
• to refer smb to smb	відправити до когось, порадити когось комусь

TASK 2. Listen to the recording.

TASK 3. (a) Find in the text the English equivalents:

1) позбутися відчуття виснаження («згорання») на роботі;
2) позбавитися депресії, меланхолії на роботі;
3) бути виснаженим (емоційно виснаженим);
4) лікування;

5) покращити своє здоров'я.

(b) Translate the following sentences into Ukrainian.

1. Pam, this is your new book 'Taking the Blues out of Work' – how to deal with work-related health problems.
2. He had a serious case of burnout.
3. But that's a good question because most people make the mistake of thinking that burnout is just another word for stress.
4. With stress we lose our energy, with burnout we lose much more – our motivation, our hope...
5. ... medication can be effective, anti-depressants aren't the same these days as they used to be but Steve got better without any.

TASK 4. Answer the following questions.

1. What book did Pam write? What was it about?
2. What problem did Steve have?
3. What is the difference between stress and burnout?
4. Steve's health improved, did it? How did he recover?
5. How one can prevent himself from work burnout?

TASK 5. Comment on the saying 'Who has never tasted bitter, knows not what is sweet'. Give examples from your life.

Video Activity 1

"Bring on the Learning Revolution!"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Jeremy Bentham, Abraham Lincoln, Eric Clapton, W. B. Yeats.

(b) Study the following words and phrases. Memorize them.

• to make very poor use of one's talents	• погано використовувати власні таланти
• to endure	• терпіти, виносити
• it speaks to my most authentic self	• це пронизує мене до глибини душі
• to dislocate smb. from one's natural talents	• відвертати (відчужувати) когось від природних талантів
• to disenthrall oneself	• позбутися кайданів звичного
• the pinnacle for education	• кульмінація освіти
• a diversity of talent	• різноманіття талантів
• to reconstitute one's sense of ability and of intelligence	• відновити власне почуття обдарованості та розуміння
• conformity	• однаковість, одноманітність
• to impoverish one's spirit and energies	• підірвати моральний дух та розумову енергію

TASK 2. Watch the video clip.

TASK 3. (a) Find in the text the English equivalents.

1) передбачливий маневр;
2) екологічна криза;
3) відмовитися від того, чим займаєшся;
4) ставити під сумнів;
5) придушувати;
6) думати і діяти безпрецедентно;
7) бути опутаним ідеями;
8) ідея лінійності;
9) життєво важливо;

10) Мрії наших дітей розкидані під нашими ногами. І я прошу Вас, ступайте обережніше.

(b) Translate the following passage into Ukrainian.

I think we have to recognize a couple of things here. One is that human talent is tremendously diverse. People have very different aptitudes. I worked out recently that I was given a guitar as a kid at about the same time that Eric Clapton got his first guitar. You know, it worked out for Eric, that's all I'm saying. In a way, it did not for me. I could not get this thing to work no matter how often or how hard I blew into it. It just wouldn't work.

But it's not only about that. It's about passion. Often, people are good at things they don't really care for. It's about passion, and what excites our spirit and our energy. And if you're doing the thing that you love to do, that you're good at, time takes a different course entirely. My wife's just finished writing a novel, and I think it's a great book, but she disappears for hours on end. You know this, if you're doing something you love, an hour feels like five minutes. If you're doing something that doesn't resonate with your spirit, five minutes feels like an hour. And the reason so many people are opting out of education is because it doesn't feed their spirit, it doesn't feed their energy or their passion.

So I think we have to change metaphors. We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.

So when we look at reforming education and transforming it, it isn't like cloning a system….There are many great models. It's about customizing to your circumstances and personalizing education to the people you're actually teaching. And doing that, I think, is the answer to the future because it's not about scaling a new solution; it's about creating a movement in education in which people develop their own solutions, but with external support based on a personalized curriculum.

TASK 4. Questions for discussion.

1. What crisis Ken Robinson was talking about a crisis of natural or human resources? What did he mean? Do you agree with the scholar?
2. What was his attitude towards the education?
3. What do you think about the quotation 'The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew. We must disenthrall ourselves, and then we shall save our country'? Who said it?
4. Comment on the poem:

Had I the heavens' embroidered cloths,
Inwrought with gold and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.

5. Do you support the idea of Ken Robinson that we should reform the education in order to develop children's talents?

TASK 5. Get ready for the Student's Project.

Video Activity 2

"Want to Be Happier? Stay in the Moment."

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Aristotle.

(b) Study the following words and phrases. Memorize them.

- intrinsically valuable — істотно цінний
- domain of life — сфера життя
- data (*pl from* datum) — дані
- to stray away (from) — відхилятися (від)
- unconstrained — вільний, добровільний
- to commute to work — добиратися до роботи
- commute — поїздка на роботу
- correlated — взаємопов'язаний

TASK 2. Watch the video clip.

TASK 3. (a) Find in the text the English equivalents.

1) бути виключеним (з коледжу);
2) переживання, отримане в конкретну мить;
3) Мені спало на думку…
4) Цей проект допоміг нам зібрати чимало інформації;
5) різноманітна група;
6) походити;
7) «блукання думок», незосередженість;
8) повністю зануритись у теперішню мить;
9) вертикальна ось;
10) гральний автомат.

(b) Translate the following passage into Ukrainian.

Maybe because these conventional notions of progress haven't delivered big benefits in terms of happiness, there's been an increased interest in recent years in happiness itself. People have been debating the causes of happiness for a really long time, in fact for thousands of years, but it seems like many of those debates remain unresolved. Well, as with many other domains in life, I think the scientific method has the potential to answer this question. In fact, in the last few years, there's been an explosion in research on happiness. For example, we've learned a lot about its demographics, how things like income and education, gender and marriage relate to it. But one of the puzzles this has revealed is that factors like these don't seem to have a particularly strong effect. Yes, it's better to make more money rather than less, or to graduate from college instead of dropping out, but the difference in happiness tend to be small.

Which leaves the question, what are the big causes of happiness? I think that's a question we haven't really answered yet, but I think something that has the potential to be an answer is that maybe happiness has an awful lot to do with the contents of our moment-to-moment experiences. It certainly seems that we're going about our lives, that what we're doing, who we're with, what we're thinking about, have a big influence on our happiness, and yet these are the very factors that have been very difficult, in fact almost impossible, for scientists to study.

* * *

So I've been talking about this, suggesting, perhaps, that mind-wandering causes unhappiness, but all I've really shown you is that these two things are correlated. It's possible that's the case, but it might also be the case that when people are unhappy, then they mind-wander. Maybe that's what's really going on. How could we ever disentangle these two possibilities? Well, one fact that we can take advantage of, I think a fact you'll all agree is true, is that time goes forward, not backward. Right? The cause has to come before the effect. We're lucky in this data we have many responses from each person, and so we can look and see, does mind-wandering tend to precede unhappiness, or does unhappiness tend to precede mind-wandering, to get some insight into the causal direction. As it turns out, there is a strong relationship between mind-wandering now and being unhappy a short time later, consistent with the idea that mind-wandering is causing people to be unhappy. In contrast, there's no relationship between being unhappy now and mind-wandering a short time later. In other words, mind-wandering very likely seems to be an actual cause, and not merely a consequence, of unhappiness.

TASK 4. Questions for discussion.

1. What does the lecturer say about the changes in our lives for the last 50 years? What about happiness?
2. Describe his invest program for iPhone?
3. What is mind-wandering? How does it influence our life?
4. What three questions did the lecturer use in his investigation?
5. What did he find out?
6. What is happiness for you? What do you do to feel happy?

TASK 5. Get ready for your own Student's Project 'Feelings and Emotions'.

Video Activity 3

"Tips to Have a Successful Job Interview."

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Julie, Transfer Center, Schoolcraft College.

(b) Study the following words and phrases. Memorize them.

• career center	• центр розвитку кар’єри
• to be informed	• бути повідомленим, поінформованим
• to summarize one’s strength	• підсумувати, визначити свої сили, вміння
• accomplishments	• достоїнства
• to ramble on	• говорити дурниці
• concerns	• справи

TASK 2. Watch the video clip.

TASK 3. (a) Find in the text the English equivalents.

1) рукостискання;
2) служба підтримки/захисту покупців;
3) начальник, інспектор;
4) незадоволений покупець;
5) перевести інтерв’ю в позитивне русло.

(b) Translate the following passage into Ukrainian.

There are some other things I want you to remember. Number one is to be on time. Make sure that you are allowing yourself time for parking, for traffic, for going to the bathroom. Make sure that you know the route. Be sure you are neatly dressed and smile friendly. People are always easier to like the ones who are smiling at them. It will put all the defenses down and help you feel less nervous. Be informed about the company, go to their web site, research the company, make sure you know their products. This is going to help you to answer a lot of the questions, and determine that this is the place you really want to work. Make sure you are enthusiastic but not too talkative. Maintain good eye contact, this establishes a sense of trust. Be honest with every question asked to you and in you resume.

TASK 4. Questions for discussion.

1. How should one prepare for an interview?
2. What shouldn’t one do while interviewing?
3. Summarize the tips mentioned by the lecturer.
4. Analyze the interviewing video. What did the interviewee do right and what wrong?

5. How should one end the interview? What are the questions allowed to ask at the end of the interview?

TASK 5. Get ready to role-play a job interview.

Video Activity 4

"Why do They Stay in Chernobyl?"

TASK 1. (a) Study the following proper names. Transcribe them.

Proper names: Hiroshima, Holodomor, Stalin, Nazis, the World Health Organization, Greenpeace.

(b) Study the following words and phrases. Memorize them.

• Geiger counter dosimeter	• дозиметр Гейгера (прилад, який вимірює рівень радіації)
• to go berserk	• зашкалити
• to leak radiation	• випускати, «витікати» (про радіацію)
• contaminated	• забруднений
• self-settlers	• самопоселенці
• vestiges to the tragedy	• слід, привід трагедії
• atrocity	• жорстокість
• environmental contamination	• забруднення навколишнього середовища
• devastation	• спустошення, руйнування
• mass exodus	• масовий від'їзд, втеча
• disrupted social networks	• розірвані соціальні зв'язки
• longevity	• тривалість життя

TASK 2. Watch the video clip.

TASK 3. (a) Find in the text the English equivalents.

1) збудований поспіхом;
2) державний представник, представник уряду;
3) знищені важкою технікою;
4) жінки були відправлені до Німеччини на примусові роботи;
5) околиці Києва;

6) героїчна стійкість;
7) дуже складно розібрати, зрозуміти;
8) зв’язок із землею – очевидний;
9) особисті якості;
10) самовизначення.

(b) Translate the following passage into Ukrainian.

It turns out an unlikely community of some 200 people are living inside the zone. They’re called self-settlers. And almost all of them are women, the men having shorter lifespans in part due to overuse of alcohol, cigarettes, if not radiation. Hundreds of thousands of people were evacuated at the time of the accident, but not everybody accepted that fate. The women in the zone, now in their 70s and 80s, are the last survivors of a group who defied authorities and, it would seem, common sense, and returned to their ancestral homes inside the zone. They did so illegally. As one woman put it to a soldier who was trying to evacuate her for a second time, "Shoot me and dig the grave. Otherwise, I’m going home."

Now why would they return to such deadly soil? I mean, were they unaware of the risks or crazy enough to ignore them, or both? The thing is, they see their lives and the risks they run decidedly differently. Now around Chernobyl, there are scattered ghost villages, eerily silent, strangely charming, bucolic, totally contaminated. Many were bulldozed under at the time of the accident, but a few are left like this, kind of silent vestiges to the tragedy. Others have a few residents in them, one or two “babushkas”, or “babas”, which are the Russian and Ukrainian words for grandmother. Another village might have six or seven residents. So, this is the strange demographic of the zone – isolated alone together.

TASK 4. Questions for discussion.

1. When did the lecturer visit Chernobyl?
2. What did she find there?
3. Who did she meet inside the zone?
4. Why didn’t the women leave their homes after the tragedy?
5. Is it necessary for a person to live where he has been born? What is a native land for you?

TASK 5. Get ready to speak on the problem of environmental pollution in our country and the ways to solve it.

TASKS FOR HOME–READING
‘THE GREAT GATSBY’
F. Scott Fitzgerald

Reading Assignment 1

Task 1. Read chapters 1-2.

Task 2. Memorize the following expressions. Find the sentences they were taken from and translate them.

	Expressions	Explanation	Sentence
	Chapter 1		
1	to be descended from	бути нащадком	
2	to be a matter for reproach	бути причиною нарікань	
3	to take smb’s breath away	перехопити подих	
4	to hate smb’s guts	ненавидіти когось	
5	to give no hint of smth.	не подавати виду	
6	to send smb’s love through smb.	передавати привіт через когось	
7	to be alert for smth.	бути стривоженим щодо чогось	
8	to go from bad to worse	погіршуватися	
9	to grasp the meaning	зрозуміти ідею	
10	to put smth. out of mind	викинути щось з голови	
11	to give an intimation	подати знак	
	Chapter 2		
12	to make no sense to smb.	бути не зрозумілим	
13	to give smb. a start	дати комусь шанс «стати на ноги»	
14	to get gypped out of money	втратити гроші через шахрайство	
15	to be crazy about smb.	бути одержимим кимось	
16	to play no part in smb’s past	не мати ніякого стосунку до минулих подій	
17	to cry to beat the band	гірко плакати про втрачені можливості	
18	not to keep smb’s eyes off smb.	не могти відвести очей від когось	

Task 3. Match the definition with the word (Chapter 1). Translate words into Ukrainian.

1. _____**Incredulous** 2. _____**Conscientious** 3. _____**Reciprocal** 4. _____**Supercilious** 5. _____**Intimation** 6. _____**Complacent** 7. _____**Anon** 8. _____**Infinite** 9. _____**Wan** 10. _____**Feign**	A. Mutual; corresponding; matching; complementary; equivalent. B. Often without awareness of some potential danger or defect; self-satisfied. C. Having or showing arrogant superiority to and disdain of those one views as unworthy. D. Meticulous; careful; painstaking; particular. E. Indefinitely or exceedingly large. F. In a short time; soon. G. Of an unnatural or sickly pallor; pallid; lacking color. H. Make known subtly and indirectly; hint. I. To imitate deceptively; to make believe; pretend. J. Indicating or showing unbelief.

Task 4. Match the definition with the word (Chapter 2). Translate words into Ukrainian.

1. _____**Contiguous** 2. _____**Facet** 3. _____**Apathetic** 4. _____**Clad** 5. _____**Strident** 6. _____**Languid** 7. _____**Interpose** 8. _____**Deft** 9. _____**Cower** 10. _____**Imply**	A. To indicate or suggest without being explicitly stated. B. To step in between parties at variance; mediate. C. Aspect; phase; side. D. Having a shrill, irritating quality or character. E. Connecting without a break; uninterrupted. F. Nimble; skillful; clever. G. Dressed; covered. H. To crouch, as in fear or shame. I. Lacking in spirit or interest; listless; indifferent. J. Not interested or concerned; indifferent or unresponsive.

Task 5. Do a written literary translation of one of the following paragraphs:

A. In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had."

He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that. In consequence, I'm inclined to reserve all judgments,

a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores. The abnormal mind is quick to detect and attach itself to this quality when it appears in a normal person, and so it came about that in college I was unjustly accused of being a politician, because I was privy to the secret griefs of wild, unknown men. Most of the confidences were unsought – frequently I have feigned sleep, preoccupation, or a hostile levity when I realized by some unmistakable sign that an intimate revelation was quivering on the horizon; for the intimate revelations of young men, or at least the terms in which they express them, are usually plagiaristic and marred by obvious suppressions. Reserving judgments is a matter of infinite hope. I am still a little afraid of missing something if I forget that, as my father snobbishly suggested, and I snobbishly repeat, a sense of the fundamental decencies is parcelled out unequally at birth.

B. About half way between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a valley of ashes – a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. Occasionally a line of gray cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-gray men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight. But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic – their irises are one-yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a nonexistent nose. Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days, under sun and rain, brood on over the solemn dumping ground.

Task 6. Put the events in the correct order:

- Introduced to a third setting – The Valley of Ashes.
- Nick establishes his own family background.
- Tom, Nick, Myrtle and other people are on a small party.

- Nick establishes setting – East Coast/Summer/1922.
- We meet some of the main protagonists.
- Nick establishes his reason for recording events.
- Meet George and Myrtle Wilson.
- Nick alludes to Gatsby but we do not meet him directly, thereby maintaining a sense of an enigma.

Task 7. Questions for discussion:

1. What is the "American Dream"? Where did it originate, and how has it changed over the centuries?

2. What are the settings of the novel (year and places)?

3. Find two quotes which describe each Egg and explain what they tell you about the setting. Explain what these two settings symbolize in terms of class and The American Dream.

4. Nick starts the novel by relaying his father's advice "*Whenever you feel like criticizing anyone, just remember that all the people in this world haven't had the advantages that you've had*". What does this quote mean? What conclusions/predictions can you make about the narrator from this quote?

5. Describe Nick. What facts do you know about him, and what do you infer about him?

6. From what point of view is the story being told? In what tense? What kind of a narrator do you think Nick will be?

7. How does Nick compare East and West Egg? What's Nick's neighborhood like?

8. What type of man is Tom? Justify your response.

9. What has Tom been reading? What does this books's philosophy indicate about Tom's views? What does this say about American society at the time?

10. What are your first impressions of Daisy? Think about how Nick describes her and choose 3 main quotations and expand on them.

11. What do we learn about Tom from the phone call? How does Daisy deal with the interruption?

12. What does Daisy mean when she says: "*And I hope she'll be a fool – that's the best thing a girl can be in this world, a beautiful little fool*"? Do you agree with her idea?

13. What strange sight does Nick see at the end of the Chapter 1? What is the green light do you think?

14. Write down three events/facts/observations from chapter two which you think are important and should be studied.

15. Describe the valley of ashes. What might the ashes symbolize?

16. Describe Tom's "girl" in three to four sentences.

17. Compare/contrast the personalities and physical characteristics of Myrtle and Daisy.

18. Describe Mr. and Mrs. Wilson's relationship. How did Myrtle know she made a "mistake" when she married Wilson? What might Myrtle's description tell you about her character?

Reading Assignment 2

Task 1. Read chapters 3-4.

Task 2. Memorize the following expressions. Find the sentences they were taken from and translate them.

	Expressions	Explanation	Sentence
	Chapter 3		
1	to take the sun	загорати	
2	the honor would be entirely smb's	це була б велика честь для…	
3	to be aware of	усвідомлювати	
4	to ask smb's whereabouts	запитати про чиєсь місцезнаходження	
5	to attach smb. to someone	приєднатися до когось	
6	to give ear to smb.	звернути увагу на когось	
7	to die smb's hair	пофарбувати волосся	
8	to examine smb. from head to foot	оглянути з ніг до голови	
9	to pick smb's words with care	ретельно підбирати слова	
10	to wash smb's hands of the whole matter	«умити руки»	
	Chapter 4		
12	to pull smb's leg	жартувати на кимось	
13	to be promoted	отримати підвищення	
14	to do smb. a favor	зробити послугу	
15	to be quite a character	бути своєрідною людиною	

16	to be on speaking terms with smb.	підтримувати стосунки, спілкуватися	

Task 3. Match the definition with the word (Chapter 3). Translate words into Ukrainian.

1. ____**Provincial** 2. ____**Impetuous** 3. ____**Vacuous** 4. ____**Innuendo** 5. ____**Din** 6. ____**Erroneous** 7. ____**Permeate** 8. ____**Vehement** 9. ____**Corpulent** 10. ____**Cordial**	A. Lacking in ideas or intelligence. B. Large or bulky of body; portly; stout; fat. C. To pass into or through every part of; to penetrate through the pores; to be diffused through; pervade; saturate. D. An indirect comment about a person or thing, esp. of a disparaging or a derogatory nature. E. A loud, confused noise; a continued loud or tumultuous sound; noisy clamor. F. Having the manners, and viewpoints considered characteristic of unsophisticated inhabitants of a province; rustic; narrow or illiberal. G. Courteous and gracious; friendly; warm. H. Characterized by sudden or rash action, emotion, etc.; impulsive. I. Containing error; mistaken; incorrect; wrong. J. Strongly emotional; intense or passionate.

Task 4. Match the definition with the word (Chapter 2). Translate words into Ukrainian.

1. _____**Jaunty** 2. _____**Sporadic** 3. _____**Valor** 4. _____**Denizen** 5. ____**Somnambulatory** 6. ____**Fluctuate**	A. To draw or bring out or forth; educe; evoke. B. An inhabitant; a resident; one that frequents a particular place. C. Punishment from a higher being for bad deeds or transgressions. D. Heroic courage; bravery. E. A king or prince in India; a minor chief or dignitary. F. To change continually; shift back and forth.

7. _____Knickerbocker **8. _____Elicit** **9. _____Divine retribution** **10. _____Rajah**	G. Easy and sprightly in manner or bearing. H. Any New Yorker. I. Appearing or happening at irregular intervals in time; occasional. J. Related to sleep walking.

Task 5. Do a written literary translation of one of the following paragraphs:

A. There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motor-boats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On week-ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing-brushes and hammers and garden-shears, repairing the ravages of the night before.

Every Friday five crates of oranges and lemons arrived from a fruiterer in New York – every Monday these same oranges and lemons left his back door in a pyramid of pulpless halves. There was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour if a little button was pressed two hundred times by a butler's thumb.

B. At least once a fortnight a corps of caterers came down with several hundred feet of canvas and enough colored lights to make a Christmas tree of Gatsby's enormous garden. On buffet tables, garnished with glistening hors-d'oeuvre, spiced baked hams crowded against salads of harlequin designs and pastry pigs and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of his female guests were too young to know one from another.

By seven o'clock the orchestra has arrived, no thin five-piece affair, but a whole pitful of oboes and trombones and saxophones and viols and cornets and piccolos, and low and high drums. The last swimmers have come in from the beach now and are dressing up-stairs; the cars from New York are parked five deep in the drive, and already the halls and salons and verandas are gaudy with primary colors, and hair shorn in strange new

ways, and shawls beyond the dreams of Castile. The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter, and casual innuendo and introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names.

Task 6. True, false or not given:

1. All guests who visited Gatsby's parties were invited.
2. Nick met Daisy and Tom at Gatsby's.
3. Nick was not introduced to Gatsby.
4. Gatsby's name is James.
5. Gatsby invited Nick to go up in the hydroplane next day.
6. Gatsby killed a person.
7. Nick liked Gatsby.
8. Gatsby and Daisy had met each other already in the past.
9. Gatsby wanted to use Nick to meet Daisy again.

Task 7. Questions for discussion:

1. Describe Gatsby the first time Nick sees him. Find all sentences which contain the smallest description of Gatsby.
2. What does Nick think of Gatsby after meeting him?
3. How is Gatsby different from his guests?
4. List all of the rumors told about Gatsby.
5. Why does Fitzgerald list all of Gatsby's party guests?
6. Why does Gatsby tell Nick about his life? Do you believe Gatsby? Does Nick?
7. What role does Meyer Wolfsheim play in the novel? Why is there so much focus on his nose and what does this tell you about Fitzgerald's politics?
8. What does Jordan's story of Daisy's marriage reveal about Daisy?
9. Why did Gatsby want Daisy to see his house?

Reading Assignment 3

Task 1. Read chapters 5-6.

Task 2. Memorize the following expressions. Find the sentences they were taken from and translate them.

	Expressions	Explanation	Sentence
Chapter 5			
1	to put smb. to trouble	викликати неприємності	
2	to put smth. off	відкладати щось	
3	to cut smb. off	перебивати когось	
4	to get smb's hands full	бути повністю завантаженим, зайнятим	
5	to show smb. around	показувати все довкола	
6	to be out of practice	не практикуватися	
Chapter 6			
7	a random shot	вистріл наугад	
8	to pay smb's way through	заробляти на життя	
9	to drop in	заскочити до когось	

Task 3. Match the definition with the word (Chapter 5). Translate words into Ukrainian.

1. _____**Serf** 2. _____**Exult** 3. _____**Reproach** 4. _____**Suppress** 5. _____**Rout** 6. _____**Hulking** 7. _____**Nebulous** 8. _____**Obstinate** 9. _____**Innumerable** 10. _____**Ecstatic**	A. To show or feel a lively or triumphant joy; rejoice; be highly elated or jubilant. B. Heavy and clumsy; bulky. C. Very numerous; incapable of being counted; countless. D. To do away with; abolish; stop. E. Subject to or in a state of ecstasy; rapturous. F. An overwhelming defeat. G. Inflexible; stubborn; not yielding. H. Hazy, vague, indistinct, or confused. I. To find fault with (a person, group, etc.); blame. J. A slave.

Task 4. Match the definition with the word (Chapter 6). Translate words into Ukrainian.

1. ____**Desolate** 2. _____**Elusive**	A. Deserving praise; praiseworthy; commendable.

3. _____**Dilatory** 4. _____**Antecedent** 5. _____**Debauch** 6. _____**Repose** 7. _____**Laudable** 8. _____**Ingratiate** 9. _____**Perturb** 10. _____**Insidious**	B. An uninhibited spree or party. C. Hard to express or define; cleverly or skillfully evasive. D. Peace; tranquility; calm. E. Tending to delay or procrastinate; slow; tardy. F. Intended to entrap or trick. G. To throw into great disorder; derange; bother; annoy. H. To establish (oneself) in the favor or good graces of others by deliberate effort. I. Barren or laid waste; devastated; deprived or destitute of inhabitants; deserted; uninhabited; solitary; lonely. J. A preceding circumstance, event, object, style, phenomenon.

Task 5. Do a written literary translation of one of the following paragraphs:

A. When I came home to West Egg that night I was afraid for a moment that my house was on fire. Two o'clock and the whole corner of the peninsula was blazing with light, which fell unreal on the shrubbery and made thin elongating glints upon the roadside wires. Turning a corner, I saw that it was Gatsby's house, lit from tower to cellar.

At first I thought it was another party, a wild rout that had resolved itself into "hide- and-go-seek" or "sardines-in-the-box" with all the house thrown open to the game. But there wasn't a sound. Only wind in the trees, which blew the wires and made the lights go off and on again as if the house had winked into the darkness. As my taxi groaned away I saw Gatsby walking toward me across his lawn.

B. After the house, we were to see the grounds and the swimming-pool, and the hydroplane and the mid-summer flowers – but outside Gatsby's window it began to rain again, so we stood in a row looking at the corrugated surface of the Sound.

"If it wasn't for the mist we could see your home across the bay," said Gatsby. "You always have a green light that burns all night at the end of your dock."

Daisy put her arm through his abruptly, but he seemed absorbed in what he had just said. Possibly it had occurred to him that the colossal significance of that light had now vanished forever. Compared to the great

distance that had separated him from Daisy it had seemed very near to her, almost touching her. It had seemed as close as a star to the moon. Now it was again a green light on a dock. His count of enchanted objects had diminished by one.

C. James Gatz – that was really, or at least legally, his name. He had changed it at the age of seventeen and at the specific moment that witnessed the beginning of his career – when he saw Dan Cody's yacht drop anchor over the most insidious flat on Lake Superior. It was James Gatz who had been loafing along the beach that afternoon in a torn green jersey and a pair of canvas pants, but it was already Jay Gatsby who borrowed a rowboat, pulled out to the *Tuolomee*, and informed Cody that a wind might catch him and break him up in half an hour.

I suppose he'd had the name ready for a long time, even then. His parents were shiftless and unsuccessful farm people – his imagination had never really accepted them as his parents at all. The truth was that Jay Gatsby of West Egg, Long Island, sprang from his Platonic conception of himself. He was a son of God — a phrase which, if it means anything, means just that — and he must be about His Father's business, the service of a vast, vulgar, and meretricious beauty. So he invented just the sort of Jay Gatsby that a seventeen-year-old boy would be likely to invent, and to this conception he was faithful to the end.

D. An instinct toward his future glory had led him, some months before, to the small Lutheran college of St. Olaf in southern Minnesota. He stayed there two weeks, dismayed at its ferocious indifference to the drums of his destiny, to destiny itself, and despising the janitor's work with which he was to pay his way through. Then he drifted back to Lake Superior, and he was still searching for something to do on the day that Dan Cody's yacht dropped anchor in the shallows alongshore.

Cody was fifty years old then, a product of the Nevada silver fields, of the Yukon, of every rush for metal since seventy-five. The transactions in Montana copper that made him many times a millionaire found him physically robust but on the verge of soft-mindedness, and, suspecting this, an infinite number of women tried to separate him from his money. The none too savory ramifications by which Ella Kaye, the newspaper woman, played Madame de Maintenon to his weakness and sent him to sea in a yacht, were common knowledge to the turgid sub-journalism of 1902. He had been coasting along all too hospitable shores for five years when he turned up as James Gatz's destiny at Little Girls Point.

Task 6. True, false or not given:

1. Nick was not going to call up Daisy and invite her to tea.
2. Nick was glad to accept Gatsby's idea to do business with him.
3. Gatsby and Daisy's first meeting happened in Nick's house.
4. Mr. Dan Cody was Gatsby's best friend.
5. Klipspringer is brilliant at playing the piano.
6. James Gatz was Gatsby's legal name.
7. It was indirectly due to Cody that Gatsby drank a lot.
8. It was from Cody that Gatsby inherited 30 000 dollars.
9. One day 3 people visited Gatsby: Tom Buchanan, Mr. Sloan and Nick.
10. Gatsby was very disappointed when Tom Buchanan, Mr. Sloan and a woman didn't wait for him.
11. Alone with Nick, Gatsby discloses that the money which bought his mansion was made in just three years.

Task 7. Questions for discussion:

1. Gatsby leaves all the lights on in his house, even when there are no partygoers to admire it. THINK – about why he does this, what is the point?
2. Identify when it rains in chapter 5 and how this connects to Gatsby's feelings at that time.
3. Describe how Gatsby transformed himself from a farm boy to the sophisticated host.
4. Describe "the Sloan incident". What does this short episode serve for?
5. Find as many quotes as you can which build up a picture of Daisy's feelings towards the party in Chapter 6 and how Gatsby reacts to this.

Reading Assignment 4

Task 1. Read chapters 7-8.

Task 2. Memorize the following expressions. Find the sentences they were taken from and translate them.

№	Expressions	Explanation	Sentence
Chapter 7			
1	to hand smth. back to smb.	віддати щось комусь	
2	at arm's length	на відстані руки	

3	a bona-fide deal	вигідна справа	
4	on the verge of tears	«от-от заплаче»	
5	to get stalled	застрягнути	
6	to slip from smb. control	висковзнути з-під контролю	
7	to make personal control	робити особисті зауваження	
8	to cause a row	влаштувати скандал	
9	to push one's way through	проштовхнутися кудись	
Chapter 8			
10	to shake smb. free	підбадьорити когось, змусити зібратись	
11	to come in contact with smb.	контактувати з кимось	
12	increase smb's value in smb's eyes	збільшити цінність у очах когось	
13	to make the most of smb's time	використати час на повну	
14	to commit oneself to smth.	присвятити себе чомусь	
15	to fool smb.	обдурювати когось	

Task 3. Match the definition with the word (Chapter 7). Translate words into Ukrainian.

1. _____Abrupt **2. _____Lapse** **3. _____Portentous** **4. _____Tumult** **5. _____Insistent** **6. _____Formidable** **7. _____Irreverent** **8. _____Vicarious** **9. _____Rancor** **10._____Tentative**	A. Ominous, predictive of future bad events. B. Uproar; disorder; highly distressing agitation of mind or feeling. C. Sudden or unexpected. D. Taking the place of another person or thing; acting or serving as a substitute. E. Of great strength; forceful; powerful. F. A slip or error, often of a trivial sort; failure. (V) To come to an end; stop. G. Resentment or ill will; hatred; malice. H. Not respectful; critical of what is generally accepted or respected. I. Earnest or emphatic in dwelling upon, maintaining, or demanding something; persistent. J. Unsure; uncertain; not definite or positive; hesitant.

Task 4. Match the definition with the word (Chapter 8). Translate words into Ukrainian.

1. _____**Garrulous** 2. _____**Laden** 3. _____**Forlorn** 4. _____**Incoherent** 5. _____**Humidor** 6. _____**In cahoots** 7. _____**Conceivable** 8. _____**Indiscernible** 9. _____**Divot** 10. _____**Settee**	A. In partnership; in league with; in conspiracy. B. A piece of turf gouged out with a club in making a stroke. C. Cannot be seen or perceived clearly; imperceptible. D. Without logical or meaningful connection; disjointed; rambling. E. Excessively talkative in a rambling, roundabout manner, esp. about trivial matters. F. Desolate or dreary; unhappy or miserable, as in feeling, condition, or appearance. G. Burdened; loaded down. H. A container or storage room for cigars or other preparations of tobacco, fitted with means for keeping the tobacco suitably moist. I. Imaginable; believable. J. A seat for two or more persons, having a back and usually arms, and often upholstered.

Task 5. Do a written literary translation of one of the following paragraphs:

A. We saw the three or four automobiles and the crowd when we were still some distance away.

"Wreck!" said Tom. "That's good. Wilson'll have a little business at last."

He slowed down, but still without any intention of stopping, until, as we came nearer, the hushed, intent faces of the people at the garage door made him automatically put on the brakes.

"We'll take a look," he said doubtfully, "just a look."

I became aware now of a hollow, wailing sound which issued incessantly from the garage, a sound which as we got out of the coupe and walked toward the door resolved itself into the words "Oh, my God!" uttered over and over in a gasping moan.

"There's some bad trouble here," said Tom excitedly.

He reached up on tiptoes and peered over a circle of heads into the garage, which was lit only by a yellow light in a swinging wire basket overhead. Then he made a harsh sound in his throat, and with a violent thrusting movement of his powerful arms pushed his way through.

The circle closed up again with a running murmur of expostulation; it was a minute before I could see anything at all. Then new arrivals deranged the line, and Jordan and I were pushed suddenly inside.

Myrtle Wilson's body, wrapped in a blanket, and then in another blanket, as though she suffered from a chill in the hot night, lay on a work-table by the wall, and Tom, with his back to us, was bending over it, motionless. Next to him stood a motorcycle policeman taking down names with much sweat and correction in a little book. At first, I couldn't find the source of the high, groaning words that echoed clamorously through the bare garage – then I saw Wilson standing on the raised threshold of his office, swaying back and forth and holding to the doorposts with both hands.

B. "Did you see any trouble on the road?" he asked after a minute. "Yes."

He hesitated.

"Was she killed?" "Yes."

"I thought so; I told Daisy I thought so. It's better that the shock should all come at once. She stood it pretty well."

He spoke as if Daisy's reaction was the only thing that mattered.

"I got to West Egg by a side road," he went on, "and left the car in my garage. I don't think anybody saw us, but of course I can't be sure."

I disliked him so much by this time that I didn't find it necessary to tell him he was wrong.

"Who was the woman?" he inquired.

"Her name was Wilson. Her husband owns the garage. How the devil did it happen?"

"Well, I tried to swing the wheel…" He broke off, and suddenly I guessed at the truth.

"Was Daisy driving?"

"Yes," he said after a moment, "but of course I'll say I was. You see, when we left New York, she was very nervous and she thought it would steady her to drive – and this woman rushed out at us just as we were passing a car coming the other way. It all happened in a minute, but it seemed to me that she wanted to speak to us, thought we were somebody she knew. Well, first Daisy turned away from the woman toward the other car, and then she lost her nerve and turned back. The second my hand reached the wheel I felt the shock – it must have killed her instantly."

C. He did extraordinarily well in the war. He was a captain before he went to the front, and following the Argonne battles he got his majority

and the command of the divisional machine-guns. After the Armistice he tried frantically to get home, but some complication or misunderstanding sent him to Oxford instead. He was worried now – there was a quality of nervous despair in Daisy's letters. She didn't see why he couldn't come. She was feeling the pressure of the world outside, and she wanted to see him and feel his presence beside her and be reassured that she was doing the right thing after all.

Through this twilight universe Daisy began to move again with the season; suddenly she was again keeping half a dozen dates a day with half a dozen men, and drowsing asleep at dawn with the beads and chiffon of an evening dress tangled among dying orchids on the floor beside her bed. And all the time something within her was crying for a decision. She wanted her life shaped now, immediately – and the decision must be made by some force – of love, of money, of unquestionable practicality – that was close at hand.

That force took shape in the middle of spring with the arrival of Tom Buchanan. There was a wholesome bulkiness about his person and his position, and Daisy was flattered.

Task 6. True, false or not given:

1. Nick and Gatsby visit the Buchanans', where Jordan is also a guest, and meet Daisy's daughter.
2. On route to the city, the group stops at George Wilson's garage, and Wilson discloses that he and his wife are planning to go West.
3. The group takes a room at the Plaza Hotel, where Tom and Nick argue about which of them Daisy loves.
4. Myrtle Wilson is killed by a hit-and-run driver.
5. Gatsby reveals to Nick that he was driving the vehicle and announces his intention to take the blame.
6. Nick has a sleepless night. He visits Gatsby, who tells him about the past, and the nature of his love for Daisy.

Task 7. Questions for discussion:

1. Describe the meeting of all characters. What consequences did it have?
2. Without noticing, Daisy manages to let the entire group – even her husband – know that she 'loves' Gatsby. Is this a real statement of love? Think about what we know of Daisy's

character. Does this make us question this declaration? There was no preparation on Daisy's part for this declaration so should it be relied upon?

3. Can we consider Chapter 7 as the climax of the story? Describe the episode which has the highest emotional meaning.
4. Why Myrtle Wilson runs out to the yellow car. Who does she think is driving and why is this ironic?
5. What happened with Myrtle Wilson? What statement Fitzgerald is trying to make about class?
6. Discuss what you think Daisy and Tom are planning to do and justify your opinions using your knowledge of the novel as a whole.
7. Explain why you think Nick said this and what it tells you about his feelings towards Gatsby: *"They're a rotten crowd…you're worth the whole damn bunch put together.*" *"I've always been glad I said that. It was the only compliment I ever gave him, because I disapproved of him from beginning to end."*
8. In order to truly fulfil the role of tragic hero, Gatsby need to have an epiphany – a moment of total clarity in which he finds enlightenment and accepts his flaw. Read again the moments from when Gatsby '**shouldered the mattress**' to his death and discuss what you think his epiphany was.
9. What is the central tragedy of the book?

Reading Assignment 5

Task 1. Read chapter 9.

Task 2. Be ready with all expressions (Chapters 1-9).

Task 3. Match the definition with the word (Chapter 9). Translate words into Ukrainian.

1. _____**Subtle** 2. _____**Superfluous** 3. _____**Surmise** 4. _____**Borne** 5. _____**Pasquinade** 6. _____**Elocution** 7. _____**Ceaselessly**	A. A person's manner of speaking or reading aloud in public. B. Unspeakable; beyond expression. C. Difficult to perceive or understand. D. At the height of emotional excitement. E. Without stopping or pausing; unendingly; incessantly. F. A satire or lampoon, esp. one posted in a public place.

8. _____Derange **9. _____Ecstatic** **10._____Unutterable**	G. Carried. H. To disturb the condition, action, or function of; to make insane. I. To think or infer without certain or strong evidence; conjecture; guess. J. being more than is sufficient or required; excessive; unnecessary or needless.

Task 4. Questions for discussion:

1. Look again at the passage that tells of Gatsby's funeral. How many people had attended it? How does it characterize the characters? Fill in the following table supporting your ideas:

№	Name	Funeral attendance (yes / no)	Reasons of being absent / present

2. Look at Gatsby's schedule and discuss the implications of it. What does this tell us about the young James Gatz and his pursuit of the dream? Look closely at the items on the list and try to relate this to the main themes of the novel.
3. Think about:
   - Identify what Gatsby's dream was
   - Why did Gatsby fail to grasp his dream?
   - Was his dream ever possible?
   - Was Gatsby dream about the future?
4. Comment on Tom's role in Gatsby's death. Did he regret his actions?
5. Comment on Nick's decision to return to "my middle west".
6. Watch the film "The Great Gatsby" (2013) following the link http://peliculator.com/en/movie/the-great-gatsby-2013

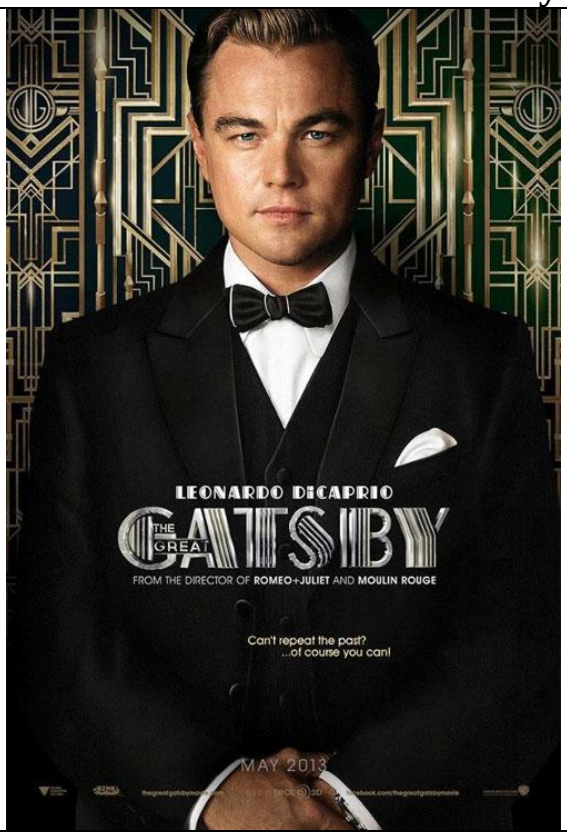
Think about:

- Leonardo DiCaprio, Tobey Maguire, Carey Mulligan, Joel Edgerton, Isla Fisher and others have portrayed main heroes in the film interpretation of "The Great Gatsby". Did they get it right? How do you think these characters in the book are different from those ones on a big screen?
- How did the director of the film "modernize" the book? Do you think it was worth doing?
- What is your general impression of the book and film?

Nick Carraway	
	Physical appearance: Views on love: Traits of characters:

Daisy	
	Physical appearance: Views on love: Traits of characters:

Tom Buchanans	
	Physical appearance: Views on love: Traits of characters:

Jay Gatsby	
	Physical appearance: Views on love: Traits of characters:

Jordan	
	Physical appearance: Views on love: Traits of characters:

7. Each group will be given one of the male or female characters and you should prepare a presentation which describes their views on love, how they perceive the women / men in their lives and finally what type of man / woman they are: Tom, Gatsby, Daisy, Jordan, Nick.

‘THE CUPBOARD’
Rose Tremain

Chapter I

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to make no mention of smth.	not to speak or write about smth.	не згадувати про щось
2) to catch smb. doing smth. = to catch smb’s eye	to look at someone to attract one’s attention when one looks in your direction	перехопити погляд
3) to have a lark	to have a bit of fun	порозважатися
4) to stay away from (some place)	not to go somewhere	триматися подалі від
5) just in case	to be on the safe side	про всяк випадок
6) to be a wedge in one’s heart	to be a source of pain and disturbance	бути занозою в серці
7) to keep smb. alive	to keep smb. in existence	підтримувати в комусь життя
8) to be obsessed by smth.	to have the mind occupied with	бути одержимим
9) to win smb. over	to win one’s affection	завоювати прихильність
10) skeleton in the cupboard	an unpleasant secret about smth. that happened to you (your family) in the past	родинна таємниця

2. Questions for discussion:

1. Comment on the epigraph of the book.

2. What was Erica March? Describe her appearance and the way she was dressed.

3. What was the aim of Ralf’s visits? Where did he come from? What magazine did he represent?

4. What did Erica begin her life story with?

5. Describe the way Gully was found? What were Erica’s recollections of Gully?

6. Give the description of Erica’s house in the country.

7. What was the story of the cupboard?

8. What was Ralf’s first visit to London connected with? What had

London done for Ralf?

9. Describe Chadwick. What was his relation to Erica?

10. What was Gully's idea of two sides of a person which initiated from Chadwick's words?

11. Describe Erica's friend Claustrophobia.

Chapter II

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to be aware of smth.	to be conscious of smth.	усвідомлювати щось
2) to sympathize with smth.	to share the feelings or ideas of others	співчувати комусь
3) to be petrified with sorrow	to have no power to feel, act or think as a result of sorrow	оціпеніти від горя
4) to be tough	to be stubborn	бути впертим
5) to be (to get) in touch with	to be in communication with	підтримувати зв'язок
6) to struggle to smb.'s feet	to stand up with difficulty	важко підвестися
7) to be to the good	to improve considerably	значно покращитись
8) to carry smth. out	to perform smth., to put into practice	здійснити, виконати

2. Questions for discussion:

1) What was the reason for Chadwick's bringing Erica to London? Why did he have time for her? What was her impression of Chadwick's play?

2) Describe London of that time, the way Erica saw it.

3) In what way did Chadwick understand the Women Question?

4) What kinds of women were the Suffragettes? What did they struggle for? In what way did they display their protest?

5) What was Ralf's image of Erica's and his lives? (his entry in the summary)

6) What was Ralf's impression of his first day in London?

7) What kind of vision did Erica have? What was her request?

8) What dream did Ralf once have? How would you comment on it?

9) What did Erica feel about her participation in the Suffragettes' movement?

10) How did Erica feel about death?

Chapter III

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to be fed up with smth.	to have more than enough of smth., to fell sick and tired of smth.	бути по горло ситим, набриднути
2) to make sense of smth.	to understand smth.	розуміти
3) to be in search of smth.	to try to find smth.	бути в пошуках чогось
4) to get one's thoughts out	to express one's thoughts	виражати думки
5) to go mad	to become crazy, infuriated	божеволіти
6) to help smb. on to the path	to make smb. follow the right way (in manners and behaviour)	наставити когось на шлях істинний
7. to blame smb. for smth.	to accuse smb. of smth.	звинувачувати когось у чомусь

2. Questions for discussion:

1) What did Ralph think of Erica's life?
2) What was Erica's attitude to cities?
3) What was Erica's comparison given to their life during the war?
4) Find in the chapter the description of Eileen.
5) What was Erica's attitude to the farm?
6) What was the first book Erica began to write?
7) What was Chadwick's reaction to Erica's first novel?

Chapter IV

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to let smb's grief out	to express smb's grief	дати вихід своєму горю
2) to stick to the truth	to remain faithful to truth, ideas etc.	дотримуватись істини
3) to owe smb. smth.	to be in debt to smb. for smth.	завдячувати комусь чимось
4) to escape smb's attention	to be forgotten or unnoticed	залишитись поза увагою
5) to linger on somewhere	to be late or slow in going away	затриматись, засидітись десь
6) at will	as one wishes	як завгодно
7) to serve smb. right	to get what one deserves	одержати по заслугам
8) to have luck with smth.	to be fortunate as a result of smth.	мати удачу, пощастити у чомусь

2. Questions for discussion:

1. What kind of dream did Erica have? What was Ralph's attitude to it? Did it change later?

2. Did Erica like David? What were Eileen's plans concerning Erica?

3. Why did Erica refuse to marry David?

4. What was the reason for Erica's going to London again?

5. How did Erica take Chadwick's death?

6. Why did Erica send for the cupboard? What was she afraid of?

7. How did Erica manage to get her first book published?

Chapter V

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to know about smth. second hand	to get the information not from the original source	одержати інформацію з других рук
2) to do smth. on one`s own initiative	to do smth. without an order or suggestion from others	робити щось з власної ініціативи
3) to be worn out	to be very exhausted	бути виснаженим
4) to take charge of smth.	to be responsible for smth.	нести відповідальність за щось
5) to be down-hearted	to be sad and depressed	бути пригніченим

6) to have the cheek to do smth.	to be impudent enough to do smth.	набратися нахабства
7) to make one's heart race	to make one very excited	схвилювати когось
8) to lose touch with smb.	to be no longer in regular communication	втратити зв'язок з кимось

2. Questions for discussion:

1. Why did Erica not want to begin a new book?

2. What was the title of her second novel? What was it about?

3. Describe Erica`s drawing room.

4. Why did the thought of leaving London without seeing John made Ralph feel uneasy?

5. Did Erica finish writing "The Angler"? What was her motto at that time? Why did she keep muttering while working?

Chapter VI

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to do a good job on smth.	to succeed in smth.	досягти успіху у чомусь, добре впоратись
2) to be at a premium	to be in the prime of smth., respected and appreciated	бути в пошані, в моді
3) a seeker after truth	one who is always in search of truth	шукач правди
4) to let one's feelings go	to express one's feelings	дати вихід почуттям
5) to be prejudiced against smth.	to have a like or dislike formed before having an adequate opinion	бути упередженим проти чогось
6) to stray from the track	to follow the wrong line of action	збитися з правильного шляху
7) to do smth. at random	to do smth. without reason, aim or purpose	робити щось навмання
8) to put smth. to good use	to use smth. in the best way possible	використати щось якнайкраще
9) to explain oneself away	to show that a person is right, reasonable and proper	виправдовуватись

2. Questions for discussion:

1. Describe Erica's appearance in Paris. Speak on her attitude to beauty.

2. In what way did Erica try to describe the great love of hers?

3. What was the publisher's attitude to "The Angler"?

4. What kind of flowers did Erica prefer? Render their next conversation concerning Erica's death.

Chapter VII

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to pluck up courage	to pull oneself together	взяти себе в руки
2) to drive smb. mad	to make one feel infuriated	доводити до божевілля
3) state of affairs	Conditions	стан справ, умови
4) to be divorced from smb.	to put an end to the marriage by law	офіційно розлучитися
5) to mourn for smth.	to regret, to feel sorry about smth.	жалкувати про щось, бути в жалобі
6) to keep company with smb.	to keep in touch with smb.	спілкуватися, товаришувати
7) to have no time available	to have no time left	не мати часу в розпорядженні
8) to put smth. out of one's head	to dismiss smth. from one's head	викинути щось із голови
9) to scour some place for smth.	to look everywhere for smth.	ритися в пошуках чогось
10) to fret about smth.	to be worried about smth.	турбуватися, непокоїтись про щось

2. Questions for discussion:

1. What dream of Emily did Erica have one night?

2. Why did Erica decide never to marry and have children? How did Erica and Gerard celebrate their non-marriage?

3. What was the conflict in Gerard?

4. How did Ralph's decision not to obey Walt influence him?

5. When did Gerard see everything differently?

Chapter VIII

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to have a go at smth.	to take a risk to do smth.	ризикнути щось зробити
2) to get well	to recover, to feel better	одужувати, почуватися краще
3) the pattern of one's life	one's life style	стиль, спосіб життя
4) to push one`s way	to make one`s way with some difficulty	прокладати шлях
5) to be at bay	to have no way out	бути в безвихідному становищі
6) to speak to smb. privately	to have a private talk with smb.	поговорити наодинці

2. Questions for discussion:

1. What was Ralph's understanding of Erica's love for people?
2. Describe Erica's first day in England.
3. When did the idea that a person might be born again enter Erica's mind?
4. Speak on Erica's attitude to Eileen.
5. When did Erica start writing again? What did she write?

Chapter IX

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to be ostracized	to be shut out from society, to be ignored	бути вигнанцем з суспільства
2) to be desperate	to give way to despair	бути у відчаї
3) to confide smth. to smb.	to share smb's secrets with smb.	довірити щось комусь
4) to be at a loss	to be taken aback	бути спантеличеним, розгубитися
5) to became entangled in smth.	to be dragged (involved) in smth.	бути замішаним, вплутатися в щось

6) to be on smb's mind	to occupy one's mind completely	не виходити з голови
7) to laugh at smb's expense (or at the expense of smth.)	to laugh at smb. or for some reason	сміятися з когось

2. Questions for discussion:

1. What did Erica see back in Hampstead? What did she compare herself with?

2. What was the idea of the novel "In the Blind Man`s City"?

3. What was the greatest confusion for Erica and other people at that time?

4. What did Ralph compare his generation with?

5. What was Erica's last wish?

Chapter X

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to enable smb. to do smth.	to give smb. an opportunity to do smth.	дати змогу зробити щось
2) rights and wrongs of smth.	the positive and negative sides of smth.	за і проти
3) to be greedy for smth.	to have a strong desire for more than right or reasonable	бути жадібним до чогось
4) to have high hopes for smth.	to have great expectations for smth.	покладати великі надії на щось
5) to be a drag for smb.	to be a burden for smb.	бути тягарем для когось
6) to be half way through one's life	to live half of one's life	прожити половину життя
7) to hang about	to stand doing nothing definite	вештатись, байдикувати
8) to do the chores	to cope with household duties	виконувати роботу по дому

2. Questions for discussion:

1. What kind of allegories was Erica's book?

2. What was strange about Erica's wedding?

3. Comment on Erica’s attitude to her parents?

4. What did Erica feel having stopped in Paris? Why did she feel that way?

5. When did Erica begin to think about her middle age?

6. What did it mean to Erica to be very old?

7. What did Ralph cry for?

Chapter XI

1. Memorize the following expressions. Use them in sentences of your own.

Phrase	Explanation	Translation
1) to catch sight of smb.	to take notice of smb.	помітити когось
2) to patch up one’s life	to improve one’s life slightly	трохи покращити життя
3) to replace smb. with smb.	to substitute smb. with smb.	замінити когось
4) to slip away	to disappear	зникнути
5) in all manifestations	in all the ways smth. can be displayed	в усіх проявах
6) to outlast smb.	to outlive (to live longer) than smb.	пережити когось
7) to recover balance	to regain balance	відновити рівновагу
8) to have (lose) spirit for smth.	to be (not to be) interested in smth.	мати (втратити) інтерес до чогось
9) to stay put	to remain unchanged	залишитись незмінним

2. Questions for discussion:

1. Why did Erica want to leave Bernard behind while going to Paris?
2. Describe Erica’s meeting with Saladino.
3. Why did Erica object to taking Bernard to Saladino’s?
4. When did Erica feel her love for Bernard was sleeping away?
5. Describe the only literary period in Erica’s life.
6. When might, in Erica’s opinion, her life have stopped?
7. What kind of love did Erica need?
8. What did Erica say about things and people she had outlasted?
9. Was Erica`s talking to Ralph tiring for her?

A LIST OF TOPICS FOR INDIVIDUAL WORK

1. A Weekend in a Big City
2. Reasons for Travelling
3. Big City vs Small Town
4. My Favourite Film
5. The Film I'd Like to Shoot
6. Films vs Books
7. Cinema – a creative tool of character formatting process of an adult
8. Perspectives of movie industry in Hollywood and Ukraine
9. Traditional vs Alternative education
10. Secondary Education in Ukraine
11. My Imaginary School
12. What would you change if you were a Minister of Education?
13. Perspectives of private schooling in Ukraine
14. Ways to Teach Children Responsibility
15. Generation Gap
16. Computer vs Teacher

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