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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДЛЯ САМОСТІЙНОЇ РОБОТИ З ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА»**

**ДЛЯ СТУДЕНТІВ і-іі КУРСІВ ФІЛОЛОГІЧНОГО ФАКУЛЬТЕТУ, ФАКУЛЬТЕТУ ДОШКІЛЬНОЇ ТА ПОЧАТКОВОЇ ОСВІТИ**

Миколаїв

2017

УДК

ББК

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Методичні рекомендації для самостійної роботи з дисципліни «Іноземна мова» для студентів І-ІІ курсів філологічного факультету, факультету дошкільної та початкової освіти. – Миколаїв, 2017. – 192 с.

Методичні рекомендації містять завдання для самостійної роботи студентів І-ІІ курсів філологічного факультету, факультету дошкільної та початкової освіти відповідно до програми з навчальної дисципліни «Іноземна мова», вправи різних ступенів складності, що відповідають рівню дидактичних вимог, список рекомендованої літератури. Завдання спрямовані на формування навичок розуміння та засвоєння необхідного обсягу лексичного і граматичного матеріалу, а їх тематика сприяє покращенню навичок читання, письма, говоріння та аудіювання. Посібник призначений для студентів вищих навчальних закладів, викладачів англійської мови.

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**ПЕРЕДМОВА**

Самостійна робота студентів з дисципліни «Іноземна мова» є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Мета самостійної роботи – сприяти формуванню самостійності як особистісної риси та важливої професійної якості майбутнього фахівця, суть якої полягає в уміннях систематизувати, планувати, контролювати й регулювати свою діяльність без допомоги й контролю викладача.

Дисципліна «Іноземна мова» в комплексі з іншими предметами має велике значення і посідає одне з основних місць в освітньо-професійній підготовці бакалаврів, є невід’ємною частиною загальної підготовки висококваліфікованих фахівців. Вивчення предмету базується на принципах міжпредметних зв‘язків, взаємопов‘язаних видів мовленнєвої діяльності, теорії поетапного навчання. Самостійна робота з іноземної мови вирішує такі завдання: удосконалення знань, навичок і вмінь набутих на практичних заняттях; розширення світогляду студентів; розвиток творчих здібностей і самостійності.

Методичні рекомендації призначені для організації самостійної роботи студентів, що навчаються на першому-другому курсах за підручником «Language Leader. Pre-Intermediate. Pearson Longman. Ian Lebeau, Gareth Rees» згідно з вимогами і змістом робочої та навчальної програми. Самостійна робота передбачає позааудиторну підготовку студентів до практичних занять з виконанням різних видів вправ за темами визначеними програмою.

Основна мета посібника – надання студентам ґрунтовних знань, подальший розвиток їх словникового запасу в рамках розмовних тем, передбачених програмою, на базі знань, вже набутих у процесі вивчення англійської мови. Матеріали посібника підібрані за ступенем складності з урахуванням різного рівня підготовки студентів. Матеріали посібника перевірені й випробувані експериментально в процесі проведення практичних занять зі студентами. Викладач не обмежується у виборі інших завдань для самостійної роботи за умови відповідності змісту завдання до робочої навчальної програми дисципліни.

Самостійна робота передбачає самостійне опрацювання матеріалу, який охоплює граматичний і лексичний матеріал згідно з вимогами і змістом робочої та навчальної програми і складається з таких блоків: Grammar practice; Vocabulary practice; Writing practice; Listening practice.

У методичних рекомендаціях наведено тексти різні за обсягом і ступенем складності; серію вправ для розвитку навичок вживання лексичних одиниць і автоматизацію вживання граматичних структур; завдання для розвитку вмінь і навичок говоріння, письма та аудіювання. Письмові вправи рекомендується виконувати вдома з подальшим аналізом під час аудиторних занять з метою контролю засвоєння матеріалу і розвитку мовленнєвих навичок. Самостійна робота для студентів містить також творчі завдання, які передбачають поглиблене вивчення і ширше розуміння тематичного матеріалу, а також сприяють розвитку вміння складати та формулювати особисті думки з певної теми.

**UNIT 1**

**“WEATHER”**

**GRAMMAR PRACTICE**

***Present Simple and Present Continuous***

**Exercise 1. Write the verb in brackets using the Present Simple or Present Continuous.**

Many people 1 (feel) \_\_\_\_\_that currently global warming 2 (change) \_\_\_\_ the weather in almost every country in the world. The number of floods in northern Europe 3 (increase) \_\_\_\_\_\_, while at this time droughts and forest fires 4 (happen) \_\_\_\_\_\_ much more frequently in southern Europe. Scientists 5 (see) \_\_\_\_\_\_ similar patterns of change all around the world. However, others do not agree and point out that weather patterns always 6 (change) \_\_\_\_\_\_\_ from year to year, and that people always 7 (worry) \_\_\_\_\_\_\_ about the weather.

**Exercise 2. Make sentences using the Present Simple or Present Continuous.**

1.It / not / rain / outside / this morning.

2. Every / year / my family / go / to France.

3. There / not / be / any / good programmes / on TV / tonight.

4. You / use / the library / often?

5. The shop / give / a discount / on women’s clothes / this week.

6. He / revise / for his exams / these days.

7. It / not / snow / in winter / here.

8. You / understand / Ann’s English?

**Exercise 3. Use the Present Simple or Present Continuous instead of the infinitives in brackets.**

1.What you (to think) of this drawing? – I (to think) it (to be) excellent. 2. A holiday camp usually (to have) its own swimming-pool and tennis courts. 3. She (to play) at the concert tonight. 4. You (to like) to spend your holidays with hundreds of other people? 5. What you (to listen) to? – It (to seem) to me I (to hear) a strange noise outside. 6. You (to read) anything in English now? – Yes, I (to read) a play by Oscar Wilde. 7. I'll join them in their trip with pleasure if they (to invite) me. 8. I (not to see) what you (to drive) at. 9. You (to enjoy) the trip? 10. Can I see Doctor Smith? – I'm sorry you can't; he (to have) his breakfast. 11. I (not to like) the girl; she continually (to bother) me with silly questions. 12. Please wait till he (to finish). 13. Nell (to have) a rest in the south, too, I (to guess). – Yes, you (to guess) right. 14. You often (to get) letters from her? – Not so very often.

**Exercise 4. Use the Present Simple or Present Continuous instead of the infinitives in brackets.**

1. Bob \_\_\_ (watch) the news on TV every morning. 2. I have to go now. It \_\_\_ (get) dark. 3. Online courses \_\_\_ (require) self-discipline. 4. They \_\_\_ (have) a great time at today's party. 5. Who \_\_\_\_\_ he (wait for?) I guess for his mother. 6. How often \_\_\_\_\_ (you/eat out)? Not very often. Once a month. 7. You \_\_\_ (look) sad. What's the matter? 8. Would you like some chocolate? No, thanks. I \_\_\_ (hate) chocolate. 10. Don't go. Bob still \_\_\_ (need) to talk to you. 11. Who \_\_\_ (do) the dishes every day in your house? My sister. 12. Why \_\_\_ you (not/believe) him? He \_\_\_ (tell) you the truth. 13. Becky \_\_\_ (live) with some friends until she \_\_\_ (find) her own apartment.

**Exercise 5. Complete the story. Use the Present Simple or Present Continuous.**

1. It (be) \_\_\_ early in the morning. 2. Sally (get) \_\_\_ out of bed, (open) \_\_\_ the window and (go) \_\_\_ into the bathroom. 3. Then she (have) \_\_\_ breakfast. 4. After breakfast, Sally usually (cycle) \_\_\_ to school. 5. After school, she (go) \_\_\_ back home. 6. Sally usually (eat) \_\_\_ her lunch at home. 7. In the afternoons, she first (do) \_\_\_ her homework and then she (meet) \_\_\_ her friends in the park. 8. What (do / she) \_\_\_ now? 9. She (play) \_\_\_ the guitar. 10. Her friends (listen) \_\_\_ and some of them (sing) \_\_\_ along. 11. When Sally (come) \_\_\_ home in the evening, she (have) \_\_\_ dinner and then she (watch) \_\_\_ TV. 12. She (go) \_\_\_ to bed at about 8 o'clock every day.

**Exercise 6. Use the Present Simple or Present Continuous instead of the infinitives in brackets.**

1. Andy sometimes \_\_\_ comics. (to read) 2. We never \_\_\_ TV in the morning. (to watch) 3. Listen! Sandy \_\_\_ in the bathroom. (to sing) 4. My sister usually \_\_\_ in the kitchen. (to help) 5. My mother \_\_\_ breakfast now. (to make) 6. They often \_\_\_ the bathroom. (to clean) 7. Look! The boys \_\_\_ home. (to come) 8. Every day his grandfather \_\_\_ for a walk. (to go) 9. I \_\_\_ with my friend at the moment. (to chat) 10. Cats \_\_\_ mice. (to eat)

**Exercise 7. Put in the sentences *am*, *is* or *are*.**

1. The weather \_\_\_very nice today. 2. I \_\_\_ not tired. 3. This case \_\_\_ very heavy. 4. These cases \_\_\_very heavy. 5. The dog \_\_\_ angry. 6. We \_\_\_ hungry. 7. My brother and I \_\_\_ fond of tennis. 8. I \_\_\_ 17, my sister \_\_\_ 22. 9. Ann \_\_\_ at home but her children \_\_\_ at school. 10. I \_\_\_ a student. My sister \_\_\_an architect.

**Exercise 8. Put in the sentences *am*, *is* or *are*.**

Our classroom \_\_\_ not large. There \_\_\_ one big windows in it. The walls \_\_\_ light green and the ceiling \_\_\_ white. There \_\_\_ no pictures on the walls, but there \_\_\_ a blackboard and two maps. One \_\_\_ a map of Great Britain and the other \_\_\_ a map of the United States of America. There \_\_\_ a stick of chalk and a duster on the blackboard. There \_\_\_ seven desks and twelve chairs in the classroom. There \_\_\_ a taperecorder on the teacher’s desk. There \_\_\_ ten students and a teacher.

**Exercise 9. Translate the following.**

1. Що ти робиш? – Я готую доповідь. 2. Вона дуже спокійна. Що вона робить? 3. Ти мені віриш? – Так, я вірю тобі. 4. Він знає, що ти помиляєшся. 5. Я ненавиджу холодну погоду. 6. Як ви себе почуваєте? – Непогано. 7. Зараз вона мені не подобається. 8. Мій тато зараз в саду: він саджає дерева. 9. Що ти хочеш? – Я хочу пити. 10. Пробачте, але я не згоден з вами. 11. Вона шукає одяг в цей час. 12. Він ніколи не погоджується з тим, що я кажу. 13. Ви мене розумієте? – Ні, я вас не розумію. 14. Вони спостерігають зараз за нами. 15. Ти мене шукаєш? – Ні, я шукаю свою сестру. 16. Я часто працюю вночі, тому у мене сьогодні вихідний. 17. Чому ви надаєте перевагу: прогулянкам чи поїздкам? 18. Зараз вона малює в сусідній кімнаті. 19. Що ви думаєте про спорт? 20. Чим вони займаються? – Вони обговорюють мою нову  книжку.

**Exercise 10. Write the negative.**

|  |  |
| --- | --- |
| 1. I play the piano very well. |  |
| 2. He plays tennis well. |  |
| 3. You know the answer. |  |
| 4. She works very hard. |  |
| 5. They often go to the theatre. |  |

**Exercise 11. Ask the questions. Write questions with do / does?**

1. I work hard. And you? Do you work hard?

2. I play tennis. And you? …………. you …………?

3. I play tennis. And Ann? …………. Ann …………?

4. I know the answer. And you? ………….?

5. I like hot weather. And you? ……………………?

6. I smoke. And your father? ………………………?

7. I do exercises every morning. And you? …………….?

8. I speak English. And your friends? ………………….?

9. I want to be famous. And you? ………………….?

**Exercise 12. Complete the sentences. Use the correct form of these verbs: *boil, close, cost, go, have, like, meet, open, smoke, teach, wash, speak*.**

1. She’s very clever. She \_\_\_ four languages.

2. Steve \_\_\_ ten cigarettes a day.

3. We usually \_\_\_ dinner at seven o’clock.

4. I \_\_\_ films. I often \_\_\_ to the cinema.

5. Water \_\_\_ at 100 degrees Celsium.

6. In Britain the banks \_\_\_ at 9.30 in the morning.

7. The City Museum \_\_\_ at 5 o’clock every evening.

8. Food is expensive. It \_\_\_ a lot of money.

9. Shoes are expensive. They \_\_\_ a lot of money.

10. Peter \_\_\_ his hair twice a week.

**VOCABULARY PRACTICE**

**Exercise 1. Use one word to complete each sentence: *blizzard, hurricane, storm, drought.***

1. If an area suffers \_\_\_\_\_, all the land is dry and it is hard for people to have enough water for all the things in their daily life.

2. On a dark night, the sound of thunder and the sight of lightning filled the sky during a terrible \_\_\_\_\_\_\_\_\_.

3. A \_\_\_\_\_\_ is recognised on satellite as a huge moving wind-pattern and on the ground as very strong winds and hard rain.

4. During a \_\_\_\_\_ it is best not to drive or even go outside your house. The snow blowing in fast winds can make it very hard to see anything.

**Exercise 2. Choose the correct word in each sentence.**

1. During the hurricane the *wind/windy* speed got up to 100 kilometres an hour.

2. Hurricanes generally occur in warmer countries and include heavy *rain/snow* fall.

3. Before a storm, the sky will usually be *cloudy/cloud*.

4. A long period of *foggy/dry* weather can lead to drought.

**Exercise 3. Complete the sentences with the words:**

*fields forests islands lakes mountains seas rivers*

1. When I was young, there were… around our house, with very tall trees. 2. Did you know that Greece has 1,400…. in the sea off the mainland? 3. I love it when there’s snow and we can go skiing in the ….. 4. The Amazon in South America is one of the longest…. in the world. 5. There are big ….outside the city, with lots of flowers. 6. We often go sailing on the …..near my home. 7. Marine animals, such as fish, dolphins and whales, live in the …...

**Exercise 4.** **Choose the correct option to complete the sentences.**

1. It was so *stormy / warm* last night that we didn’t need the heating on.

2. The sky is really grey and *cloudy / sunny*. I think it’s going to rain.

3. It was so *windy / foggy* that I couldn’t see more than a few metres.

4. When it *snows / rains*, we go skiing. When it is windy / cold, we fly a kite.

5. It’s very *cloudy / hot* today. Let’s go for a swim in the lake.

6. We get a lot of *cold / hot* weather in the winter and we need to wear warm clothes.

7 I hope it’s going to be *sunny / foggy* for our picnic this weekend.

**Exercise 5. Use the words in the box to describe the weather.**

|  |
| --- |
| hurricane, flood, windy, cloudy, humid, blizzard, foggy, thunderstorm, drought |

1. I couldn’t see anything. \_\_\_\_\_\_\_\_\_\_

2. The snow is very bad and it’s very windy. \_\_\_\_\_\_\_\_\_\_

3. There’s no water to drink. \_\_\_\_\_\_\_\_\_\_

4. No blue skies today. \_\_\_\_\_\_\_\_\_\_

5. The rain closed the roads. \_\_\_\_\_\_\_\_\_\_

6. My home flew away. \_\_\_\_\_\_\_\_\_\_

7. I am hot and wet. \_\_\_\_\_\_\_\_\_\_

8. I couldn’t keep my hat on. \_\_\_\_\_\_\_\_\_\_

**Exercise 6.1. Read and translate the text.**

*CLIMATE CHANGE*

These days most people believe that weather patterns around the world are changing. The world is getting hotter and storms, hurricanes, floods and droughts are starting to happen where they are not normally expected. This process is called climate change.

*Causes of climate change*

Climate change always happens, through a variety of causes such as the oceans of the world becoming larger or smaller, the movement of large areas of land around the planet, and changes in temperatures over long periods of time.

However, most recent discussion on climate change focuses on human activities which have an effect on the climate. This includes the burning of fossil fuels, such as petrol, which releases carbon dioxide into the air. Extra carbon dioxide causes an increase in the average temperature of the Earth’s air and oceans. This very fast increase is called global warming.

*Examples of climate change*

Global warming is seen as a direct cause of many changes in weather patterns, such as the lack of rainfall in some countries, causing drought, and the increase in rainfall in other areas, causing floods. Also, rising temperatures in oceans and the air can cause changes in the way that winds move around the planet, leading to an increased number of severe storms, including hurricanes, in certain areas.

An increase in global temperatures also leads to ice melting at the North and South Poles, which then leads to rising sea levels. Other effects of changes in the climate include damage to land normally used for growing food, and some kinds of animals disappearing from the planet completely.

*What can be done?*

Most people agree that we have to change the way that we live, using fewer fossil fuels and doing much more to protect the natural environment.

**Exercise 6.2. Put the following events in the correct order.**

1. Wind patterns around the world change.

2. Mankind burns fossil fuels such as petrol.

3. Storms and hurricanes occur.

4. The temperature of the air and the oceans increases.

5. Carbon dioxide is released into the air.

**Exercise 6.3. According to the text, is each of the following statements true or false?**

1. Climate change is only a very recent process. T / F

2. People think that global warming is caused by things we do. T/F

3. Storms can be caused by an increase in global temperatures. T/F

4. An increase in temperatures leads to an increase in polar ice. T/F

**Exercise 6. 4. Which is the best definition of the term “climate change”?**

1. The fact that general temperatures all around the world are rising.

2. The process in which weather patterns are changing around the world.

3. Storms, hurricanes, floods and droughts starting to happen around the world.

**Exercise 7.1. Read and translate the text.**

*THE BRITISH CLIMATE*

The climate of Britain is more or less the same as that of the north-western part of the European mainland. The popular belief that it rains all the time in Britain is simply not true. The image of a wet, foggy land was created two thousand years ago by the invading Romans and has been perpetuated in modern times.

The amount of rain that falls on a town in Britain depends on where it is. Generally speaking, the further west you go, the more rain you get. The mild winters mean that snow is a regular feature of the higher areas only. Occasionally, a whole winter goes by in lowerlying parts without any snow at all. The winters are in general a bit colder in the east of the country than they are in the west, while in summer, the south is slightly warmer and sunnier than in the north.

Why has Britain’s climate got such a bad reputation? Perhaps it is for the same reason that British people always seem to be talking about the weather. This is its changeability. There are many jokes about the English climate. One of them is that there is no climate in England, only weather. And it is true that there is no time of the year when we can really count on its being fine or rainy, warm or cold. It may not rain very much altogether, but you can never be sure of a dry day; there can be cool (even cold) days in July and quite warm days in January.

When two Englishmen meet, their first words will be “How do you do?” or “How are you?” and after the reply “Very well, thank you. How are you?” the next remark is almost certain to be about the weather. It is almost a formality, like shaking hands. “Yes, it’s wonderful weather we are having. I hope it will keep fine, it seems almost too good to last long”, or “How do you do? A bit parky, isn’t it?” “Parky” means “cold”, and it is only used when talking about the weather. Other typical comments on the weather are, “What is the weather like down your way?” or “What time did the rain get to your part of the world? Then there are people who pretend they know exactly what the weather will do next. That sort of person is always convinced that it will get worse.

English people are apt to complain of the British climate as being damp and rainy, and foreigners laugh at it and say that the English summer is made up of three fine days and a thunderstorm.

The British Isles which are surrounded by the ocean have an insular climate. The three things that chiefly determine the climate of England are: 1) the position of the island in the temperature belt; 2) the fact that the prevailing winds blow from the west and south-west; 3) the warm current – the Gulf Stream that flows from the Gulf of Mexico, along the western shores of England.

The climate is mild. It is hard to say that England has typical weather because of the sudden changes that occur - showers from what was only a few hours before a clear blue sky; sunshine that makes you want to leave off most of your clothes followed by winds that set you wishing for two overcoats. The winter fogs are, indeed, awful; they surpass all imagination.

So, what is the weather like in England in winter? The temperature seldom falls below 3/4 degrees. The usual temperature is about zero; the landscape doesn’t change very much in winter. The grass remains green all the year round. The air is frequently damp and foggy. It often rains and it seldom snows. The snow usually melts very quickly. The English ports are ice-free and its rivers are not frozen throughout the year. But still, in the winter months. Britain is affected by Polar air. Then there is a cold, dry, biting wind which brings black frosts. February and March are the months with most snow though it can fall as late as June in the Scottish Highlands.

The seasons do not differ too sharply from one another, one merges gradually into another. Spring comes slowly in England and it grows warmer gradually. Spring is the driest season. Cold, dry winds blow, the skies are calm and clear. The weather in spring, however, is changeable, and even if the sky is blue, without a single cloud in the morning, it is always wise to take an umbrella.

In early summer the winds send fine sunny weather with blue skies in which clouds may build up by day and die away at night. If the temperature goes above 23 or 25 degrees they call it a heatwave, because it is above the usual average temperature for their summers. Thunderstorms are common in summer and the counties in the east get most rain in this season. But the rain is heavier in the hills and it is here that great floods occur which do the most damage in narrow valleys.

Because of its climate England is a land of gardens and flowers. Indeed, they have flowers all the year round. Roses, for example, can be found in flower-beds from late spring until December.

In early autumn, especially after a fine summer, the air is damp as the sun sinks lower. The temperature falls and mist and fog form in the evening after a fine day. At first they melt in the warmth of the early morning sun but as the days get shorter they may last throughout the day. At other times strong winds bring stormy weather with heavy rains and gales.

The English people find it difficult to convince foreigners that England is not always, or most of the year covered with a thick blanket of fog. It is true that they do have some fog, but only rarely there is such a thick fog that all the traffic comes to a standstill. These thick fogs that are called “pea-soupers” (pea-soup fogs) belonging more to fiction than to fact are very bad for the lungs and can kill people who suffer from bronchitis or asthma.

The weather changes with the change of the season. Winter cold comes back when spring seems already to be here, or warm fine summer days return in mid-October (Indian summer) gilding the autumn leaves.

The highlands and the mountains lie mainly in the west and are affected by the winds off the ocean. The plains lie mainly in the east, and are affected by frosts and drought. But there is a feel of wind almost everywhere. The moods of British weather are really surprising. On the whole the warm moist winds off the warm waters of the North Atlantic Drift are so common that the general climate is very mild.

Droughts occur, but crops are never a complete loss, nor do animals perish. Sometimes a little whirlwind (a “twister”) can destroy houses, heavy snowfalls and the much commoner icy roads can stop traffic but fog is the greatest disaster that can happen, causing accidents on roads and railways. These events fill the newspapers, but in contrast with the heatwaves in New York, or blizzards on the prairies, floods in China, droughts in Australia, hurricanes in Florida or tornadoes in Kansas, British weather seems indeed mild.

In England they always have the weather to talk about. So whenever you strike up a conversation in England, may be at the barber’s, in the street or on a train journey, you inevitably get around to two subjects – the weather and sport, which are as much part of English life as bacon and eggs, roast beef and the Houses of Parliament.

Glossary

1) to perpetuate – to make something continue to exist for a long time – увічнювати, зберігати назавжди

2) to count on – to depend on or to be certain of someone or something – розраховувати на...

3) to be apt to do smth. – to have a natural tendency to do smth. – бути схильним до

4) a prevailing wind – a wind that blows over a particular area most of the time

5) black frost – a low temperature that causes intense cold without ice crystals – мороз без інею

6) to merge into smth. – to seem to disappear into smth and become part of it

7) clouds build up – clouds, that is the mass of watervapour which can be seen floating above the earth gather together (disappear) – хмари збираються (зникають)

8) a heat-wave – a rather long period of very hot weather – смуга сильної спеки

9) a gale – a rather strong wind between a breeze and a storm – сильний штормовий вітер

10) a pea-soup fog – a thick, yellow fog especially in London – густий жовтий туман

11) to gild – to make smth. look as if it is covered in gold

12) off the ocean – the adverb “off” usually means “from” or “away from” smth.

In the text the phrase means “вітри, що дмуть з океану”.

13) a drought – a period of dry weather that makes the land hard and affects the crops – посуха

14) a whirlwind – a swift circular movement of the air, a windstorm – вихор

15) a blizzard – a severe snowstorm with a strong wind – буран/хуртовина

16) a tornado – a very strong whirlwind – сильний вихровий шквал.

**Exercise 7.2. Find the English equivalents in the text.**

• європейський материк

• загальновідомий факт (думка)

• кількість опадів

• ... чим далі на захід, тим більше дощіть

• м'які зими

• мати погану репутацію

• ... виходячи з того, що британці, здається, постійно говорять про погоду

• про англійський клімат ходить багато жартів

• ... розраховувати на те, що погода буде гарною

• наступна фраза буде напевно про погоду

• англійці схильні (звикли) скаржитися на свій клімат

• острова, оточені океаном

• ... три параметра, які в основному визначають клімат Великобританії

• ... вітри переважно дмуть із заходу й південного заходу

• зливи, за кілька годин до яких було чисте блакитне небо

• трава залишається зеленою весь рік

• в зимові місяці британські острови знаходяться під впливом полярного повітря

• погода поступово стає теплішою

• весна – найсухіша пора року

• збиратися / зникати (про хмари)

• влітку часто бувають грози

• температура падає і ввечері утворюється туман

• туман розсіюється в теплих променях раннього ранкового сонця

• іноді сильні вітри несуть з собою грозову погоду

• ... переконувати іноземців

• бути покритим густим туманом

• вітри, що дмуть з океану

• примхи англійської погоди дивні

• іноді бувають посухи

• клімат Англії здається помірним

• розговоритися / завести розмову про ...

**Exercise 7.3. Answer the following questions.**

1) Is the climate of Britain different from that of the north-western part of the European mainland?

2) Why do English people always seem to be talking about the weather?

3) What do Englishmen usually start talking about when they meet?

4) What are the three things that chiefly determine the climate of England?

5) What is the weather like in Britain in winter?

6) What does the cold winter wind bring?

7) Which months are marked by most snow?

8) Which is the driest season in Britain?

9) What is the weather like in Britain in spring?

10) Are thunderstorms common in summer?

11) What is the weather like in Britain in autumn?

12) Why is the climate of the British Isles mild?

13) How does the North Atlantic Drift influence the weather of the British Isles?

**Exercise 7.4. Find answers to the following questions in the text.**

1) Who is supposed to have created the image of Great Britain as that of a wet foggy land? 2) What do the mild winters mean? 3) Why had Britain’s climate got such a bad reputation? 4) What does “parky” mean? 5) What affects British weather in winter? 6) Where can snow fall as late as June? 7) Which countries get most rain in summer? 8) Where is the rain heavier? 9) Where do great floods occur? 10) What is Indian summer? 11) Why do English people find it difficult to convince foreigners that England is not always covered with a thick blanket of fog? 12) What is a “twister”? 13) Do heavy snowfalls occur in Great Britain?

**Exercise 7.5. Find factual information in the text to prove that.**

1. The climate of Great Britain is more or less the same as that of the north-western part of the European mainland.

2. There are many jokes about the English climate.

3. It is hard to say that England has typical weather.

4. Spring comes slowly in England.

5. England is a land of gardens and flowers.

6. Fog is the greatest disaster that can happen.

7. British weather can be favourably compared with the weather of other countries.

**Exercise 7.6. Break up the text into several parts. Give a title to each part.**

**WRITING PRACTICE**

**Exercise 1. Comment upon the quotations.**

“There is really no such thing as bad weather, only different kinds of good weather.” - *John Ruskin*.

“When two Englishmen meet, their first talk is of the weather.” - *Samuel Johnson.*

“Life, believe, is not a dream,

So dark as sages say;

Oft a little morning rain

Foretells a pleasant day!” - *Charlotte Bronte*.

**Exercise 2. You are working on a film and have to describe the weather scene for the following clips – use your imagination!**

1. Two cowboys are riding across the desert.

2. It is a dark night in the middle of nowhere where strange things have been happening.

3. The railway station and a parting between two lovers.

4. Guests in the Large Hotel on the coast are stranded because of a hurricane which has hit the area.

**Exercise 3. Comment on the following statements.**

1. Would you agree that there is no reason to feel bored in autumn?

2. Account for the fact that most people are happy when winter is over and warm weather sets in.

3. Are you sure that one should not put off the outing if one hears the forecast promising unsteady weather?

4. Some people are convinced that late autumn has many advantages as compared to the other seasons. What’s your opinion?

5. Prove that winter is the best time for a holiday.

**Exercise 4. Think and write what you like to do in good and bad weather.**

**Exercise 5. Write an essay on one of the following topics.**

1. A lot of people like winter/summer but I hate it.

2. How the weather can help people in different situations.

3. Once I was caught in a rainstorm/snowstorm.

4. How the weather affects me.

5. I don’t believe weather forecasts, I believe weather lore.

**LISTENING PRACTICE**

*WEATHER FORECAST*

(Elementary level)

**Exercise 1.1 (Track 1) Listen to the weather forecast and match the two halves of the sentences.**

|  |  |
| --- | --- |
| 1. The weather in the north is mostly | 1. rainy. |
| 1. The weather in the east is mostly | 1. cloudy and sunny |
| 1. The weather in the west is mostly | 1. dry and cloudy |
| 1. The weather in the south is mostly | 1. windy |

**Exercise 1.2 (Track 1) Listen to the weather forecast again and write the word to fill the gap.**

1. Welcome to the weather forecast. Now, let’s see what the weather is \_\_\_\_ today.
2. In the north of the country it’s very windy and cold. There is a \_\_\_\_ of some rain, too.
3. The temperature is around 10 \_\_\_\_\_ centigrade.
4. In the east it’s rainy all day today, I’m afraid. There may be a thunderstorm in the afternoon. The \_\_\_\_\_\_ is a bit higher, at around 13 degrees.
5. In the west and middle of the country the weather is dry \_\_\_\_\_\_ cloudy.
6. The south of the country has the \_\_\_\_\_ weather today. It’s cloudy most of the time but sunny this afternoon.

*WEATHER FORECAST*

(Intermediate level)

**Exercise 2.1 (Track 2) Listen to four weather forecasts for tomorrow. As you listen match the forecasts 1-4 to the weather conditions a-e. There is one answer you do not need.**

1. It will be mainly warm and wet. \_\_\_\_\_\_
2. It will be cold, damp and foggy. \_\_\_\_\_\_
3. It will be mainly hot and fine. \_\_\_\_\_\_
4. It will be cold with thunder and heavy rain. \_\_\_\_\_\_
5. It will be snowing and very cold. \_\_\_\_\_\_

**Exercise 2.2 (Track 2) Listen to the weather forecast again and match words 1-8 to a-h to make word combinations. Say what the word combinations mean.**

|  |  |
| --- | --- |
| 1. a rumble | 1. showers |
| 1. fog | 1. spells |
| 1. heavy | 1. wind |
| 1. sunny | 1. of thunder |
| 1. a north-easterly | 1. pressure |
| 1. an area of low | 1. patches |
| 1. local | 1. start to the day |
| 1. a chilly | 1. flooding |

**UNIT 2**

**“PEOPLE”**

**GRAMMAR PRACTICE**

***Past simple and past continuous***

**Exercise** **1. Correct the mistakes in these sentences in the Past Simple.**

1. I goed to the bank yesterday.

2. Were you lived in Germany?

3. Last week he drived to Athens.

4. The schools wasn’t opened for three days.

5. Do you fed the birds?

6. The museum haved two thousand visitors last week.

7. Did you can swim when you were a child?

8. Mariola seed her first film when she was twelve.

9. I didn’t spoke to the electrician last night.

**Exercise** **2. Rearrange the words to make sentences in *Past simple*.**

1. went I on a trip Africa through year Last.

2. didn’t clothes me I enough bring with.

3. you eat What on food did trip your?

4. send needed me extra to some My food friends.

5. Africa you to enjoy visit Did your?

**Exercise** **3. Put the correct preposition: *in, on* or *at*, into each sentence.**

1. Could you come and visit me \_\_\_\_\_\_ Saturday?

2. \_\_\_\_ eight o’clock tonight there will be a firework display.

3. He first went to school \_\_\_\_\_ 1969.

4. I am visiting my grandmother \_\_\_\_\_\_ Christmas Day.

**Exercise** **4. Choose the correct verb forms.**

1. She *was eating/ate* an apple when she found a worm in it.

2. They couldn’t get into the cinema while the film *was showing/showed.*

3. What *were you doing/did you do* at the time when the police caught you?

4. When Stephen *was arriving home/arrived* home, I was eating dinner.

5. The student *don’t listen/wasn’t listening* when the teacher gave the instruction.

**Exercise** **5. Use the prompts to make sentences using the Past Simple or Past Continuous.**

1. When bus arrive I read book

2. At eight o’clock film start

3. People live healthy lives thirty years ago

4. Sarah travel with her parents when she have the car accident

5. What you do at ten o’clock last night?

6. I not watch when the film start

7. He not very good at tennis

8. Which assistant work at 11 o’clock yesterday morning?

9. I not talk to you at that time

10. I finish university in 1999

11. When phone ring Arthur not sleep

12. Who be at home when the police come?

Exercise 6. Use the words in the box to fill the gaps.

|  |  |  |
| --- | --- | --- |
|  | until, afterwards, then, at first, at the moment |  |

1. \_\_\_\_\_ I didn’t understand the question but I did later.

2. I really like my course \_\_\_\_\_\_\_\_.

3. I couldn’t swim \_\_\_\_\_\_ I was sixteen.

4. I was driving for ten hours. \_\_\_\_\_\_\_, I was very tired.

5. It was easy at the beginning but \_\_\_\_\_\_\_ it got harder.

**Exercise** **7. Translate the sentences using the Past Simple or Past Continuous.**

1. Я увійшов до кімнати і [побачив свою дочку](http://refik.in.ua/dtbcaa/%D0%9E%D0%B3%D0%BE%D0%BB%D0%BE%D1%88%D0%B5%D0%BD%D0%BD%D1%8F+%D1%88%D0%B0%D0%BD%D0%BE%D0%B2%D0%BD%D1%96+%D0%BA%D0%BE%D0%BB%D0%B5%D0%B3%D0%B8%2C+%D1%81%D1%82%D1%83%D0%B4%D0%B5%D0%BD%D1%82%D0%B8%21a/main.html), яка щось малювала. 2. Хлопці їхали на автомобілі, коли сталася аварія. 3. Коли ми зайшли до кімнати, вона сиділа за столом. 4. Я [не почув](http://refik.in.ua/dtbcaa/%D0%9D%D0%B5+%D0%BB%D0%B8%D1%88%D0%B5+%D1%82%D0%BE%D0%B9+%D1%81%D0%B2%D1%96%D1%82%2C+%D1%89%D0%BE+%D1%83+%D0%B2%D1%96%D0%BA%D0%BD%D1%96a/main.html), що він сказав мені, тому що я слухав музику. 5. Коли це сталось? – Це сталось, коли ми йшли на роботу. 6. Вчора він сидів у своїй кімнаті, коли зайшла його дружина і сказала, що діти прийшли додому. 7. Чому ти зробив стільки помилок в останньому диктанті? – Я думав про щось інше під час диктанту. 8. Вона [зламала ключ](http://refik.in.ua/dtbcaa/%D0%AF+%D0%B7%D0%B0%D0%B1%D1%8B%D0%BB+%D0%B5%D0%B3%D0%BE+%D0%B8%D0%BC%D1%8F.+%D0%AF+%D0%B7%D0%B0%D0%B1%D1%8B%D0%BB+%D0%B5%D0%B3%D0%BE+%D0%B8%D0%BC%D1%8F+%28%D0%B8+%D0%BD%D0%B5+%D0%BF%D0%BE%D0%BC%D0%BD%D1%8E+%D0%B5%D0%B3%D0%BE+%D1%81%D0%B5%D0%B9%D1%87%D0%B0%D1%81%29.+%D0%93%D0%B4%D0%B5+%D1%82%D0%B2%D0%BE%D0%B9+%D0%BA%D0%BB%D1%8E%D1%87%3Fa/main.html), коли намагалась відчинити двері. 9. Минулої п’ятниці я весь день працював над доповіддю. 10. Що робили діти, коли ви зайшли до кімнати? – Вони гралися м’ячем. 11. Позавчора о другій я ремонтував годинник. 12. Коли ми пливли на човні, ми побачили маленький острів попереду. 13. Хто допомагав тобі, коли ти прибирала в кімнаті? 14. Минулого року мої батьки взяли мене з собою у відрядження. 15. Ти спав вчора о десятій? – Ні. В цей час я гуляв зі своїм собакою у дворі. 16. Вчора я кудись поклав свої зошити. 17. Ми прийшли додому о п’ятій годині. В цей час наш син дивився телевізор. 18. Що вона відповіла вам, коли ви запросили її в театр? 19. Мати приготувала обід о четвертій годині. 20. Він не дивився телевізор о шостій годині, він слухав музику.

**Exercise** **8. Use the Past Simple or Past Continuous instead of the infinitives in brackets.**

1. When her husband \_\_\_\_\_ (arrive) home, Anne \_\_\_\_\_\_(watch) television. 2. I \_\_\_\_\_\_\_ (prepare) dinner when the telephone  \_\_\_\_\_\_ (ring). 3. What \_\_\_\_\_\_ (you do) when the postman \_\_\_\_(arrive)? 4. Julie \_\_\_\_\_   (learn) to drive when she \_\_\_\_\_ (work) in  London. 5. Where \_\_\_\_\_\_\_ (you sit)   when the show \_\_\_\_\_\_ (begin)? 6. I \_\_\_\_\_\_ (visit) Athens while I \_\_\_\_\_\_\_ (tour) Greece. 7. It was when he \_\_\_\_\_\_\_ (cross) the street that John\_\_\_\_\_\_ (fall). 8. What \_\_\_\_\_\_(you see) while you \_\_\_\_\_\_\_\_ (wait) for the bus? 9. Where \_\_\_\_\_\_ (you go) when your car \_\_\_\_\_\_(break) down? 10. Julie \_\_\_\_\_\_\_\_\_ (meet) Peter when she \_\_\_\_\_\_\_\_ (walk) in the park.

**Exercise 9. Put the verbs into the correct tense Past Simple or Past Continuous.**

1. When I \_\_\_\_\_\_ (get) up yesterday, the sun \_\_\_\_\_\_ (shine). 2. It \_\_\_\_\_\_ (to be) a beautiful morning. 3. So I \_\_\_\_\_\_ (decide) to cycle around a little. 4. I \_\_\_\_\_\_ (go) to the shed and \_\_\_\_\_\_ (take) out my bike. 5. While I\_\_\_\_\_\_ (cycle) past some villages, I \_\_\_\_\_\_ (see) some people in their gardens. 6. One man\_\_\_\_\_\_ (mow) the grass while his wife\_\_\_\_\_\_ (pick) strawberries. 7. After one hour of cycling in sunshine, a big fat raincloud suddenly\_\_\_\_\_\_ (appear) and it\_\_\_\_\_\_ (start) to rain. 8. Luckily, a farmer \_\_\_\_\_\_ (notice) me and\_\_\_\_\_\_ (tell) me to come in. 9. While it\_\_\_\_\_\_ (rain) outside, I \_\_\_\_\_\_ (sit) in the farmer's house. 10. After a while, the sun \_\_\_\_\_\_ (come) out again. 11. I \_\_\_\_\_\_ (thank) the farmer for his hospitality and \_\_\_\_\_\_ (move) on.

**Exercise 10. Put the verbs into the correct tense Past Simple or Past Continuous.**

1. George (fall) off the ladder while he (paint) the ceiling. 2. While Tom (cook) the dinner, the phone (ring). 3. Ann (wait) for me at home when I (arrive) yesterday. 4. Tim (take) a photograph of me while I (not /look). 5. What (you/do) at this time yesterday? 6. I (see) Carol at the party. She (wear) a really beautiful dress. 7. I (break) a plate last night. I (do) the washing up. 8. (you/watch) television when I (arrive)? 9. Last night I (read) in bed when suddenly I (hear) a scream. 10. We (not/go) out because it (rain). 11. We (do) our homework while our mum (cook) dinner. 12. I (see) Jim in the park. He (sit) on the grass and (read) a book.

**Exercise** **11. Write sentences about the past (*yesterday / last week* etc.).**

1. He always goes to work by car. *Yesterday he went to work by car.*

2. They always get up early. This morning they \_\_\_\_\_\_.

3. Bill often loses his keys. He \_\_\_\_\_\_ last Saturday.

4. I write a letter to Jane every week. Last week \_\_\_\_\_\_.

5. She meets her friends every evening. She \_\_\_\_\_\_yesterday evening.

6. I usually read two newspapers every day. \_\_\_\_\_\_ yesterday.

7. They come to my house every Friday. Last Friday\_\_\_\_\_\_.

8. We usually go to the cinema on Sunday. \_\_\_\_\_\_ last Sunday.

9. Tom always has a shower in the morning. \_\_\_\_\_\_ this morning.

10. They buy a new car every year. Lest year \_\_\_\_\_\_.

**Exercise** **12. Put the verb into the Past Continuous or Past Simple.**

1. Jane wasn’t at home when I went to see her. She \_\_\_\_\_\_ (work).

2. I \_\_\_\_\_\_ (get) up early this morning. I \_\_\_\_\_\_ (wash), \_\_\_\_\_\_ (have) breakfast.

3. The postman \_\_\_\_\_\_ (come) while I \_\_\_\_\_\_ (have) breakfast.

4. We \_\_\_\_\_\_ (meet) Joan at the party. She \_\_\_\_\_\_wear) a red dress.

5. The boys \_\_\_\_\_\_ (break) a window when they \_\_\_\_\_\_ (play) football.

6. I was late but my friends \_\_\_\_\_\_ (wait) for me when I \_\_\_\_\_\_ (arrive).

7. I\_\_\_\_\_\_ (get) up at 7 o’clock. The sun \_\_\_\_\_\_ (shine), so I \_\_\_\_\_ (go) for a walk.

8. He \_\_\_\_\_\_ (not/drive) fast when the accident \_\_\_\_\_\_ (happen).

9. Margaret\_\_\_\_\_\_ (not/go) to work yesterday. She was ill.

10. “What \_\_\_\_\_\_ (you/do) on Saturday evening?”. “I went to the cinema”

11. “What \_\_\_\_\_\_ (you/do) at 9.30 on Saturday evening?” “I \_\_\_\_\_\_ (watch) a film in the cinema”.

**VOCABULARY PRACTICE**

**Exercise** **1. Which adjectives would you use to describe each of these people?** *dedicated determined friendly hard-working helpful inspirational kind lovely patient talented*

1. John works for a charity in Africa. He is paid little, and works long days. He wants to help the people of his country. He is \_\_\_\_\_\_\_\_\_\_.

2. Sophia works with children in a nursery school. She loves reading stories and playing games. She speaks softly when a child is upset. She is \_\_\_\_\_\_\_\_\_\_\_\_.

3. Ann can play ten musical instruments. She plays violin and cello in an orchestra. She practises three hours a day. She is \_\_\_\_\_\_\_\_\_\_\_\_.

4. Last year, Paul tried four times to climb Mount Everest, the highest mountain in the world. Today, he is starting his fifth trip. He is \_\_\_\_\_.

**Exercise 2. Read and translate the text.**

*MARTIN LUTHER KING*

Martin Luther King was an important leader in the American civil rights movement, the political struggle by black people in the USA to get equal rights with white people.

*Life story*

Martin Luther King was born on 15 January 1929 in the city of Atlanta in the USA. He was the son of a minister of the Baptist Church, and later became a minister of the church himself. While he was growing up, King saw a lot of differences in the lives of white people and of black people. As an adult, he went on to lead many protests against these differences until he was killed on 4 April 1968.

*Political movement*

One day in 1956, a black woman, Rosa Parks, was travelling on a bus. When a white man told her to give him her seat (which the law said she must do), she refused. Her act led to many similar protests. At the time of Rosa Parks’ action, King was serving as a minister in his father’s church. King became the leader of a protest among all black people in the state of Alabama. They refused to travel on buses. During the bus protest, Martin Luther King’s home was bombed and he was arrested by the police.

From that time, King became a leader among black people in the south of the USA. He travelled all over the country and the world, speaking to people about the unequal treatment of black and white people, and looking for support for the civil rights movement. He led protests and marches for equal rights, wrote books on the subject and even met with presidents. However, his ideas and acts were not popular with everyone. In 1968, while leading a protest in the city of Memphis, Martin Luther King was shot and killed.

**Exercise** **2.1. Answer these questions about the text.**

1. What in Martin Luther King’s early life made him want to struggle for equal rights?

2. Why did the man think Rosa Parks would give him her seat?

3. Why do you think Martin Luther King was killed?

**Exercise** **2.2. Complete the following sentences.**

1. While Martin Luther King was growing up he saw

2. While Rosa Parks was travelling on a bus a man

3. At the time of Rosa Parks’ protest, Martin Luther King

4. While the bus protest was happening, Martin Luther King

5. At the time he was killed, Martin Luther King

**Exercise** **2.3. Write a short passage about the kind of man you feel Martin Luther King was. Try to use some of the adjectives: *dedicated, determined, hard-working, friendly, helpful, inspirational, kind, lovely, patient, talented*.**

**Exercise 3. Read and translate the text.**

*THE FACE OF SEVEN BILLION PEOPLE*

There are seven billion people in the world in total!

*AGE* The average person in the world is twenty-eight years old. In Japan, the average life expectancy for a woman is eighty-six. In Afghanistan, it’s forty-five.

*POPULATION* Twenty percent of the world’s population live in China. There are 1.2 billion people in India.

*LANGUAGE* Thirteen percent of the world’s population speak Mandarin as their first language. Five percent speak Spanish as their first language. Five percent also speak English as their first language; but English is a second language for one billion people.

*RELIGION* There are many different religions in the world. For example, thirty-three percent of the world are Christian, twenty-one percent are Muslim and thirteen percent are Hindu.

*JOBS* Forty percent of people work in a service industry (hotels, banks, etc.), thirty-eight percent are in agriculture and twenty-two percent are in manufacturing and production.

*CITY AND COUNTRYSIDE* Fifty-one percent of the world’s population live in cities and forty-nine percent live in the countryside.

*INTERNET AND MOBILE PHONES* Two point five billion people in the world use the Internet and five billion people have a mobile phone.

**Exercise** **3.1. Answer these questions about the text.**

1.There are seven billion people in the world. How many people are in your country?

2. Which information in the article is new or surprising for you?

**Exercise** **3.2. Read the article and match the numbers in the box with the information** (1–8):

51% 86 1 billion 1.2 billion 38% 21% 5 billion 2.5 billion

1) the life expectancy of a Japanese woman

2) the population of India

3) the number of speakers of English as a second language

4) the percentage of Muslims

5) the percentage of workers in agriculture

6) the percentage of people in cities

7) the number of people with access to the Internet

8) the number of people with a mobile phone Critical thinking the writer’s purpose

**Exercise** **3.3. Read the article again. What is the writer’s purpose? Choose the correct answer (a, b or c).**

He writes  …. a) information b) an opinion c) a story

**WRITING PRACTICE**

**Exercise1.Write an essay.**

1.1. You have decided to enter a creative writing competition. The title of the competition entry is the following: “Describe an interesting person you know or a person who makes you happy”.

Consider the following:

- What are some important details about this person’s appearance and character? Make a list.

- What order should you put your information in?

- How will you make your beginning or ending interesting?

- Should you include how you first met this person or mention how this person acted in a specific situation?

1.2. Write your description.

USEFUL TIPS: 1. Make notes before you write. Think about what information will be interesting for the reader. 2. Put different information in different paragraphs. Decide on an order for them. 3. Think of an interesting beginning and ending. 4. Use details and adjectives. They make a description more vivid. 5. Reread your text after you have finished and think about what else might be interesting for the reader. 6. Check your text for spelling and grammar mistakes.

**Exercise 2. Write a short description of a person you like or dislike.**

You can write about his / her appearance, character and habits (about 100 words).

**Exercise 3. You are going to invite a famous person from the past or present to dinner**. Who would you invite? Make notes under these headings:

- his/her life (early, later);

- personality:

- influence:

- his/her abilities, skills:

- two questions you would like to ask him/her.

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the BBC program “Introvert… and proud!” and match the words/phrases wit their definitions. You will hear all these phrases in the program.**

|  |  |
| --- | --- |
| 1. **ambivert** | 1. overpower |
| 1. **reflective** | 1. capabilities of the mind |
| 1. **recharge their batteries** | 1. thoughtful |
| 1. **inner resources** | 1. a mixture of introvert and extrovert |
| 1. **drained** | 1. regain their strength and energy |
| 1. **intimidate** | 1. consider carefully |
| 1. **think through** | 1. very tired |

**Exercise 1.2 Listen to the program “Introvert… and proud and” and answer the questions.**

1) Who first used the term 'extrovert'?

a) Sigmund Freud;

b) Friedrich Nietzsche;

c) Carl Jung

1. What did Neil NOT do on a Saturday night?
2. went out;
3. curled up on a sofa;
4. met some friends
5. Two of these characteristics are about introverts. They …
6. have **inner resources;**
7. rely on other people to enjoy themselves;
8. are thoughtful
9. The best teaching strategy for introverts is:
10. put two introverts together in a pair;
11. allow for wait time for introverts to process the information;
12. put introverts in large groups

**UNIT 3**

**“MEDIA”**

**GRAMMAR PRACTICE**

***Articles***

**Exercise 1. Correct the mistakes in the following sentences.**

1. Look at this picture. Do you like a dress she is wearing? \_\_\_\_\_\_\_\_\_\_

2. I don’t really enjoy watching a documentaries. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. But I did enjoy all documentaries I watched last night. \_\_\_\_\_\_\_\_\_\_\_\_

4. He works for radio station. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. My brother’s the journalist. He works for big newspaper. \_\_\_\_\_\_\_\_\_

6. I heard a good programme on radio last night. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. He is on internet every day for six hours. \_\_\_\_\_\_\_\_\_

8. People drive the cars too fast. \_\_\_\_\_\_\_\_\_

9. She started at factory last week. A factory is very new. \_\_\_\_\_\_\_

10. The zoo is buying the elephant. \_\_\_\_\_\_\_\_\_

**Exercise 2. Use *A, An, The* or Nothing (*zero article*)**

1. Britain is ….. island. 2. Bob is … student. 3. What is … largest city in Canada? 4. Don’t sit on … floor. It’s dirty. 5. We stayed at … small hotel. 6. Tom is in … bathroom. He is having … bath. 7. I don’t like … colour of your dress. 8. I’d like … umbrella. 9. We don’t like writing … letters. 10. Read ………. third chapter.

**Exercise 3. Use *A, An* or Nothing (*zero article*)**

1. There were many dogs in the park. One dog was \_\_\_ Dalmatian. 2. Pandas and \_\_\_ tigers are both endangered animals. 3. She is wearing \_\_\_ blue dress with red earrings. 4. Hawaii is \_\_\_ island in the Pacific Ocean. 5. Christmas comes once \_\_\_ year. 6. \_\_\_ ant is \_\_ insect. 7. The Nile is \_\_\_ river. 8. I went to the shop to get \_\_\_ bread. 9. He broke \_\_\_ glass when he was washing dishes. 10. You should take \_\_\_ umbrella.

**Exercise 4. Use *A, An, The* or Nothing (*zero article*)**

1. This coat was designed by \_\_\_ famous New York artist. 2. Can you tell me how to get to \_\_\_ bank from here? 3. \_\_\_ city museum is closed today. 4. He is one of \_\_\_ smartest people I know. 5. I recommend you eat \_\_\_ apple pie at this restaurant. 6. \_\_\_ milk is good for you. 7. Would you like to see \_\_\_ movie? 8. \_\_\_ apple a day keeps \_\_ doctor away. 9. I can't believe I failed \_\_\_ yesterday's test! 10. Do you have \_\_\_ dictionary that I can borrow?

**Exercise 5. Use *A, An, The* or Nothing (*zero article*)**

1. This is \_\_\_ easy question. 2. Please speak \_\_\_ little louder. 3. May I have your \_\_\_ phone number? 4. I have never seen \_\_\_ UFO. 5. May I ask you \_\_\_ question? 6. David is \_\_\_ best student in our class. 7. What is \_\_\_ name of the next station? 8. He has \_\_\_ my car today. 9. I went to \_\_\_ sea during my summer vacation. 10. Is there \_\_\_ public telephone near here?

**Exercise 6. Decide whether to use the definite article *The* or Nothing (*zero article*).**

1. My grandmother likes …..flowers very much. 2. I love …..flowers in your garden. 3. See you on ….Wednesday. 4. I always listen to ….radio in the morning. 5. Alex goes to work by…..bus. 6. Don't be late for…..school. 7. Listen! Dennis is playing ….trumpet. 8. We often see our cousins over ….Easter. 9. She has never been to ….Alps before. 10. What about going to Australia in ….February?

***Relative pronouns***

Exercise 7. Put the two sentences together using the relative pronoun in brackets.

Example: Picasso was an artist. He became very famous. (who)

*Picasso was an artist who became very famous.*

1. Carrots are healthy vegetables. They can make your skin go orange. (which)

2. UNICEF is an organisation. It helps children all over the world. (that)

3. Peter is the man. He brings the post every day. (who)

4. Newspapers are important means of communication. You can read them anywhere. (that)

5. Fiona Smith is a student. She studies medicine. (who)

6. PowerPoint is a computer programme. It helps you prepare presentations. (which)

7. Leonardo Da Vinci was a painter. He also invented many things. (who)

8. The SAS are professional soldiers. They do the most dangerous missions. (who)

**Exercise 8. Match the beginning and end of each sentence.**

|  |  |
| --- | --- |
| 1) A news reporter is a person  2) David Bailey is a photographer  3) A webcast is a programme  4) A documentary is a programme  5) This is the presenter  6) The EU is a group of countries | A) which gives you information on a topic.  B) who interviewed Bill Gates on TV.  C) who takes pictures of the rich and famous.  D) that have political and economic ties.  E) who researches and writes about stories.  F) which is broadcast on the Internet |

**Exercise 9. Fill in each blank using a relative pronoun: *which, where, whose, who, why.***

1. Have you any idea *….*they were arguing? 2. The hotel *…*we stayed was very good for the price. 3. This is the bank *….*was robbed yesterday. 4. A boy *….*sister is in my class was in the bank at that time. 5. The man *…*robbed the bank had two pistols. 6. He wore a mask *….*made him look like Mickey Mouse. 7. He came with a friend …. waited outside in the car. 8. The woman *….*gave him the money was young. 9. The bag *…*contained the money was yellow. 10. The people *…*were in the bank were very frightened.

# Exercise 10. Choose one of the following relative pronouns *who, which or whose*.

# 1. I talked to the girl …car had broken down in front of the shop. 2. Mr Richards, ….. is a taxi driver, lives on the corner. 3. We often visit our aunt in Norwich ….is in East Anglia. 4. This is the girl ….comes from Spain. 5. That's Peter, the boy ….has just arrived at the airport. 6. Thank you very much for your e-mail ….was very interesting. 7. The man, ….father is a professor, forgot his umbrella. 8. The children, …..shouted in the street, are not from our school. 9. The car, ….driver is a young man, is from Ireland. 10. What did you do with the money ….your mother lent you?

**Exercise 11. Fill in each blank using a relative pronoun: *which, where, what, whom, whose, who.***

1. The toy, … I'd ordered over the internet, was for my son. 2. The books …. I'd ordered from a bookshop arrived the following week. 3. My parents, … were born in the north of England, moved to London to find work. 4. The man …. lives upstairs is always playing music when I'm trying to get to sleep. 5. The building … I live in was built in the 1920s. 6. The building … I live was built in the 1920s. 7. The car's making a funny noise again, … means we'll have to get someone to look at it. 8. The employee to … you refer is no longer working for this company. 9.  Do you remember the name of the man ….. car you crashed into? 10. Have you any idea … they were arguing about?

**Exercise 12. Fill in each blank using a relative pronoun: *who, whom, whose* or *where***.

1. What's the name of the man … car you borrowed? 2. This is the girl … he fell in love with in Madrid. 3. A pacifist is a person … believes that all wars are wrong. 4. A large media group requires a multi-talented designer … will work on a range of projects. 5. The place … we spent our holidays as really beautiful. 6. This school is only for children … first language is not English. 7. I don't know the name of the woman to … I spoke on the phone. 8. I don't know … did it. 9. I know the candidate …. I am going to support in the next elections. 10. The police identified the murderer …. fingerprints were on the knife.

**VOCABULARY PRACTICE**

**Exercise 1. Choose the most appropriate word from the box to complete each sentence.**

*politician search engine article programme*

*photography reality TV show soap opera comedy*

1. The people on a \_\_\_\_\_\_\_\_\_\_are watched by cameras 24 hours a day.

2. When a newspaper journalist writes an \_\_\_\_\_\_\_\_\_\_\_\_ it is printed in a newspaper.

3. When a TV journalist makes a report it is shown on a news \_\_\_\_\_\_\_\_.

4. A \_\_\_\_\_\_\_ is a person who makes or wants to make decisions in government.

5. I watched a great \_\_\_\_\_\_\_\_\_\_ last night and I couldn’t stop laughing!

6. If you want to find something on the Internet, start with a \_\_\_\_\_\_\_\_\_.

7. The quality of John’s pictures impressed the judges with his skill in \_\_\_\_\_\_\_\_\_\_.

8. I watch a \_\_\_\_\_\_\_\_\_\_\_\_ every night because I want to see the characters develop.

Exercise 2. Complete the words in these sentences.

1. He studied poli\_\_\_\_\_\_\_\_\_\_ at university.

2. His favourite hobby is phot\_\_\_\_\_\_\_\_\_\_\_.

3. Karol’s father is a poli\_\_\_\_\_\_\_\_\_\_\_.

4. He’s seeing a psych\_\_\_\_\_\_\_\_\_\_\_ for his phobia.

5. I hated sci\_\_\_\_\_\_\_\_\_\_\_ at school.

6. This painting is by a very famous ar\_\_\_\_\_\_\_\_\_\_\_.

7. Many sci\_\_\_\_\_\_\_\_\_\_\_\_ do not accept the results of these tests.

8. Doctor Smith has a masters in psych\_\_\_\_\_\_\_\_\_\_\_\_.

9. Painting is my favourite ar\_\_\_\_\_\_\_\_.

**Exercise 3. Read and translate the text.**

MEDIA JOB ADVERTISEMENTS

*Producer*

ABLE TV is looking for a hard-working and dedicated producer prepared to work on a variety of different television programmes. You should have experience of producing drama, especially soap operas. It is preferable if your experience includes other programmes such as documentaries, live broadcasts, comedy and advertisements.

*Radio presenter*

RADIO 10 requires a presenter for a new lifestyle series. Each programme in the series will look at a different aspect of modern popular culture. You should have a very good knowledge of popular media: celebrity lifestyles, soap operas, fashion and pop music. You will be required to carry out your own research and develop your own reports.

*Designer*

A large media group requires a multi-talented designer to work on a range of projects for both printed media and electronic media such as the Internet. You must have experience in designing newspaper advertisements, illustrated magazines and page layout for magazines and websites.

*News reporter*

A major news agency is looking for a talented and flexible journalist to work as a news reporter on their team. We require someone who will write newspaper stories, TV reports and webcasts. You must have experience of writing for newspapers, magazines and the Internet. You must also be willing to work in a lot of different situations at short notice.

**Exercise** **3.1. Answer the questions about the text**.

1. Which jobs require experience working in television? \_\_\_\_\_\_\_

2. Which jobs require experience working for newspapers? \_\_\_\_\_\_\_

3. Which jobs require experience with advertising? \_\_\_\_\_\_\_

4. Which jobs require someone who can write? \_\_\_\_\_\_\_

5. Which jobs want someone to put work on the Internet? \_\_\_\_\_\_\_

6. Which jobs require someone to work on a variety of different projects?

**Exercise** **3.2. Look at the text and find a word that matches each of the definitions below.**

1. Ready to work hard for a long time. \_\_\_\_\_\_\_

2. Good at a number of different things. \_\_\_\_\_\_\_\_\_

3. Willing to work in a lot of different environments at short notice. \_\_\_\_\_\_\_\_

4. The way that a person or group of people live. \_\_\_\_\_\_\_\_\_

5. The adjective form of the verb ‘to prefer’. \_\_\_\_\_\_\_\_\_

6. A group of programmes on a connected theme or with the same characters. \_\_\_\_\_\_

7. Describes the Internet, CD-ROMs and other computer programmes. \_\_\_\_\_\_

**Exercise** **3.3. Write a short letter of application for one of these positions**.

**Exercise 4. What do we know about newspapers? Match the words with their meanings.**

|  |  |
| --- | --- |
| 1. heading 2. interview 3. to issue 4. to observe 5. to cover the topic 6. article 7. editorial board 8. to report 9. edition 10. view | 1. - to notice, to watch attentively 2. - meet and talk to someone 3. - way of thinking about something, person’s opinion 4. - publication, the number of copies of a newspaper 5. - to prepare a detailed account of an event for a newspaper 6. - to come out, to publish 7. - a piece of writing 8. - the title at the top of text 9. - to deal with the topic 10. - a group of people who prepare something for publication |

**Exercise 5. Explain the meaning of each underlined phrase in other words. From the three choices given (a,b,c), you should choose the one.**

1. Most newspapers come out every day.
2. *weekly b. daily c. monthly*
3. The Prime Minister paid a short visit to France.
4. *brief b. long c. two days’*
5. This editor pays a great attention to national affairs.
6. *states about b. demands that..... c. draws people’s attention*
7. The latest edition was very cheap.
8. *cost much money b. was too expensive c. cost a little money*
9. Public life, rich in interesting and important events, receive full coverage on the pages of our newspaper.
10. *isn’t widely covered b. is widely covered c. receives mutual understanding*
11. A foreign correspondent is ......
12. *a person who gives interview to journalists b. a journalist based abroad*

*c. prepares newspapers for publication*

1. People can preserve peace on our planet by........
2. *unity of action b. the arms race c. misunderstanding each other*
3. It’s better to.........not on battlefields but in sports and cultural life.
4. *overcome b. preserve c. compete*
5. The general opinion about television is that it is terrifically exciting, immensely powerful, and potentially very dangerous.

*a. however b. not so c. very, extremely*

1. Our common goal is.........everybody’s attention to the problems of peace.

*a. to help b. to attract c. to cover*

**Exercise 6. Choose the best word or words.**

1. A story or report written for a newspaper ......*called/is called* an article.

2. “The News of the World”has a huge......*circulation/ sale*.

3. The teacher said that if we......*wouldn’t understand/ didn’t understand* the article, we would have to read it again.

4. There ........*are too many / is too much* news on television nowadays.

5. We didn’t enjoy the article. ....... *Nor didn’t I/ Neither did I.*

6. Do you subscribe.......*on/to* any magazines?

7. Public life, rich ........*in/on* interesting events, receives full coverage on the pages of our newspapers.

8. The tabloid press is.........*much more popular / much popular* than the quality press.

9. In Britain, newspapers are ......*most/mostly* owned by individuals or by publishing companies.

10. The freedom of press.......*became/has become* actual and real today.

**Exercise 7. Give the close definition of the words.**

|  |  |
| --- | --- |
| 1. occasion 2. to publish 3. brief 4. supplement 5. to edit 6. to inform 7. headline 8. item 9. comment 10. interview | 1. - additional material 2. - to make generally known, to issue a publication 3. - a meeting at which a reporter gets information from a person 4. - an expression of opinion or critical note 5. - a separate piece of news ( as in newspaper) 6. - short in time 7. - to give information 8. - a special event, the time at which something happens, takes place 9. - to prepare for publication (an article) 10. - words in capital letters on the front page of a newspaper |

**WRITING PRACTICE**

**Exercise 1. Write an essay on one of the following topics.**

1. The Internet is a great tool when preparing for an essay or exam.

2. My favourite TV programme / TV series

3. The mass media, including television, radio and newspapers, have great influence in shaping people's ideas.

**Exercise 2.** **List the names of different newspapers you know. What's the difference between the different newspapers? Which type of newspaper do you prefer and why?**

**Exercise 3.** **Television is much spoken about nowadays. It has both good and bad points. What are your arguments for and against watching TV?**

Write a «for and against» essay, using the plan:

* General statement of the problem/ current situation
* Points for
* Points against
* Conclusion /weighing up the points outlined and coming to some decision

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the BBC program “How do you read your news?” and match the words/phrases with their definitions. You will hear all these phrases in the program.**

|  |  |
| --- | --- |
| 1. taken in | 1. number of copies (of a newspaper) distributed per day |
| 1. fake | 1. speak in an angry and usually unobjective way about something |
| 1. reliable | 1. not influenced by personal feelings or opinions |
| 1. feeling the pinch | 1. pretend |
| 1. objective | 1. written accounts |
| 1. rant | 1. dead |
| 1. circulation | 1. something you can trust |
| 1. chronicles | 1. not making enough money |
| 1. deceased | 1. fooled by something |

**Exercise 1.2 Listen to the program “How do you read your news?” and decide if these statements are true or false.**

1. Even serious news channels report fake news.
2. 70 000 national print newspapers are currently sold in the UK a day.
3. **Tim Luckhurst thinks that** journalism should be provided by professional reporters.
4. Tim Luckhurst insists that news will be successful only on a traditional platform – printed type.
5. Many advertisers prefer using digital platforms because they reach a wider and more targeted audience.
6. People understand that you cannot have good quality journalism for free.

**UNIT 4**

**“HEALTH”**

**GRAMMAR PRACTICE**

***Present Perfect***

**Exercise 1. Use the prompts to write Present Perfect sentences**.

1. He / be / doctor / five years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. We / know / each other / childhood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. I / have / my pet dog / March \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. My sister / be / the USA / 11 months \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. I / not be / to the dentist / over two years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. They / know / the secret / yesterday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 2.** **Choose the correct verb form in each sentence.**

1. I *lived/have lived* in Australia, Korea and Turkey.

2. *Did you go/Have you been* to the party last night?

3. So far today there *were/have been* no reports of a missing person.

4. I *didn’t go/haven’t been* to university yet.

5. *Did you go/Have you been* to the new nightclub in town?

6. Fifty people *applied/have applied* for this job last week.

Exercise 3. Make sentences using the Present Perfect and *since* or *for*.

*Example*: I / be / a painter / 1989. = *I have been a painter since 1989.*

1. The / light / not worked / Tuesday.

2. The charity / work / with children / 25 years.

3. you / hear / from Mark / March?

4. This / country / be / a republic / a century.

5. They / not drive / the car / three days.

6. Peter / not cook / a long time.

7. Professor Jones / give / any lessons / last week?

8. They / not meet / Graham / the last conference.

**Exercise 4. Put in the verbs in brackets into the gaps, using the Present Perfect.**

1. Emma ….this film on TV. (not/to see) 2. How often ……she ……..the office? (to phone) 3. ……the Millers ……..yet? (to arrive) 4. John …..on a trip through Alaska. (not/to go) 5. …….they ever ……..to New York? (to be) 6. Andy ………..his sister's bike. (not/to repair) 7. What ……….you ………in the kitchen? (to drop) 8. ……Toby ………his blue pen? (to find) 9. I ……..a new laptop. (to buy) 10. The students ….their homework. (not/to forget)

**Exercise 5. Change the verb into the correct form of Past Simple or Present Perfect.**

1. Last night I ……(lose) my keys – I had to call my flatmate to let me in. 2. I ……(lose) my keys - can you help me look for them? 3. I ……(visit) Paris three times. 4. Last year I ……(visit) Paris. 5. I ……(know) my great grandmother for a few years - she died when I was eight. 6. I …..(know) Julie for three years - we still meet once a month. 7. I ….. (play) Hockey since I was a child - I'm pretty good! 8. She …..(play) hockey at school but she didn't like it. 9. Sorry, I …..(miss) the bus - I'm going to be late.10. I …..(miss) the bus and then I ….(miss) the aeroplane as well!

**Exercise 6. Change the verb into the correct form of Past Simple or Present Perfect.**

1. I ….(go) to Scotland last month. 2. I'm sorry, John isn't here now. He ….(go) to the shops. 3. We …..(finish) this room last week. 4. I …..(finish) my exams finally - I'm so happy! 5. Yesterday, I ….(go) to the library, the post office and the supermarket. 6. I ….(go) to the supermarket three times this week. 7. She ….(live) in London since 1994. 8. She …..(live) in London when she was a child. 9. I …..(drink) three cups of coffee today.10. I …..(drink) three cups of coffee yesterday.

**Exercise 7. Put in the verbs in brackets into the gaps. Use the Present Perfect.**

1. Emma….this film on TV. (not/to see) 2. How often ……she …….the office? (to phone) 3. ……the Millers ……..yet? (to arrive) 4. John ……..on a trip through Alaska. (not/to go) 5. …..they ever ……to New York? (to be) 6. Andy ……..his sister's bike. (not/to repair) 7. What ……….you ………in the kitchen? (to drop) 8. …Toby ……his blue pen? (to find) 9. …..a new laptop. (to buy) 10. The students …..their homework. (not/to forget)

**Exercise 8. Put in the verbs in brackets into the gaps. Use Present Perfect.**

1. Karen ….me an e-mail. (to send) 2. Dave and Pat ……the museum. (to visit) 3. I ….at the pet shop. (to be) 4. They ……already ……their rucksacks. (to pack) 5. Marcus ……….an accident. (to have) 6. We ……the shopping for our grandmother. (to do) 7. I ………just ……..my bike. (to clean) 8. Emily ……her room. (to paint) 9. Lisa and Colin ………to a concert. (to go) 10. My friends ….smoking. (to give up)

**Exercise 9. Complete the sentences. Use for or since.**

1. I've lived in Washington \_\_\_\_\_ 1997.
2. Ben has studied English \_\_\_\_\_  three years.
3. They haven't visited their grandparents  \_\_\_\_\_ months.
4. Julie's ill. She's been in bed \_\_\_\_\_ Tuesday.
5. My dad has had his car\_\_\_\_\_  sixteen.

**Exercise 10.Use the prompts to write Present Perfect sentences**. **Use for or since.**

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

**Exercise 11. Complete Jane's letter to her American friend. Use the Present Perfect Tense.**

Dear Amy

I \_\_\_\_\_ (1 not have) a letter from you for a long time. \_\_\_\_\_ (2 you lose) my address? I bought the new Steps CD at the weekend. I \_\_\_\_\_ (3 already listen) to it. \_\_\_\_\_ (4 you hear) it yet? It’s brilliant. There’s a new video too, but I \_\_\_\_\_ (5 not see) it yet. School is going OK. I \_\_\_\_\_ (6 just finish) some exams, but the holidays \_\_\_\_\_ (7 not start) yet. We’re going to Ireland. I \_\_\_\_\_ (8 never be) there.

Write soon with your news.

Love, Jane

**VOCABULARY PRACTICE**

**Exercise 1. Look at the nouns in the box. Each is made from two other words. Can you guess the nouns’ meaning from the words that they contain? Complete the sentences using the nouns.**

*seasick, bedsores, breastbone, heartache*

1. At the centre of the skeleton, in the middle of the chest, is the \_\_\_\_\_\_.

2. After two months of lying on my back, I was covered in \_\_\_\_\_\_\_\_\_.

3. \_\_\_\_\_\_\_\_\_\_ is not a medical condition, it’s an emotional problem.

4. The boat’s movement made him feel very \_\_\_\_\_\_\_\_\_\_\_.

**Exercise 2. Circle the correct verb.**

1.Feel/take sick. 8. Take/sit your temperature.

2.Get/want better. 9. Have/be a fever.

3.Stay/go at home. 10. Read/say the label.

4.Rest/talk your body. 11. Take/give a capsule.

5.Take/spend care of yourself. 12. Swallow/chew the pill.

6.Sleep/work at home. 13. Drink/eat water.

7.Have/are a stomach ache. 14. Go/stay to the doctor.

**Exercise 3. Match the word and the definition**.

1. symptoms a. very high fever, you feel hot

2. side-effects b. drugs you buy to feel better

3. temperature c. you take one with water

4. medicine d. where you feel sick, what hurts

5. capsule e. the medicine makes you feel bad

**Exercise 4. Rearrange the words to make complete sentences**.

1. too / feel / I / today / hot

2. I / a / caught / when / was / on / disease / holiday / I

3. hurt / eyes / really / my / much / if / I / computer / use / too / the

4. nurses / the / in / will / look / hospital / after / you / the

5. this / three / a / medicine / take / day / times

6. bleeding / bandage / with / stop / the / try / to / a

7. oven / hot / careful / don’t / on / burn / yourself / the / you / be

8. because / all / coughed / day / I / cold / had / a / I

9. my / playing / I / injured / football / leg

10. she / operate / if / better / get / need / doesn’t / the / will / to / doctor

11. died / he / collapsed / heart / and / of / attack / a

12. develop / might / your / into / illness / serious / something / more

13. blood / saw / she / when / fainted / she / the

14. hat / head / my / this / itch / makes /

15. mosquito / don’t / your / bites / scratch

**Exercise 5. Choose the correct word to complete each of the following sentences.**

1) I lost my … (glass/ glasses). 2) I have a … (fever/heat). 3) I need to … (refill/redo) my prescription. 4) I feel … (unclear/dizzy). 5) Her face is …. (swollen/larger). 6) My husband got a bad … (roast/ sunburn). 7) I have been … (coughing/cough) all night. 8) My son feels … (better/good) than he did yesterday. 9) My daughter has been … (releasing/ vomiting) for four hours. 10) I think I …. (stained/ sprained) my ankle. 11) My wife got a …. (rash/red) on her arm. 12) I …. (injured/pained) ( = hurt) myself skiing.

**Exercise 6. Complete the text with the following words:**

*balanced, carbohydrates, healthy, overweight, unhealthy, calories, fast, lose, put, vegetarians*.

What you eat is very important for your health. Many people today have an 1)… diet. They eat too much 2)… food (especially take-away food) and processed food (tinned or frozen). A healthy, 3) … diet should include proteins,  4)… , fats, and fresh fruit and vegetables. You should control the amount of fat and carbohydrates you eat if you don't want to  5)… on weight. If you are 6)… you can go on a diet to 7)… weight, for example avoiding food with too many 8)…. . Many people today are 9) … and don't eat any meat. This is a 10) … diet if you make sure you eat enough protein from pulses (beans, etc.), eggs and cheese.

**Exercise 7. Read and translate the text.**

**HEALTH IN THE WORKPLACE**

*Workstations*

Workstations must be designed to suit the nature of the work that the people using them are required to do. People must be able to leave their workstation 1\_\_\_in the event of an emergency such as a fire alarm. Seats should give good support to the lower back and be at the 2\_\_\_\_\_ height for the worker to place their feet flat on the floor. Keyboards should be just above knee-height.

*Air*

Make sure that the workplace is well ventilatedwith plenty of fresh air from a source outside the workplace. This air must be able to move around the office without causing a draught. If air is contaminatedby dirt or germs from working areas make sure that air-conditioning 3\_\_\_\_\_ and purifies the air 4\_\_\_\_\_ around the room.

*Lighting*

Lighting should be adequatefor people to work safely and without 5\_\_\_\_\_. If necessary, locallighting should be provided at individual workstations. Light fittings and equipment should not create any hazard or danger to the worker.

*Cleanliness and maintenance*

Every workplace should be cleaned on a regular schedule. Waste should be moved regularly and all waste materials should be kept in a suitable receptacle. The workplace and all equipment in it must be maintained in 6\_\_\_\_\_ working order. Also the building itself must be regularly assessed for hazards such as fire danger or any potential risks to safety.

**Exercise 7.1. Look up each of these words and then put them into the gaps in the text.**

A strain, B swiftly, C efficient, D filters, E circulating, F ideal

**Exercise 7. 2. Match each word with the most suitable definition.**

1 workstation A made unclean

2 ventilated B in a near area

3 contaminated C an area to do a particular job by an individual

4 adequate D a container, something which can hold or carry

5 local E given a current of air to refresh or purify

6 receptacle F enough or just enough for a task

**Exercise 7. 3. Answer these questions about the text.**

1. Do these suggestions relate to what the worker or what the company must do?

2. Can you think of some problems caused by not following these suggestions?

3. What do you think are the three most important points for health in the workplace?

**WRITING PRACTICE**

**Exercise 1. Write an essay on one of the following topics.**

1.1. A sound mind in a sound body.

1.2. What is your opinion about cloning?

1.3. High job demands, stress and sense of commitment are among the main reasons people go to work when they are ill. This way they accomplish important tasks, but may infect others or get some serious health problems themselves.

In your opinion should people go to work if they are sick? Support your point of view with relevant examples from your knowledge or experience.

1.4. Today more people are overweight than ever before. What in your opinion are the primary causes of this? What measures can be taken to overcome this epidemic?

1.5. Some people claim that the government should provide free health care. Others think that the government will not provide the most innovative methods of treatment and it's better to invest those funds in education and culture. What is your opinion?

1.6. Health education is an essential aspect of community health. Do you agree or disagree?

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the BBC program “Have you walked off your pizza?” and match the words/phrases with their definitions. You will hear all these phrases in the program.**

|  |  |
| --- | --- |
| 1. expended | 1. made on an understanding of the facts |
| 1. burn off | 1. strategy; something you use to accomplish a task |
| 1. dense | 1. simple picture |
| 1. informed | 1. think carefully about doing something before you do it |
| 1. see at a glance | 1. tightly packed |
| 1. icon | 1. understand something immediately |
| 1. think twice | 1. use |
| 1. tool | 1. used up |

**Exercise 1.2 Listen to the program “Have you walked off your pizza?” and choose the best answer (s).**

1) How long would you have to walk to burn off the calories in a quarter of a large pizza?

a) 33 minutes

b) 53 minutes

c) 83 minutes

2) Food companies are putting traffic lights on their food packaging to

a) help the consumer make an informed choice;

b) help the consumer choose a pizza with a pepperoni;

c) help the consumer buy pizza online

3) Labelling is necessary in order to…

a) support people to make good choices;

b) to help tackle obesity;

c) all of the above

4) Shirley Cramer argues that

a) food should be labelled with colors;

b) food should be labelled with the equivalent exercise needed to burn off its calories;

c) food should be labelled with the ingredients

**UNIT 5**

**“NATURAL WORLD”**

**GRAMMAR PRACTICE**

# *Comparative and Superlative Adjectives*

**Exercise 1. Make the comparative form. If it’s possible, use ‘*er*’. If not, use ‘*more’*.**

1. Dogs are  … (intelligent) than rabbits.

2. Lucy is  … (old) than Ellie.

3. The USA is far  …. (large) than the UK.

4. My Latin class is  …. (boring) than my English class.

5. In the UK, the streets are generally … (narrow) than in the USA.

6. London is …  (busy) than Glasgow.

7. Julie is …. (quiet) than her sister.

8. Amanda is … (ambitious) than her classmates.

9. My garden is a lot … (colourful) than this park.

10. Computers are … (expensive) than telephones.

**Exercise 2. Fill in the correct form of the words in brackets (comparative or superlative).**

1. My house is (big)  …  than yours.
2. This flower is (beautiful)  … than that one.
3. This is (interesting) … book I have ever read.
4. Non-smokers usually live (long)  … than smokers.
5. Which is the (dangerous)  … animal in the world?
6. A holiday by the sea is (good)  …. than a holiday in the mountains.
7. It is strange but often a coke is (expensive) … than a beer.
8. Who is the (rich)  … woman on earth?
9. The weather this summer is even (bad)  … than last summer.
10. He was the (clever)  … thief of all.

**Exercise 3. Put the adjectives in the correct form.**

1. My brother has a (tidy)  … room than me.

2. Australia is (big)  … than England.

3. I'm (good)  … now than yesterday.

4. She's got (little)  … money than you, but she doesn't care.

5. He thinks Chinese is (difficult) … language in the world

6. Valencia played (bad)  … than Real Madrid yesterday.

7. Cats are not (intelligent) … as dogs.

8. Show me (good) … restaurant downtown.

9. (hot)  … desert of all is the Sahara and it's in Africa.

10. Who is (talkative)  …. person in your family?

**Exercise 4. Rewrite the following sentences by using “*less*”** **or** **“*least*” without changing the meaning.**

1. The mango is sweeter than the apple. 2. Iron is more useful than copper. 3. Gold is more precious than silver. 4. This is the most useless of my gadgets. 5. Platinum is one of the rarest minerals. 6. The wild-apple is the sourest of all fruits. 7. You are uglier than the baby. 8. I have got more energy than I used to have. 9. Those cakes are the worst I have ever tasted. 10. My house is cleaner than her house.

**Exercise 5. Rewrite each sentence with the words in parentheses.**

1. My watch is less attractive than yours. (not as . . . as). 2. Sally’s shoes aren’t as fancy as Jill’s. (less) 3. Adam exercises less frequently than he used to. (not as . . . as) 4. This supermarket isn’t as expensive as the one across the street. (less) 5. The actor’s new movie isn’t as exciting as his last one. (less) 6. This gym is less convenient than the one near my house. (not as . . . as) 7. This review is less positive than that one. (not as . . . as) 8. The new tablet doesn’t start up as quickly as the old one. (less)

**Exercise 6. Translate into English.**

1. Цей текст – найважчий у підручнику. 2. Земля більша за місяць. 3. Твій брат старше за тебе. 4. Лютий найкоротший місяць року. 5. Ця кімната така ж мала, як і сусідня. 6. Ця книга набагато цікавіша ніж та. 7. Він наймолодший в групі. 8. Ви повинні вивчати англійську мову наполегливіше. 9. Вона не така висока як її сестра. 10. Сьогодні набагато холодніше ніж було вчора.

**Exercise 7. Put in *than* or *as* in each sentence.**

1. The Empire State Building is taller … the Statue of Liberty. 2. No animal is so big … King Kong. 3. He plays the guitar … well as Peter. 4. His job is more important … his friends. 5. Sam wears the same shirt … his teammates. 6. Tom is stronger … his brother. 7. Mr. Brown is … rich … Mr. Smith. 8. She is more beautiful … her sister. 9. Greenland is larger … Iceland. 10. The countryside in Britain is more impressive … the cities.

***Expressions of quantity***

**Exercise 8. Choose the most appropriate word to complete each sentence.**

*a lot of, few, little, many, much*

1. There are few people who understand this. I think you might be the only one!

2. I don’t have \_\_\_\_\_\_\_\_ ideas about how to fix this. Do you?

3. He was worried because he had \_\_\_\_\_\_\_\_ money to buy a present with.

4. Did you have \_\_\_\_\_\_\_\_ trouble finding the correct building?

5. There are \_\_\_\_\_ people interested in the job, so it will be difficult choosing one.

**Exercise 9. Put in *many* or *much* in each sentence.**

1. I don't eat … mangoes. 2. Не eats … fish. 3. She ate so … dessert that she is in bed today with a stomachache. 4. That man drank so … wine, and he smoked so cigarettes that he has a terrible headache today. 5. Mary must not eat too … salt because she has problems with her blood pressure. 6. My mother says I eat too … French fries and drink too  beer. She wants her son to be healthy. 7. There is not too … space in my flat. 8. There are … new pictures in this room. 9. There are  … teachers at our school, and  of them are women. 10. … of these plays are quite new. 11. Thanks awfully for the books you sent me yesterday. — Don't mention it, it wasn't … bother. 12. … of her advice was useful. 13. He had …. pairs of socks. 14. Please don't put … pepper on the meat. 15. There were …. plates on the table.

**Exercise 10. Put in *few* or *little* in each sentence.**

l. Не has got … friends. 2. I drink … coffee. I don't like it. 3. We must hurry. We've got very … time. 4. There are very … scholarships for students in this university. 5. The Smiths have … money. They aren't rich. 6. The theatre was almost empty. There were very … people there. 7. There was … lemonade in the bottle. There were … peaches in the basket. 8. I have … time, so I can't go with you. 9. He has  … English books. 10. There is … ink in my pen. Have you got any ink? 11. There are … bears in the zoo. 12. Tom Canty was the son of poor parents and had very … clothes. 13. There is too … soup in my plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very … mushrooms. 15. There was too … light in the room, and I could not read.

**Exercise 11. Put in *few* or little, *many* or *much* in each sentence.**

1. Robert wrote so … letters that he's never going to write a letter again. 2. She ate so … ice cream that she's going to have a sore throat. 3. There is … mayonnaise in Vera's kitchen. She has to go to the supermarket and buy some. 4. There are … cookies in the box. I should have bought them last Monday. 5. Does your sister read … ? — Yes, she does. And your brother? — Oh, he doesn't. He has so … books, but he reads very . 6. Have you … work to do today? — No, not very… . 7. Walk quicker, please. We have very … time. 8. I am sorry to say, I have read very … books by Walter Scott. 9. My broter is a young teacher. Every day he spends … time preparing for his lessons. 10. I know very … about the writer. It is the first book I am reading.

**Exercise 12. Insert much or many.**

1. You can see \_\_\_\_ cars near the airport. 2. You mustn't eat so \_\_\_\_ bananas. 3. You mustn't drink so\_\_\_\_\_. 4. He hasn't met \_\_\_\_\_ people there. 5. He didn't ask \_\_\_\_. 6. He bought \_\_\_\_ furniture for his new flat. 7. This work won't take \_\_\_\_ time. 8. Have we got \_\_\_\_ apples for the children? 9. I don't like \_\_\_ salt in the salad. 10. My little sister speaks \_\_\_ that's why we call her «a chatter box».

**Exercise 13. Decide whether you have to use *much* or *many*.**

1. There is too ...water in the bath tub. 2. How …brothers and sisters has Anne got? 3. I don't receive….letters nowadays. 4. How …rice do you eat per week? 5. I put too….salt in the soup. 6. How ….people were at the party? 7. It doesn't make ……sense. 8. There wasn't …..traffic on the motorway. 9. My grandfather does not have …..hair, anymore. 10. How….plates do we need?

**VOCABULARY PRACTICE**

**Exercise 1. Choose the word or phrase that best completes the sentences.**

1. The panda`s \_\_\_\_\_\_ habitat is the bamboo forest.

a. nature b. natural c. naturalized d. naturally

2. Learners can feel very \_\_\_\_\_\_ if an exercise is too difficult.

a. courageous b. encouraging c. discouraged d. discouragingly

3. The \_\_\_\_\_\_ friendly products are designed not to harm the natural environment.

a. environment b. environmental c. environmentally d. environmentalism

4. The waste from the chemical factory is extremely \_\_\_\_\_\_.

a. harm b. harmful c. unharmed d. harmless

5. People are destroying the air by adding \_\_\_\_\_\_ to it.

 a. pollutants b. polluters c. pollution d. polluted

6. 14 per cent of primate species are highly \_\_\_\_\_\_.

a. danger b. dangerous c. endanger d. endangered

7. The \_\_\_\_\_\_ of old buildings should be taken into consideration.

a. preserve b. preservation c. preservative d. preserves

8. You must be aware of the damage humans are doing to quicken the \_\_\_ of wildlife.

a. extinct b. extinctive c. extinctions d. extinction

9. Animal \_\_\_\_\_\_ supporters gathered to protest` against hunting.

a. protect b. protection c. protective d. protectionist

10. The main threat to the \_\_\_\_\_\_ of these creatures comes from their loss of habitat.

a. survive b. survivor c. survival d. survivable

**Exercise 2. Match each word with the correct definition.**

|  |  |
| --- | --- |
| 1 pollution 2 desert 3 oasis 4 coast 5 jungle 6 sand dune       7 waterfall  8 seabed   9 barn | * 1. a very hot, dry area   2. the area where the sea and land meet   с) a hill of sand on a beach or in the desert  d) the bottom of the sea  e) a small lake in the middle of a desert  f) chemicals, etc, that damage the natural world  g) a building on a farm where animals live, etc  h) a tropical forest  i) a place where a river goes over an edge and falls |

**Exercise 3. Choose the correct word to complete each of the following sentences:**

*grow, bud, roots, bee, claws, harvested, blossom, hoof, twigs, thorns*

1. A tree's … go a long way under ground. 2. A cat sharpens its … against the trunk of a tree. 3. Most fruit trees … in spring. 4. Plants will not … unless they get enough water and light. 5.The horse is limping. It must have hurt its … . 6. Most crops in the UK are … in the autumn. 7. A flower that is just about to open is called a … .8. Take care not to prick yourself. That plant has sharp … . 9. If we pick up those …, we can use them to start the fire. 10. Anne's as busy as a …. while Jo works at a snail's pace.

**Exercise 4. Read and translate the text.**

*FANTASY ISLANDS*

Fantasy is something or somewhere in your imagination that is perfect for you. Read about these two islands. Which one is your fantasy island?

*Peaceful Island*

Come to Peaceful Island if you want to have a calm, quiet and relaxing time. The island is only about 10 kilometres around the coast, and much of its centre is taken up by a lagoon of clear, calm water –more beautiful than any other lagoon in the world. There are beaches around the lagoon and all along the sea coast. Peaceful Island also has a mysterious temple at the top of its one small hill – a beautiful and very old place to pray. The population here is small, only 3,000 people. There are a lot of small and pleasant restaurants to eat in, but at night there is little to do here except relax in your beach house, watch the stars and listen to the sea. It really is the most peaceful place you could hope to find.

*Wild Island*

Come to Wild Island if you want to have interesting and exciting new experiences. This island is 12 kilometres long and 5 kilometres wide, but most of the island is filled with wild forests and unusual animals. There are also some high hills and impressive scenery such as waterfalls. There are not many beaches on this island, but there are so many other things you can do here – have a forest adventure, go looking for strange animals or climb Mount High at the centre of the island to see the impressive views from the top. There is quite a large population living in towns on the coast – about 40,000 people. In the towns there are lots of restaurants, bars and nightclubs. By day and by night, this island is wilder than any other!

**Exercise 4. 1. Answer these questions from the text.**

1. What does ‘fantasy’ mean?

2. What does ‘temple’ mean?

3. What superlative can describe Peaceful Island’s lagoon?

4. What superlative can describe Wild Island?

**Exercise 4. 2. Write sentences comparing Peaceful Island and Wild Island. Use the prompts given.**

1. (large) Wild Island is larger than Peaceful Island.

2. (calm)

3. (exciting)

4. (crowded)

5. (romantic)

**Exercise 5.1. Read the article about a problem on Mount Everest.**

Most people know that Mount Everest is the highest mountain in the world. However, there is another fact that many people don’t know: it has become one of the dirtiest mountains in the world.

Mount Everest is one of the toughest and most exciting mountains to climb on Earth. It is not the coldest or the windiest place on Earth, but it comes close! These challenges make it one of the most attractive mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.

In fact, trash is now one of the biggest threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of the most interesting projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities.1 The least expensive work of art cost $17, and the most expensive one cost $2400.

**Exercise 5.2. Circle the correct word to complete each statement.**

1. According to the reading, Mount Everest is very *clean / dirty*.

2. Climbing Mount Everest is very *difficult / easy*.

3. Mount Everest is *an unusual / a popular* mountain for serious climbers.

4. Climbers *rarely / often* leave trash on Mount Everest.

5. People create *art / charities* from the trash on Mount Everest.

**WRITING PRACTICE**

**Exercise 1. Which would be your fantasy island? Write about a fantasy island – one that is perfect for you, one that you’d like to live.**

**Exercise 2. Write an essay comparing and contrasting:**

* two natural features (e.g. two lakes, mountains etc.);
* two different animals;
* two of the islands.

**Exercise 3. Write an essay on one of the following topics.**

1. What kind of person do you need to be to survive on a desert island?

2. How essential is it for people to know how to survive in the wild?

3. Do you think most people today have lost touch with nature?

4. In what ways can the natural world be a threat to humans?

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the BBC program “Saving China’s elephants” and match the words/phrases with their definitions. You will hear all these phrases in the program.**

|  |  |
| --- | --- |
| 1. **poach** | 1. stopped |
| 1. **showing up** | 1. the way people farm the land |
| 1. **gave up** | 1. a scheme to bring animals back to a normal life |
| 1. **farming practices** | 1. arriving |
| 1. **make a living** | 1. hunt illegally |
| 1. **rehabilitation programme** | 1. to earn enough money in order to survive |

**Exercise 1.2 Listen to the program “Saving China’s elephants” and decide if the following statements are true or false.**

1. Fewer than 1000 elephants are still living in the wild in China.
2. When Rob went to Australia a few years ago, he saw pandas and elephants.
3. Chinese farmers used to grow sugar cane but then stopped because of the drought.
4. The numbers of Asian elephants have declined by 15 per cent in the last 75 years.
5. One of the reasons why Asian elephants are in danger is because young elephants are turned into performing circus animals for tourists.
6. Forestry policemen are trying to get farmers to work in a different way.

**UNIT 6**

**“SOCIETY AND FAMILY”**

**GRAMMAR PRACTICE**

***First Conditional***

**Exercise 1**. **Insert the correct form of the verbs in brackets so that the sentences express real conditions (first conditional).**

**1. If you … (need) help, my father … (help) you.**

**2. We… (have) a picnic lunch if the day… (be) fine.**

**3. If you … a policeman, he… (tell) you the way.**

**4. I… (finish) the job tomorrow if I … (can).**

**5. I… (not require) an umbrella if it …. (not rain).**

**6. If she … (think) it over carefully, she … (form) a clear opinion.**

**7. If they … (catch) the bus now, they… (arrive) at half past nine.**

**8. He … (find) the answers if he … (look) at the back of the book.**

**9. If you…. (want) me to, I … (come) for a walk with you.**

**10. If he … (write) to her, she … (answer) at once.**

**11. If you… (wait) for a moment, the waiter…. (bring) your coffee.**

**12. He … (lose) weight if he… (stop) eating too much.**

**13. If she … (be) patient, I … (try) to explain.**

**14. I … (wear) a purple tie but only if I… (must).**

**15. If we… (leave) at once, we… (catch) the early train.**

**Exercise 2**.**Choose the correct response for each of the sentences**:

1. If you \_\_\_\_\_\_\_\_\_ greasy food, you will become fat.

a) eat b) will eat

2. If your sister goes to Paris, she \_\_\_\_\_\_\_\_\_ a good time.

a) has   b) will have

3. If he \_\_\_\_\_\_\_\_\_ that, he will be sorry.

a)   will do b)   does

4. If I leave now, I \_\_\_\_\_\_\_\_ in New York by 8:00 PM.

a)  will arrive b) arrive

5. You \_\_\_\_\_\_\_\_ on your test if you don't study.

 a) won't do well b) don't do well

6. They won't know the truth if you \_\_\_\_\_\_\_\_ them.

 a) won't tell b) don't tell

7. If I bake a cake, \_\_\_\_\_\_\_\_ have some?

a) will you b)  do you

8. If he \_\_\_\_\_\_\_\_ you, will you answer the phone?

 a) will call b) calls

9. If you don't go to the party, I \_\_\_\_\_\_\_\_ very upset.

a) am b) will be

10. If you get a haircut, you \_\_\_\_\_\_\_\_ much better.

 a) will look b) look

### **Exercise 3. Choose the correct form of each verb to complete each sentence.**

1. If a deer \_\_\_\_\_\_\_\_ into your garden, it \_\_\_\_\_\_\_\_ all your plants.

1. gets / will eat B.     will get / eats

2. You \_\_\_\_\_\_\_\_ heart disease if you eat too much meat.

1. get B.     will get

3. If we don't protect the elephant, it \_\_\_\_\_\_\_\_ extinct.

1. becomes B.   will become

4. You \_\_\_\_\_\_\_\_ better if you turn on the lamp.

1. are able to see B.     will be able to see

5. You'll pay higher insurance if you \_\_\_\_\_\_\_\_ a sports car.

1. buy B.      will buy

6. If I \_\_\_\_\_\_\_\_ some eggs, how many \_\_\_\_\_\_\_\_?

1. will cook / do you eat B.    cook / will you eat

7. If you \_\_\_\_\_\_\_\_ an apple every day, you'll be very healthy.

1. eat B.    will eat

8. If you don't put so much sugar in your coffee, you \_\_\_\_\_\_\_\_ so much weight!

1. won't put on B.    don't put on

9. You won't pass the course if you \_\_\_\_\_\_\_\_.

1. don't study B.     won't study

10. She \_\_\_\_\_\_\_\_ completely different if she cuts her hair.

1. looks B.    will look

**Exercise 4**. **Insert the correct form of the verbs in brackets.**

1. I wish she … (come) to my party.

2. She … (marry) him if he asked her to become his wife.

3. They … (move) to London if they spoke English.

4. If I were a millionaire, I … (travel) a lot.

5. She … (live) in a detached house if she owned one.

6. If he spoke French, he … (understand) the new students from France.

7. Jack … (go) to the party if his friends joined him.

8. I … (visit) them if they invited me.

9. Tom … (come) if he knew how to get there.

10. If Jill lived in Vienna, she … (go) to the theatre more often.

**Exercise 5**. **Match the second halves of the sentences with the first halves**

|  |  |
| --- | --- |
| 1. If you put the light on, \_\_\_\_.  2. If you turn on the electric heater, \_\_\_\_  3. If you have something to eat, \_\_\_\_.  4. If you go to bed earlier, \_\_\_\_.  5. If you take an umbrella today, \_\_\_\_.  6. If you ask the teacher about what you don't understand, \_\_\_\_.  7. If you use a map, \_\_\_\_.  8. If you buy a cat or a dog, \_\_\_\_.  9. If Steven eats so many sweets, \_\_\_\_.  10. If Steven opens the windows, \_\_\_\_. | a) you won't feel lonely  b) you'll feel warmer  c) you'll pass the exam  d) the air in the room will be better.  e) you won't be hungry  f) you'll see better  g) you'll feel better in the morning  h) you won't get wet  i) he will get fat.  j) you won't get lost |

**Exercise 6. Complete these first conditional sentences.**

1. If you … (not/hurry), we will be late!

2. If Enrico …. (pass) his exam, he will be very happy.

3. However, if Enrico fails, he …. (not be ) very happy.

4. If you stay awake all night, you … (be) very tired tomorrow.

5. Alan … (not \ win) the lottery if he doesn't buy a ticket.

6. If you eat too much chocolate you … (become) fat.

7. We … (not \ go) to the restaurant if you're not hungry.

8. If Rick drives too fast he … (have) an accident.

9. She will take a taxi if it … (rain).

10. I won’t go if you … (not/come) with me.

***Will/Might/May for Predictions***

**Exercise 7. Rewrite the given ideas using *will, may,* and *might* in complete sentences. (More than one answer is possible).**

1. There is definitely a party tomorrow evening at my house.

2. If it is sunny tomorrow, it would be fun for us to go to the beach.

3. I am thinking about studying French this year.

4. Jane promised to help me with my homework this weekend.

5. There is a fifty-fifty chance that she will be on time for her English class tomorrow.

**Exercise 8. Complete these sentences with *may, might, will or won’t*. More than one answer might be possible.**

1. I don’t know, but the biggest island in Europe … be Britain. 2. I think I … definitely go for a walk this weekend. 3. They probably … be here tomorrow. 4. I … definitely have time to see you this evening, but we can meet tomorrow. 5. They haven’t decided, but they …. go to the beach on Monday. 6. I’m not sure, but Ben ... go fishing on the river this weekend. 7. I probably … be able to go on holiday with you because I have too much work. 8. The letter … arrive today. I only posted it this morning.

**Exercise 9. Complete the conversation with *will, won’t and may/might*.**

*Amy*: What are you doing next weekend?

*Kerry*: My cousin (1) … be here. She’s visiting from London.

*Amy*: I’m sure you (2) … have a great time. What are you going to do?

*Kerry*: We (3)…  go to the beach, but I’m not sure. It depends on the weather.

*Amy*: The forecast says that the weather probably (4) … be good. They think it (5) … probably rain all day on Saturday.

*Kerry*: Really? Oh, OK. Well, we (6) … definitely go to the cinema, then. We want to see the new James Bond film. It definitely (7) … be on at the local cinema but it (8) .  be on at the big one in town, I need to check.

**Exercise 10. Complete these sentences with *will, won’t and may/might*.**1. People  … develop telepathy in the future. (impossible)  
2. The space explorers  … find water on Mars. (probable)  
3. Regular trips to space  … be available in the next century. (possible)  
4. One day they  … find life on other planets. (slightly possible)  
5. We  … ever know everything. (impossible)  
6. It  … be sunny tomorrow. (probable)  
7. It … be cloudy in June. (possible)  
8. It … rain in May. (slightly possible)

**Exercise 11. Complete the sentences with will / won't .**

1. I don't think he … (win) the next election. 2. I'm sure they … (not score) another goal. 3. The airport … (be) busy in August. 4. He … (not find) work in winter. 5. … (it snow) this year? 6. When … (the meeting end) ?

**VOCABULARY PRACTICE**

**Exercise 1.** **Complete the sentences with these words:**

*single partner only child one-parent divorced born*

1. If you are… , you aren’t married. 2. An…. doesn’t have brothers or sisters. 3. You can use the word…. to describe either a husband or wife or the person that someone lives with. 4. If you are married and then end the marriage, you are…. . 5. …..families are families where only the father or the mother lives at home and looks after the children. 6. Approximately 670,000 babies are …..every year in Britain.

**Exercise 2.** **Choose the most appropriate age to complete each sentence.**

1. A 20-something has much more freedom than *a teenager/a retired person*.

2. A young adult is more likely to take risks than *a retired person/an adolescent*.

3. An adolescent will usually ask *a middle-aged person/a child* for help when she doesn’t understand something.

4. An elderly person needs more care than *a child/a 30-something*.

**Exercise 3. Complete the text with the appropriate words:**

*wife, single, divorced, son, aged, cousin, stepfather, birth, get married, only.*

My name’s Harry. I live with my mum. She’s middle-1)… . I think she’s 50 this year. My dad doesn’t live with us because my parents are 2) … . I’m an 3) … child. I haven’t got brothers or sisters but I spend a lot of time with my 4) … , George. He’s the 5)… of my Uncle Jack. He’s young. I remember when he was born. In fact, I was there at the hospital on the day of his 6)… . My Aunt Angela, Uncle Jack’s 7) … , is really nice too. My mum says she wants to 8) … again, but I don’t really want to have a 9) … . I prefer my mum not to get married and to stay 10) … .

**Exercise 4.1. Read and translate the text.**

*WHAT ARE YOUR PARENTS DOING NOW?*

Maybe they’re watching you, listening to you or finding out where you are. How? It’s all thanks to new high-tech equipment from specialist companies in the USA. A company called BladeRunner has a jacket with a GPS system inside. It costs $500, and for $20 a month your parents can always see where you are (or where your jacket is!). But that’s nothing. Do your parents want to know what you’re eating? No problem. MyNutriKids tells them what you’re having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you’re having? IMSafer tells them. You usually arrive on time for extra-curricular sports classes. But if one day you don’t arrive on time, there’s a service which informs your parents. And there’s another service which sends them a message if you go outside a specific area.

So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it’s important for parents to give their children the opportunity to do this.

**Exercise 4.2. Read the text again and choose the best answers.**

1. The BladeRunner jacket

a) costs $500 b) only works if you pay regularly c) has a mobile phone inside

2. GradeSpeed

a) helps students to work fast in exams

b) helps students to have good results in exams

c) gives parents information about exam results.

3. One of the services

a) tells parents if their children do not arrive at a place on time

b) stops children from entering a new zone

c) tells children if they are going into a dangerous place

4. A lot of the new technology

a) is dangerous for children

b) gives parents information about their children

c) is difficult to use

5. In the article, it says that for young people it is

a) bad to make mistakes

b) important to listen to parents

c) important to have the chance to make mistakes

**Exercise 4.3. Answer the questions:**

1. Do your parents usually know what you are doing?

2. Imagine. Your parents give you a GPS jacket. Would you wear it? Why/Why not?

3. How strict do you think parents are in your country?

**Exercise 5. Decide whether the underlined adjectives have been used in the correct form, positive or negative. Correct the adjectives which are wrong.**

1 Don’t be careless or you’ll break something!

2 I’ve always been lucky in my investments. That is why I am so poor!

3 The designers chose a very usual style because they hope to surprise everyone.

4 My tutor is very kind with his grading. He failed my essay and I thought it was very good.

5 A local firm tried to win the contract, but it was hopeless. They could not compete against a large international company.

6 These scissors are useless. They are too blunt to cut anything.

7 The flight from Dubai was very comfortable. There was bad weather which kept rocking the plane.

**Exercise 6.1. Read and translate the text.**

INVESTMENT IN YOUR FUTURE – TRUSTED LIFE INSURANCE

At this time of life, perhaps you are in good health, you have a good job and your family are all happy, healthy and well cared for. But there are many unexpected things that can happen in life.

So at Trusted Life Insurance we ask you to consider a few important questions:

- What will happen to your family if you lose your income for a short time or permanently?

- What will happen if you have an accident?

- What will happen if you fall ill?

- What will happen if you have to look after a member of your family full-time?

- What income will you have after you retire?

- And, as much as we all hate to think about it, who will provide for your family if you die?

Happily, here at Trusted Life we have the answers to those questions. Among the services we can provide:

a) *retirement fund*in which you can invest to ensure you will continue to live comfortably after your working life has finished

b) *income protection*for times when injury or illness stops you working

c) *sickness insurance*against illness that permanently prevents you from working

d) *family-care insurance*means you will get an income if you have to leave your job to take care of a member of your family.

e) *life insurance*that makes sure your family will have money in the event of your death

If the unexpected happens, you will be happy you invested in Trusted Life.

Make an investment in the comfort, security and wellbeing of your family, for now and for the future.

**Exercise 6.2. Match each question with the possible solution(s) given in the text (a–e).**

1. What will happen if you have an accident?

2. What will happen if you have to look after a member of your family full-time?

3. What income will you have if you retire?

4. What will happen if you die?

**Exercise 6.3. Now use that information to complete these sentences.**

1. If you retire, you will\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. If you have to look after a member of your family full-time, you will\_\_\_\_\_\_\_.

3. If you die, your family \_\_\_\_\_\_\_\_.

**Exercise 6.4. Read the advertisement to find the noun form of each of the verbs given below.**

to insure \_\_\_\_\_\_\_\_\_ to protect \_\_\_\_\_\_\_\_\_

to invest \_\_\_\_\_\_\_\_\_ to retire \_\_\_\_\_\_\_\_\_

to secure \_\_\_\_\_\_\_\_\_

**WRITING PRACTICE**

**Exercise 1. Comment on the following statements.**

- Which people do you think have had the most influence on different stages of your life?

- Do families sometimes get closer as they get older? Why yes/why not?

- What are the advantages and disadvantages of belonging to a big family?

- How would you feel if you had a brother or a sister who was gifted or famous?

- What do you think is the ideal number of children in a family? Why?

- Are older children more or less independent that their siblings? Why?

**Exercise 2. Write an essay on one of the following topics.**

- What makes me proud of my society today?

- My predictions for our society in 50 years.

- What makes a family strong?

- What family means to me?

**Exercise 3. Make notes about your experience of family life, both when you were growing up and as an adult.**

Think about the following aspects especially:

* what made your family life good, and what didn’t
* the place of parents’ work in relation to the family
* the economic experience – poverty or prosperity, or something in between?
* the quality of the parents’ relationship
* how the immediate family – parent(s) and children – related with extended family members, especially elderly people
* how the family related to its local community – were its members involved in activities beyond the necessary things (work, school and shopping)?
* what the most important things were in the family’s life, and its basic commitments and values

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the BBC program “The extinction of men” and match the words/phrases with their definitions. You will hear all these phrases in the program.**

|  |  |
| --- | --- |
| 1. chromosome | 1. a process in nature that determines chances of survival |
| 1. hormones | 1. numerical expression of the relative sizes between two or more values |
| 1. pessimistic | 1. units in cells that control qualities passed on through generations |
| 1. ratio | 1. chemical substances in the body that influence cell function |
| 1. extinction | 1. a very small structure in animal or plant cells |
| 1. breathe a sigh of relief | 1. feel happy that something unpleasant stops |
| 1. depleted | 1. a situation in which a life form stops existing |
| 1. genes | 1. a fixed idea or image that people have about something |
| 1. natural selection | 1. reduced by a large amount |
| 1. stereotypes | 1. expecting bad things to happen |

**Exercise 1.2 Listen to the BBC program “The extinction of men” again and decide if the statemnts are true or false.**

1. The Y chromosome is responsible for men's sex organs.
2. The ratioof men to women in the world is 100 males to every 105 females.
3. Genes are the parts of cells which pass characteristics from a parent to a child.
4. Natural selection is the way animals survive when they are weak or living in unsuitable surroundings.
5. Neil thinks that women spend too much time in the bathroom.
6. Rosie thinks that women are better at resolving conflicts in a peaceful way.

**UNIT 7**

**“SCIENCE”**

**GRAMMAR PRACTICE**

**(Modal verbs *must, can* and their equivalents. Prepositions and adverbs)**

**Exercise 1. Fill the following spaces, using *can* for present, *could* for past and *will be able* for future. Put “to” where necessary before the infinitives.**

1. \_\_\_\_\_ you stand on your head?*~*I \_\_\_\_ when I was at school but I \_\_\_\_\_ now. *(2nd verb negative)*
2. When I've passed my driving test I \_\_\_\_\_\_ hire a car from our local garage.
3. At the end of the month the Post Office will send him an enormous telephone bill which he \_\_\_\_\_\_\_ pay. *(negative)*
4. I \_\_\_\_\_\_\_remember the address. *~ (negative). \_\_\_\_\_\_\_\_* you even remember the street? *(negative)*
5. When the fog lifts we \_\_\_\_\_\_ see where we are.
6. You've put too much in your rucksack; you never \_\_\_\_\_\_\_ carry all that.
7. When I was a child I \_\_\_\_\_\_\_ understand adults, and now that I am an adult I \_\_\_\_\_\_ understand children. *(negative, negative)*
8. When you have taken your degree you \_\_\_\_\_\_ put letters after your name?
9. Don't try to look at all the pictures in the gallery. Otherwise when you get home you \_\_\_\_\_\_\_ remember any of them. *(negative)*
10. When I first went to Spain I \_\_\_\_\_\_ read Spanish but I \_\_\_\_\_ speak it. *(2nd verb negative)*
11. \_\_\_\_\_\_\_you type? *~*Yes, I \_\_\_\_\_\_ type but I \_\_\_\_\_ do shorthand, *(2nd verb negative)*
12. I'm locked in. I \_\_\_\_\_get out! *(negative) ~\_\_\_\_\_\_\_* you squeeze between the bars? *(negative) ~*No! I \_\_\_\_\_\_; I'm too fat. *(negative)*

**Exercise 2. Fill the spaces with *could* or *was able*. In some of the following sentences either variants could be used. In others only *was/were able* is possible. Put “to” where necessary before the infinitives.**

1. He was very strong; he \_\_\_\_\_\_\_\_ ski all day and dance all night.
2. The car plunged into the river. The driver \_\_\_\_\_\_ get out but the passengers were drowned.
3. I was a long way from the stage. I \_\_\_\_\_ see all right but I \_\_\_\_ hear very well. *(2nd verb negative)*
4. We \_\_\_\_\_\_ borrow umbrellas; so we didn't get wet.
5. \_\_\_\_\_\_\_ you walk or did they have to carry you?
6. I had no key so I \_\_\_\_\_\_ lock the door. *(negative)*
7. I knew the town so I \_\_\_\_\_\_ advise him where to go.
8. When the garage had repaired our car we \_\_\_\_\_\_\_ continue our journey.
9. At five years old he \_\_\_\_\_\_\_\_ read quite well.
10. When I arrived everyone was asleep. Fortunately I \_\_\_\_\_\_\_ wake my sister and she let me in.
11. The swimmer was very tired but he \_\_\_\_\_\_ reach the shore before he collapsed.
12. The police were suspicious at first but I \_\_\_\_\_\_\_\_ convince them that we were innocent.

**Exercise 3. Fill in the gaps in the text. Use *can, could* or *be able* in the correct tense.**

John: 1) *Can* you ski?

Dave: Yes, I 2)\_\_\_\_\_\_\_\_. I went skiing last year and I 3) \_\_\_\_\_\_\_\_ go down the learner's slope easily.

John: I 4) \_\_\_\_\_\_\_ ski when I was younger, but since I hurt my leg I 5) \_\_\_\_\_.

Dave: Actually, I think ice-skating is much easier. I 6)\_\_\_\_\_\_ ice-skate when I was five years old.

John: Really? I tried ice-skating once, but I 7) \_\_\_\_\_\_\_ stand up at all!

**Exercise 4. Fill in the gaps with *can, could, was able to* or *couldn’t wasn’t/haven/t been able to.***

Dear Mary,

I’m very pleased you 1) \_\_\_\_\_\_ come to stay at the weekend. I’m sorry I 2) \_\_\_\_ talk to you on the phone yesterday, but I 3) \_\_\_\_\_\_\_ leave the baby. I 4) \_\_\_\_\_\_ get tickets for the theater on Saturday – I 5) \_\_\_\_\_ wait to go. Mum says that when she was young you 6) \_\_\_\_\_\_ have a night out for £2! You certainly 7) \_\_\_\_\_\_\_ now!

We 8) \_\_\_\_\_\_\_ fix the car yet but Mum says we 9) \_\_\_\_\_\_\_\_ borrow hers. By the way, the baby 10) \_\_\_\_\_\_ say three new words! See you on Friday.

Love, Anna

**Exercise 5 Complete the sentences using *can* or *(be) able to*. Use *can* if possible; otherwise use *(be) able to*.**

1. George has travelled a lot. He \_\_\_\_\_\_\_ speak four languages.
2. I haven't \_\_\_\_\_ sleep very well recently.
3. Sandra \_\_\_\_\_\_\_\_ drive but she hasn't got a car.
4. I can't understand Martin. I've never \_\_\_\_\_\_\_ understand him.
5. I used to \_\_\_\_\_\_\_\_\_\_ stand on my head but I can't do it now.
6. I can't see you on Friday but I \_\_\_\_\_\_\_ meet you on Saturday morning.
7. Ask Catherine about your problem. She might \_\_\_\_\_\_\_\_\_\_ help you.

**Exercise 6. Complete the sentences with *can/can't/could/couldn't* + one of these verbs: ~ eat ~hear ~run ~sleep ~wait**

1. I'm afraid I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to your party next week.
2. When Tim was 16, he was a fast runner. He \_\_\_\_\_\_\_\_\_100 metres in 11 seconds.
3. Are you in a hurry?' 'No, I've got plenty of rime. I \_\_\_\_\_\_.
4. I was feeling sick yesterday. I \_\_\_\_\_\_\_\_\_\_\_\_ anything.
5. Can you speak up a bit? I \_\_\_\_\_\_\_\_\_\_\_\_ you very well.
6. You look tired.' 'Yes, I \_\_\_\_\_\_\_\_\_\_\_ last night.'

**Exercise 7. Complete the answers to the questions with *was/were able to.***

1. A: Did everybody escape from the fire?

B: Yes. Although the fire spread quickly, everybody *was able to escape*.

1. A: Did you have difficulty finding Ann's house?

B: Not really. Ann has given us good directions and we \_\_\_\_.

1. A: Did you finish your work this afternoon?

B: Yes. There was nobody to disturb me, so \_\_\_\_\_\_\_\_\_\_\_.

1. A: Did the thief get away?

B: Yes. No one realised what was happening and the thief\_\_\_\_\_\_.

**Exercise 8. Put in *must* or *can't.***

1. You've been travelling all day. You \_\_\_\_\_\_\_ be very tired.
2. That restaurant \_\_\_\_\_\_\_ be very good. It's always full of people.
3. That restaurant \_\_\_\_\_\_\_ be very good. It's always empty.
4. You're going on holiday next week. You \_\_\_\_\_ be looking forward to it.
5. It rained every day during their holiday, so they \_\_\_\_\_\_ have had a very nice time.
6. Congratulations on passing your exam. You \_\_\_\_\_\_\_ be very pleased.
7. You got here very quickly. You \_\_\_\_\_\_\_\_ have walked very fast.
8. Bill and Sue go away on holiday very often, so they \_\_\_\_\_\_ be short of money.

**Exercise 9. Which do you think is better – *must* or *should?***

1. You know, I think you \_\_\_\_\_\_ take a holiday.
2. Tell Mark he \_\_\_\_ tidy his room at once.
3. Visitors are reminded that they \_\_\_\_\_\_ keep their bags with them.
4. I'm sorry, but you \_\_\_\_\_ go. We don't want you here.
5. I really \_\_\_\_ go on a diet. I'll start today!
6. I suppose 1 \_\_\_\_\_ write to Aunt Rachel one of these days.
7. You absolutely \_\_\_\_\_\_ check the tyres before you take the car out today.
8. All officers \_\_\_\_\_\_ report to the Commanding Officer by midday.
9. You \_\_\_\_\_\_ have your *hair* cut at least once a week.
10. I think men \_\_ wear jackets and ties in restaurants.

**Exercise 10. Fill the spaces in the following sentences by inserting *must* or the present, future, or past form of *have to.***

1. She \_\_\_\_\_\_\_ leave home at eight every morning at present.
2. Notice in a picture gallery: Cameras, sticks and umbrellas \_\_\_\_ be left at the desk.
3. He sees very badly; he \_\_\_\_\_\_ wear glasses all the time.
4. I \_\_\_\_\_\_ do all the typing at my office.
5. You \_\_\_\_\_ read this book. It's really excellent.
6. The children \_\_\_\_\_\_ play in the streets till their mothers get home from work.
7. She felt ill and \_\_\_\_\_\_ leave early.
8. Mr. Pitt \_\_\_\_\_\_\_ cook his own meals. His wife is away.
9. I hadn't enough money and I \_\_\_\_\_\_\_\_\_ pay by cheque.
10. I never remember his address; I always \_\_\_\_\_ look it up.
11. Employer: You \_\_\_\_\_ come to work in time.
12. If you go to a dentist with a private practice you \_\_\_\_\_ pay him quite a lot of money.
13. Father to small son: You \_\_\_\_\_\_ do what Mummy says.
14. My neighbor’s child \_\_\_\_\_\_ practice the piano for three hours a day.
15. Doctor: I can't come now. *~* Caller: You \_\_\_\_\_\_ come; he's terribly ill.
16. English children \_\_\_\_\_\_\_ stay at school till the age of 16.
17. In my district there is no gas laid on. People \_\_\_\_ use electricity for everything.
18. Mother to daughter: You \_\_\_\_\_ come in earlier at night.
19. The shops here don't deliver. We \_\_\_\_\_\_ carry everything home ourselves.
20. The buses were all full; I \_\_\_\_\_\_\_ get a taxi.
21. Tell her that she \_\_\_\_\_\_\_ be here by six. I insist on it.
22. I got lost and \_\_\_\_\_\_\_\_ ask a policeman the way.
23. Farmers \_\_\_\_\_\_\_\_ get up early.
24. If you buy that television set you \_\_\_\_\_\_\_\_\_ buy a licence for it.
25. When I changed my job I \_\_\_\_\_\_\_\_\_ move to another flat.
26. Waiters \_\_\_\_\_\_\_ pay tax on the tips that they receive.
27. Father to son: I can't support you any longer; you \_\_\_\_\_ earn your own living from now on.
28. Railway notice: Passengers \_\_\_\_\_\_\_ be in possession of a ticket.

**Exercise 11. Fill in the gaps with the modal verbs *mustn’t* or *don’t have to.***

1. It is forbidden. You \_\_\_\_\_\_ do that.
2. You \_\_\_\_\_\_ ask my permission. You can do what you want.
3. You \_\_\_\_\_\_ speak to the driver when the bus is moving. It's dangerous.
4. Help yourself to anything you want. You \_\_\_\_\_\_ ask.
5. You \_\_\_\_\_\_ park here. There is a double yellow line.
6. Pay me back when you can. You \_\_\_\_\_\_ do it immediately.
7. It's optional. We \_\_\_\_\_\_ to go if you don't want to.
8. I'll tell you a secret. You \_\_\_\_\_\_ tell anybody else. Promise?
9. Whatever you do, you \_\_\_\_\_\_ click with the right mouse button or the program will crash.
10. Be on time. You \_\_\_\_\_\_ be late or we will leave without you.
11. He's a millionaire. He \_\_\_\_\_\_ work but he does because he enjoys it.
12. I like Saturdays because I \_\_\_\_\_\_ go to work.
13. This is very important. You \_\_\_\_\_\_ forget what I said.
14. It's very infomal here. You \_\_\_\_\_\_ wear a tie unless you want to.
15. The train is direct. You \_\_\_\_\_\_ change trains.
16. In boxing, you \_\_\_\_\_\_ hit your opponent below the belt.
17. I \_\_\_\_\_\_ wear a suit at work on Fridays. It's 'dressing down day".
18. In athletics, you \_\_\_\_\_\_ start before the gun is fired.
19. In bridge, you \_\_\_\_\_\_ look at other people's cards.
20. You \_\_\_\_\_\_ be mad to work here but it helps.

**Exercise 12. Fill in the gaps with the necessary prepositions and adverbs: *about, at, away (*adverb only*), by, for, from, in, into, on, out, to, under, up, with, over***

1. He insisted \_\_\_\_ seeing the documents.
2. They succeeded \_\_\_ escaping \_\_\_\_ the burning house.
3. I am not interested \_\_ anything that happened \_\_\_ the very remote past.
4. The children are very fond \_\_\_\_ swimming. \_\_\_\_\_ summer they spend most \_\_\_\_their time \_\_\_ the water.
5. How are you getting \_\_\_\_ at school? ~I'm getting \_\_\_\_ all right except \_\_\_ English. I'm very bad \_\_\_\_ English; I'll have to work harder, and spend more time \_\_ it.
6. Paul goes \_\_\_\_ school \_\_\_\_ you, doesn't he? How's he getting \_\_\_ \_\_\_ his English? ~ I don't know. We're not \_\_\_\_ the same class. But he gets \_\_ \_\_ the other students all right. He has lots \_\_\_ friends.
7. There is no point \_\_ going \_\_\_ car if we can't park near the theatre.
8. It never occurred \_\_ me to ask him \_\_ proof \_\_ his identity.
9. \_\_ first, driving on the left is confusing, but you'll soon get used \_\_ it.
10. I've heard such a lot \_\_ him that I'm looking forward \_\_\_ seeing him very much.
11. He was so absorbed \_\_ his work that when I came \_\_ , he didn't even look \_\_ *(raise his head)*
12. I'm sorry \_\_ Tom. *(I pity him.)* He has worked \_\_ Brown and Company \_\_ten years and now the firm has been taken \_\_ by Jones Ltd, and they're going to dismiss him.
13. I'm sorry \_\_\_ being late \_\_ Monday.
14. The complete set \_\_ books can be ordered \_\_ £10.
15. I'm waiting \_\_ my friend. He'll be here \_\_ . a moment.
16. I see \_\_ today's paper that you need a secretary \_\_ a knowledge of French.
17. You can't rely \_\_. him. He's almost always late \_\_ appointments.
18. If you do not comply \_\_ the traffic regulations you will get \_\_ trouble.
19. \_\_ fairy stories, stepmothers are always unkind \_\_ their stepchildren; but my stepmother has always been very good \_\_ me.
20. My au pair girl takes care \_\_ my little boys (looks \_\_ them).
21. He threw stones \_\_ his attackers, trying to drive them \_\_\_.
22. I threw the ball \_\_ Peter, but instead \_\_ throwing it back \_\_ me, he ran and hid it.
23. I'm not exactly keen \_\_ cooking; but I prefer it \_\_ washing up.
24. I was so afraid \_\_ missing the train that I took a taxi \_\_ the station.
25. What \_\_\_ taking the day \_\_ and spending it \_\_ the seaside?
26. I don't object \_\_ lending you my pen, but wouldn't it be better if you had a pen \_\_your own?
27. Don't ask the office \_\_ information. I will provide you \_\_ all the information you need.
28. I disapprove \_\_ people who make all sorts \_\_ promises which they have no intention \_\_ keeping.

**VOCABULARY PRACTICE**

**Exercise 1. Match the words with their definitions.**

|  |  |
| --- | --- |
| Crime scene | Any physical location in which a crime has occurred or is suspected of having occurred. |
| Alibi | Person thought to be capable of committing a crime |
| Suspect | Person associated with someone suspected of committing a crime |
| Evidence | Statement of where a suspect was at the time of a crime |
| Accomplice | any material items that would be present at the crime scene, on the victims, or found in a suspect’s possession |

**Exercise 2. These are people who work at the crime scene: *detectives, CSI unit, police officers, district attorney, medical examiner, specialists.* State the function of each of them.**

1. \_\_\_\_\_\_\_\_\_\_are typically the first to arrive at a crime scene. They are responsible for securing the scene so no evidence is destroyed and detaining persons of interest in the crime.
2. \_\_\_\_\_\_\_\_\_(forensic entomologists, anthropologists, or psychologists) may be called in if the evidence requires expert analysis.

\_\_\_\_\_\_\_\_\_\_\_\_interview witnesses and consult with the CSI unit. They investigate the crime by following leads provided by witnesses and physical evidence.

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ documents the crime scene in detail and collects any physical evidence.
2. The \_\_\_\_\_\_\_\_\_\_\_\_\_is often present to help determine if any search warrants are required to proceed and obtains those warrants from a judge.
3. The \_\_\_\_\_\_\_\_\_\_(if a homicide) may or may not be present to determine a preliminary cause of death.

**Exercise 2. Match the crimes in the box below to the descriptions ( 1- 10). Use the dictionary to check the meaning of the unknown words.**

|  |
| --- |
| *arson, burglary, forgery, hijacking, mugging, pickpocketing, robbery, shoplifting, smuggling, vandalism* |

1. I caught him just as he was taking my wallet from my back pocket.\_\_\_\_\_
2. The gang was arrested while trying to get diamonds and drugs into the country illegally. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Terrorists ordered the pilot to fly the plane to another country. \_\_\_\_\_\_\_
4. The teenagers smashed windows and sprayed graffiti on the walls of the youth centre. \_\_\_\_\_\_\_\_\_\_
5. The thieves held the bank manager at gun-point while they took the cash.\_\_\_
6. When he broke the back window to get in, our alarm went off. \_\_\_\_\_\_\_
7. He was found guilty of copying classic paintings and trying to sell them as originals. \_\_\_\_\_\_\_\_
8. The gang of youths was arrested for attacking the woman and taking her handbag. \_\_\_\_\_\_
9. Two young girls were found guilty of taking the item from the supermarket without paying for it \_\_\_\_\_\_\_ .
10. He had set fire to the forest just for fun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Exercise 3.1 Read the following text about crime and focusing on the the words in *italics* that are used to link the ideas in the text.**

CAUSE AND EFFECT

The British public is getting worried, *because* crimes like theft and burglary and violent crimes are on the increase. *As a result,* the government has decided to take tough measures on all types of crime, including relatively petty offences, and has created legislation which gives more power to the courts.

The effect of the new law was seen recently when a young man gave his girlfriend a pair of earrings for her birthday. He had bought the items from a street trader without knowing where they had come from. They had been stolen. Due to his ignorance, he was arrested for handling stolen goods and was put in a police cell.

ln the eyes of the law in Britain, there's no difference between what the young man did and what the average thief or burglar does with their loot. The young man was guilty of handling goods which had been stolen and *so* he was breaking the law.

In court, the judge said he would use the case to deter others and consequently, the youth is now serving a nine-month prison sentence. 'Anybody who deals in anything that has been stolen is committing an offence,' said the judge. Legally, there is no difference between stealing something yourself or having it in your possession. Possession of stolen goods can result in the individual being charged and convicted.'

From the above case, it is clear that the government has decided to crack down on all forms of crime and has instructed judges not to show lenientcy to those breaking the law. 'Criminals must know that if they get caught, juries are likely to be harsh and *therefore* jail terms will be long,' said a government spokesperson.

**Exercise 3.2 Read the text again and answer the following questions.**

1. What is the effect of the increase in crime in Britain?
2. The government has decided to create legislation as a result of what'?
3. Why was the young man arrested?
4. What other words or expressions arc used in the text to express cause and effect? Find two examples.

**Exercise 3.3 Complete the following sentences with words or expressions which link the effect of something to its cause. Sometimes more than one answer is possible.**

1. The gangster was found guilty of murder and as \_\_\_\_\_\_\_\_\_\_ he was sent to prison for 25 years.
2. We didn't have any locks on the windows and \_\_\_\_\_\_\_\_\_\_ it was easy for the burglar to break in.
3. \_\_\_\_\_\_\_\_his previous record, the vandal was sent to a young offender's institute for six months.
4. There weren't any witnesses to the robbery \_\_\_\_\_\_\_\_\_\_\_\_\_ the police are making slow progress with the case.

**Exercise 4.1 Tick the things that you think a scientist might do during a typical day at work.**

* work as part or a team
* enter data into a computer
* make an exciting discovery
* make observations
* test a theory
* analyse statistics
* attend a conference
* carry out an experiment
* work outside

**Exersice 4.2 What will these scientists study? Match 1-7 with a-g.**

|  |  |
| --- | --- |
| 1. physicist | 1. rocks |
| 1. biologist | 1. substances |
| 1. ecologist | 1. stars |
| 1. chemist | 1. the environment |
| 1. mathematician | 1. living things |
| 1. geologist | 1. matter and energy |
| 1. astronomer | 1. numbers and shapes |

**Exercise 5. Complete the table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| person | *astronomer* |  |  | ecologist |  |  |
| subject | *astronomy* |  | chemistry |  |  | mathemetics |
| adjective |  | *biological* |  |  | geological |  |

**Exercise 6. Read texts A and B and answer the questions with A, B or both A & B.**

Text A

Isaac Newton (1642-1727) had a profound impact on astronomy, physics and mathematics. He was raised by his grandparents and it was thanks to an uncl that he went to university to study mathematics. He made the first modern telescope and developed a branch of mathematics known as calculus. He is also famous *for* developing the scientific laws of motion and the law of gravity, which formed the basis of all models of the cosmos.

Text B

James Lovelock (1919 - ) first graduated as a chemist, and then obtained degrees in medicine and biophysics. He has produced a range of technical instruments, many of which are now used by NASA in space exploration. He is most famous for the 'Gaia Theory’ which considers the planet Earth as a living being, capable of changing and restoring itself. He has brought hisconcern about climate change to the attention of both the public and the scientific world.

Which scientist….

1. obtained a degree in chemistry? \_\_\_\_\_
2. invented scientific instruments? \_\_\_\_\_
3. was worried about the future of the Earth? \_\_\_\_\_
4. developed theories of global importance? \_\_\_\_
5. was keenly interested in green issues? \_\_\_\_
6. showed a latent for mathematics? \_\_\_

*Vocabulary note:* Scientists **do** an experiment, a test or research, but they **make** a discovery.

**Exercise 7. 1 Read the text and answer the questions about it.**

1 Did Mrs Grey have fun at school?

2 What type of student was Mrs Grey, academic or practical?

3 Do you think Mrs Grey was happiest in her early years or later years at school? Give reasons.

SCIENCE – NOT FOR GIRLS?

Today I have the pleasure of meeting Mrs Alexandra Grey, who left school more than 70 years ago.

*What do you remember most about school?*

Well, school was very hard work. There wasn’t much time for fun. In classes we had to sit quietly and do everything the teacher told us. We had to do a lot of writing. There was no chatting and no games. And of course, in my early school years I was only ever in classes with other girls.

*Were there any boys in your school?*

Oh, there were boys, but we had separate classes.

*So could you meet with the boys at all?*

At first, no. We had to go in through different gates, and we had to use a separate playground at break times. We passed the boys in the corridors, but weren’t allowed to talk to them. I didn’t like that at all because, outside school, lots of my friends were boys.

*You said, ‘at first’. Did that change?*

Well, in those days, everyone did subjects like English and Maths and Science in their early years, but once you reached 12, you had to decide if you wanted to continue with academic subjects or if you were going to learn practical subjects. Of course, the school didn’t expect girls to study science. In fact, usually girls couldn’t do it at all. We had to do Home Economics or Secretarial Studies so that we could learn to be good housewives or secretaries.

However, I knew that I wanted to study the sciences, all of them – Biology, Physics and Chemistry. The school wasn’t happy about it. My family and I really had to argue and fight to get me into them. And when I continued with those subjects I had to join classes with the boys. There were no other girls in those classes!

*Do you think it was a good idea to study science?*

Yes. I worked as a scientist all my life.

**Exercise 7.2 Compare your school life to Mrs Grey’s. Follow the example as a guide.**

*In Mrs Grey’s school, boys and girls couldn’t talk to each other. In my school we can*.

1 She had to do a lot of writing. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 You had to choose your subjects at 12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WRITING PRACTICE**

**Exercise 1. Write an essay on one of the following topics.**

- Choose one scientific theory and show its main points of development.

- Choose one scientific theory and present the arguments for and against it.

**Exercise 2. Discuss why scientists should work within ethical parameters.**

What does ethical mean? Why must scientists be ethical about their work?

**Exercise 3. Compare and contrast hypotheses, theories, and laws**.

- What is a hypothesis?

- Define theory.

- Define scientific laws.

- Give an example of a scientific theory.

- Give an example of a scientific law.

**Exercise 4. Summarize the outcomes of Gregor Mendel’s experimental procedures.**

* Who is Gregor Mendel?
* Describe his work and the results he obtained from crossing garden peas.

**Exercise 5. Compare and contrast Lamarck’s explanation of evolution with Darwin’s theory of evolution by natural selection.**

- Explain Lamarck’s Inheritance of Acquired Characteristics. Was Lamarck’s theory correct?

- Explain Darwin’s Theory of Evolution by Natural Selection. Was Darwin’s theory correct?

**LISTENING PRACTICE**

**Exercise 1. Burglary report. Track 13 You will hear a woman called Mrs. Sutcliffe being questioned by a police officer about a burglary at her house. For questions 9-18, complete the sentences.**

Mrs Sutcliffe was at 1) \_\_\_\_\_\_\_\_\_\_\_ when somebody broke into her house. The break-in took place at about 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The burglar was in Mrs Sutcliffe's 3) \_\_\_\_\_\_\_\_\_\_ when she saw him. Mrs Sutcliffe says he was 4) \_\_\_\_\_\_\_ and heavily built. Mrs Sutcliffe's 5) \_\_\_\_\_\_\_\_ called the police. The burglar stole 6) \_\_\_\_\_\_\_\_\_\_\_from Mrs Sutcliffe.

Mrs Sutcliffe thinks she'll feel safer at home if she gets a 6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. The poor condition of Mrs Sutcliffe's 7) \_\_\_\_\_\_\_\_\_probably made it easy for the burglar to break in.

The police have a good 8) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of the person they think broke into Mrs Sutcliffe's house. The police will contact Mrs Sutcliffe in 9) **\_\_\_\_\_\_\_\_\_\_\_\_\_**weeks' time, or sooner if there is important news.

**Exercise 2. Science behind a chewing gum. Track 14. Listen to Rob and Finn and answer the following questions?**

1. Why is chewing gum useful in Finn’s opinion?
2. When did the Singapore government ban on chewing gum?
3. How do people dispose of gum?
4. Why is it difficult to remove the gum that has dried?
5. Why do people throw their gum away?

**UNIT 8**

**“SLEEP”**

**GRAMMAR PRACTICE**

**(Infinitive and Gerund; Participle; Future intentions)**

**Exercise 1. Put to where necessary before the infinitives in brackets.**

1. You needn't (come) tomorrow.
2. People used (travel) on horseback.
3. I'll have (hurry).
4. You ought (take) a holiday.
5. I'll (lend) him some money.
6. You are (go) at once.
7. We didn't have (pay) anything.
8. There won't (be) enough room for everyone.
9. You can (see) the windmill from here.
10. He was able (explain).
11. We may have (stay) here all night.
12. He used (spend) a lot of time in his library.
13. He didn't dare (say) anything.
14. Don't (move).
15. We'll (look) for a hotel.
16. You needn't (look) for a hotel; I'll be able (put) you up.
17. The doctor said that I ought (give up) smoking.
18. He used to drink quite a lot.
19. He should (be) ready by now.
20. May I (ask) you a question?
21. I shan't be able (do) it till after the holidays.
22. I didn't need (say) anything.
23. How dare you (open) my letters!
24. They ought (warn) people about the dangerous currents.
25. I should (say) nothing about it if I were you.

**Exercise 2. Combine each of the following pairs of sentences into one sentence using too/enough with infinitive.**

***E.g.* It is very cold. We can't go out*. It is too cold for us to go out.***

**He is strong. He can carry it. *He is strong enough to carry it.***

1. You are very young. You can't have a front-door key.
2. It is very cold. We can't bathe.
3. 4 I am rather old. I can't wear that kind of hat.
4. The ladder wasn't very long. It didn't reach the window.
5. He hadn't much money. He couldn't live on it. *(Omit* it.)
6. He was furious. He couldn't speak.
7. The fire isn't very hot. It won't boil a kettle.
8. Tom was very foolish. He told lies to the police.
9. You are quite thin. You could slip between the bars.
10. He is very ill. He can't eat anything.
11. Our new car is very wide. It won't get through those gates.
12. The floor wasn't strong. We couldn't dance on it. *(Omit* it.)
13. I was terrified. I couldn't move.
14. The bull isn't big. He couldn't harm you.
15. The coffee isn't strong. It won't keep us awake.
16. The river is deep. We can't wade it. *(Omit* it.)
17. He is lazy. He won't get up early.
18. He won't get up early so he never catches the fast train.
19. The ice is quite thick. We can walk on it. *(Omit* it.)
20. He was very drunk. He couldn't answer my question.
21. It is very cold. We can't have breakfast in the garden.
22. He was extremely rash. He set off up the mountain in a thick fog.
23. We aren't very high. We can't see the summit.

**Exercise 3. Put the verbs in brackets into the gerund.**

1. He gave up (gamble).
2. Try to avoid (make) him angry.
3. Stop (argue) and start (work).
4. The children prefer (watch) TV to (read).
5. I am against (make) any complaints.
6. It's no use (cry) over spilt milk. *{proverb)*
7. I suggest (hold) another meeting next week.
8. He finished (speak) and sat down.
9. He was fined for (drive) without lights.
10. It is difficult to get used to (eat) with chopsticks.
11. If you can't turn the key try (put) some oil in the lock.
12. He lost no time in (get) down to work.
13. You can't make an omelette without (break) eggs. *(proverb)*
14. We are looking forward to (read) your new book.
15. They escaped by (slide) down ropes made of blankets.
16. They don't allow (smoke) in here.
17. He is thinking of (leave) his job and (go) to America.
18. After (read) this article you will give up (smoke).
19. If you put your money into that business you risk (lose) every penny.
20. Imagine (live) with someone who never stops (talk).
21. Is there anything here worth (buy)?
22. He was accused of (leak) classified information to the press.
23. You'd better consult your lawyer before (decide) to buy the property.
24. I don't enjoy (go) to the dentist.
25. Would you mind (put) your pet snake somewhere else?

**Exercise 4. Put the verbs in brackets into the correct form (gerund or infinitive)**

1. I am looking forward to \_\_\_\_\_\_\_ (see) you.
2. He dreads \_\_\_\_\_\_\_\_ (have) to retire.
3. I arranged \_\_\_\_\_\_\_ (meet) them here.
4. He urged us \_\_\_\_\_\_\_\_ (work) faster.
5. I wish \_\_\_\_\_\_\_\_ (see) the manager.
6. It's no use \_\_\_\_\_\_\_\_\_ (wait).
7. He warned her \_\_\_\_\_\_\_\_ (not touch) the wire.
8. Don't forget \_\_\_\_\_\_\_\_ (lock) the door before (go) to bed.
9. My mother told me \_\_\_\_\_\_\_ (not speak) to anyone about it.
10. I can't understand her \_\_\_\_\_\_\_\_ (behave) like that.
11. He tried \_\_\_\_\_\_\_\_\_ (explain) but she refused \_\_\_\_\_\_\_ (listen).
12. At dinner she annoyed me by \_\_\_\_\_\_\_ (smoke) between the courses.
13. You are expected \_\_\_\_\_\_ (know) the safety regulations of the college.
14. He decided \_\_\_\_\_ (disguise) himself by \_\_\_\_\_\_\_ (dress) as a woman.
15. I am prepared \_\_\_\_\_\_ (wait) here all night if necessary.
16. Would you mind \_\_\_\_\_\_\_ (show) me how (work) the lift?
17. After \_\_\_\_\_\_ (walk) for three hours we stopped to let the others \_\_\_\_\_(catch) with us.
18. I am beginning \_\_\_\_\_\_\_ (understand) what you mean.
19. He was fined for \_\_\_\_\_\_\_\_\_ (exceed) the speed limit.
20. The boys like \_\_\_\_\_\_\_\_\_ (play) games but hate (do) lessons.
21. I regret \_\_\_\_\_\_\_\_\_ (inform) you that your application has been refused.
22. I couldn't help \_\_\_\_\_\_ (overhear) what you said.
23. Mrs. Jones: I don't allow (smoke) in my drawing-room. Mrs Smith: I don't allow my family (smoke) at all.
24. He surprised us all by (go) away without (say) 'Good-bye'.
25. Please go on (write); I don't mind (wait).
26. He wore dark glasses (avoid) (be) recognized.
27. Before (give) evidence you must swear (speak) the truth.
28. I tried (persuade) him (agree) with your proposal.
29. Your windows need (clean); would you like me (do) them for you?
30. Would you mind (shut) the window? I hate (sit) in a draught.

**Exercise 5. Write what each word is followed by: F.I. (full infinitive), B.I. (bare infinitive) or -ing.**

1. want + *F.I.* 6. will + \_\_\_ 11. expect + \_\_\_\_ 16. can +\_\_\_

2. dislike + \_\_ 7. make +\_\_\_ 12. it's no use +\_\_ 17. start + \_\_

3. would love+ \_\_ 8. avoid + \_ 13. hope + \_\_ 18. deny +\_\_

4. it's worth +\_\_ 9. see + \_\_ 14. let + \_\_ 19. hate +\_\_

5. finish + \_\_ 10. promise + \_\_ 15.shall + \_ 20. must +\_\_

**Exercise 6. Put the verbs in brackets into the correct form.**

Yesterday I went with my sister 1) *to buy* (buy) something for her birthday. She didn't really know what 2) \_\_\_\_\_ (get) but she seemed 3) \_\_\_\_\_\_\_ (like) the idea of a pet, so we went to the nearest pet shop. She started 4) \_\_\_\_\_\_ (look) around at all the animals. The man in the shop let her 5) \_\_\_\_\_\_\_\_(pick up) the rabbits and stroke the hamsters, but when she saw some puppies 6) \_\_\_\_\_\_(play) in a box, she said that she would like 7)\_\_\_\_\_\_\_\_ (have) one of them. I didn't know if we had enough money 8) \_\_\_\_\_\_\_\_ (buy) one and I hoped my mother wouldn't object 9) \_\_\_\_\_\_\_ (have) a dog in the house, but my sister promised 10) \_\_\_\_\_\_\_\_ (look after) it properly and we did have enough money, so we bought a little brown dog. The man gave us a special brush for 11) \_\_\_\_\_\_\_\_\_(brush) him and some special food. Tomorrow we're going to take Splash to the beach.

**Exercise 7. Put the verbs in brackets into the correct form.**

*Dear* Julie, I’m writing 1) \_\_\_\_\_\_\_\_\_ *(thank)* you formy birthday present. I was so happy 2) \_\_\_\_\_\_\_\_\_ (*receive*) it – I had so many lovely presents, I don’t know what 3) \_\_\_\_\_\_ *(do)* with them all! On my birthday I went for a meal with some friends and afterwards we went 4) \_\_\_\_\_\_\_ (*dance*) at that new club at Poplar Street. If you haven’t been, it’s certainly worth 5) \_\_\_\_\_\_ (*go*) there.

Now that I’m old enough 6) \_\_\_\_\_\_\_ (*drive*), I’m busy 7) \_\_\_\_\_\_ (*take*) driving lessons. Dad has said he’ll let me 8) \_\_\_\_\_\_\_ (*use*) his car as long as I promise 9) \_\_\_\_\_\_\_ (*be*) careful. Well, I must 10) \_\_\_\_\_\_\_ (*go*) now. I hope 11) \_\_\_\_\_\_ (hear) from you soon.

Love, Madeleine

**Exercise 8. Put the verbs in brackets in the infinitive or the -ing form.**

1. I don't like *singing/to sing* in public. (sing)

2. It's no use \_\_\_\_\_\_\_\_\_\_ her. She won't listen. (*tell*)

3. I'm still too upset \_\_\_\_\_\_\_\_\_\_ about it. (*talk*)

4. Don't disturb him. He's busy \_\_\_\_\_\_\_\_\_. (*work*)

5. Stop \_\_\_\_\_\_\_\_\_\_ your nails! (*bite*)

6. Don't expect him \_\_\_\_\_\_\_\_\_\_\_\_\_ you any money. (*lend*)

7. I've decided \_\_\_\_\_\_\_\_\_ him. (*leave*)

8. Mum made me \_\_\_\_\_\_\_\_\_ my medicine. (*take*)

9. She agreed \_\_\_\_\_\_\_\_\_\_ him £1 ,000. (*lend*)

10. He denied \_\_\_\_\_\_\_\_\_\_\_\_ the stolen goods. (*receive*)

**Exercise 9. Put the verbs in brackets into the infinitive or -ing form.**

My mother is an amazing woman. She is 87 years old and she still enjoys 1) \_\_\_\_\_(go out) for a walk every day. She doesn't mind 2) \_\_\_\_\_\_\_ (do) all her housework and she's glad 3) \_\_\_\_\_\_\_(help) her elderly neighbours when they can't 4) \_\_\_\_\_\_\_ (go) to the shops. She's too old 5) \_\_\_\_\_\_\_\_ (dig) the garden any more - she stopped 6) \_\_\_\_\_\_\_\_\_ (do) that last year - but she's still healthy enough 7) \_\_\_\_\_\_\_ (mow) the grass! In the summer she still goes \_\_\_\_\_\_\_ 8) (swim) when it's warm and she lets her grandchildren \_\_\_\_\_\_\_\_\_ 9) (bury) her in the sand. She often says, "It's no good \_\_\_\_\_\_\_\_10) (be) alive if you don't enjoy yourself." I'd love \_\_\_\_\_\_\_\_11) (be) like my mother when I'm her age.

**Exercise 10. Put the verbs in brackets into the “be going to” form.**

1. You \_\_\_\_\_\_\_\_ (miss) your train.
2. The pressure cooker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (explode).
3. When you \_\_\_\_\_\_\_\_\_\_ (pay) the bill?
4. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dye) the old curtains blue.
5. We \_\_\_\_\_\_\_\_\_\_\_\_ (make) this whisky bottle into a lamp.
6. What you \_\_\_\_\_\_\_\_ (do) with this room? ~I \_\_\_\_\_\_(paint) the walls in black and white stripes.
7. The umpire \_\_\_\_\_\_\_\_ (blow) his whistle.
8. You \_\_\_\_\_\_\_\_\_ (eat) all that?
9. That man with the tomato in his hand \_\_\_\_\_\_\_ (throw) it at the speaker.
10. That door \_\_\_\_\_\_\_\_ (slam).
11. The bull \_\_\_\_\_\_\_\_ (attack)us.
12. It \_\_\_\_\_\_\_\_ (rain). Look at those clouds.
13. The cat \_\_\_\_\_\_\_ (have) kittens.
14. The men in the helicopter \_\_\_\_ (try) to rescue the man in the water.
15. That rider \_\_\_\_\_\_\_\_\_ (fall) off.
16. These two men \_\_\_\_\_\_\_\_\_\_\_ (cycle) across Africa.
17. The Lord Mayor is standing up. He \_\_\_\_\_ (make) a speech.
18. He \_\_\_\_\_\_\_\_\_ (grow) a beard when he leaves school.
19. This aeroplane \_\_\_\_\_\_\_\_ (crash).
20. I \_\_\_\_\_\_\_\_\_ (stop) here for a moment to get some petrol.

**Exercise 11. Write the verb in brackets in the correct form. Add the preposition if necessary.**

1. After searching for two hours, I managed \_\_\_\_\_\_ the right book. (find)
2. Everybody keeps talking \_\_\_\_\_ the party, but no-one is. (leave)
3. Can you come to my office? We need \_\_\_\_\_\_\_\_\_\_. (talk)
4. A scientist has succeeded \_\_\_\_\_\_\_ a cure for the disease. (find)
5. My cat seems \_\_\_\_\_\_ you. Usually he doesn’t sit on people. (like)

**Exercise 12. Choose the correct form of each adjective.**

1. Mr Brown is such a *boring/bored* teacher that I fall asleep in his classes.
2. I can’t wait to get my new bike. I’m so *exciting/excited.*
3. Would you be *interesting/interested* in hearing more about this new product?
4. I have never seen such an *amazing/amazed* computer. It can do everything!

**Exercise 13. Write one intention (*going to*), one desire (*would like to*) and one hope for each.**

1 What are you going to do next week?

intention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

desire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hope: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 How will you make money in the future?

intention:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

desire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hope:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 14. Fill in the gaps with the necessary form of the adjective.**

1. **I worked hard all day. Now I feel \_\_\_\_\_\_\_\_\_. (tired/tiring)**
2. This wet weather is so \_\_\_\_\_\_\_\_\_. (depressed/depressing)
3. I will be very \_\_\_\_\_\_\_ if she does well in her test. (surprised/ surprising)
4. My new job is extremely \_\_\_\_\_\_\_\_\_\_. (tired / tiring)
5. I come home extremely \_\_\_\_\_\_\_\_\_ at the end of each day. (tired / tiring)
6. He's such a \_\_\_\_\_\_\_ person. He never wants to go out. (bored / boring)
7. I'm \_\_\_\_\_\_\_\_ I have no idea what to do. (confused / confusing)
8. Did you hear the \_\_\_\_\_\_ news about the accident? (shocked / shocking)
9. I'm not very \_\_\_\_\_\_\_\_\_\_ in sport. (interested / interesting)
10. I didn't find his joke very \_\_\_\_\_\_\_\_ (amused / amusing)
11. I am \_\_\_\_\_\_\_\_ of spiders. (frightened / frightening)
12. I am \_\_\_ with my grade in the grammar test. (disappointed/ disappointing)
13. The film is very \_\_\_\_\_\_\_\_\_\_ (excited / exciting)
14. I am \_\_\_\_\_\_ about my test grades. They are all quite bad. (depressed / depressing)
15. It was not \_\_\_\_\_\_\_\_\_\_ she failed her tests. She never studied. (surprised / surprising)
16. I'm getting \_\_\_\_\_ with this book. Nothing ever happens. (bored / boring)
17. These instructions are extremely \_\_\_\_\_\_\_\_\_. Can you help me? (confused / confusing)
18. I'm \_\_\_\_\_\_\_\_ that he could do something so stupid and dangerous. (shocked / shocking)
19. I don't find sport at all \_\_\_\_\_\_\_\_ . (interested / interesting)
20. I was not \_\_\_\_\_\_\_\_\_ to be kept waiting so long. (amused / amusing)

**VOCABULARY PRACTICE**

**Exercise 1. Read these statements. Which of these people are you most similar to?**

As soon as I wake up in the morning, I get dressed and race off to work. Mornings are when I'm at my best. I guess I'm an ·early bird.

\*Cecilia, from Brazil

Until I've had several cups of coffee, breakfast, and a long shower, I don't feel really awake. I'm definitely not an “early bird”

\*Tetsuo, from Japan

I always feel sleepy around 4:00 in the afternoon while I'm working at the office! But if I can sneak a short nap, I can work for several more hours. I'm a “catnapper”·

\*Jennifer, from the U.S.

I don't get much done during the day, but I get a spurt of energy in the late afternoon and con concentrate until after midnight. I'm a real "night owl."

\*Yuri, from Ukraine

**Exercise 2. What's the best time of day for you to do the following things? Complete the chart and then write some sentences as in the example below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *things to do* | *morning* | *afternoon* | *evening* | *night* |
| study for an exam |  |  |  | **×** |
| do something creative |  |  |  |  |
| do something that requires concentration |  |  |  |  |
| do vigorous exercise |  |  |  |  |
| speak English |  |  |  |  |

Ex. *I always study for an exam at night. It's really quiet after everyone else has gone to sleep.*

**Exercise 3. Read this information. Do you agree with the advice given? Fill in the gaps with the words from the box**

|  |
| --- |
| languages test concentration nap morning brain levels (2) |

WHEN THE MIND AND BODY ARE AT THEIR BEST

When you need to study for a \_\_\_\_\_, do it between 9:00 a.m. and noon. It's the best time to try to remember information you'll need to use very soon.

Study \_\_\_\_\_\_ in the early afternoon. This is the best time of day to learn something you want to remember for a long time.

Whenever you have to work with numbers, plan to do it around noon. Your \_\_\_\_\_ is most alert at this time.

Energy \_\_\_\_\_\_\_ dip between 2:00 and 4:00 p.m. As soon as your energy \_\_\_\_\_\_ falls, try to take a short \_\_\_\_\_\_\_\_. If that's impossible, just relax.

You're most energetic between the hours of 6:00 and 9:00 p.m. This is another good time to do something that requires \_\_\_\_\_\_\_\_.

Your mind and body are sleepiest at 4:00 a.m. This is why it's not a good idea to stay up studying all night. Wait until \_\_\_\_\_\_\_\_.

**Exercise 4. Combine adjectives from the first box with nouns from the second box. How many combinations can you think of?**

|  |  |
| --- | --- |
| chronic  funny  heavy  horrible  light  loud  short  vivid | dream  nightmare  insomnia  sleeper  nap  snoring |

**Exercise 5.1 Read the text. Complete the text with the words in the box. Use the correct form.**

|  |
| --- |
| excite frighten (x2) shock embarrass worry |

COMMON DREAMS

There are some dreams that many people have. Have you ever wondered what they mean?

**Chase dreams**

You are running fast, and someone is chasing you. Maybe you don’t know who they are or why they are chasing you, but you know you must run. Is this fun? Do you enjoy it? No, probably you feel quite 1)\_\_\_\_\_\_\_\_\_\_\_\_. These dreams often leave you feeling anxious and fearful. This is because the person chasing you represents the problems you have in life. You cannot face them, so you feel that you must run from them.

**Teeth dreams**

Your teeth are falling out or breaking into small pieces and there is nothing you can do to stop it. How do you feel? Of all dreams, these can be the most 2)\_\_\_\_\_\_\_\_\_\_\_\_. If you have these dreams, it suggests that you are worried about the way that you look to other people. Perhaps you feel that you are not as good as others, and that you are not attractive.

**Naked dreams**

Have you ever dreamt that you were in a public place – perhaps on the bus, in the street or at work – and you have no clothes on? Most people feel 3) \_\_\_\_\_\_\_\_\_\_\_ in this situation and it is not surprising. Dreaming that you are naked in a public place suggests that you are not confident, that you are 4) \_\_\_\_\_\_\_\_\_\_\_\_ or fearful of making public mistakes or making a fool of yourself.

**Flying dreams**

Dreams in which you are flying above the ground, looking down on people and places you know, are quite common. There are two kinds of flying dreams which have very different effects. If you are in control of the flying, the dream can be very 5) \_\_\_\_\_\_\_\_\_\_\_\_. If the flying is uncontrolled, you can feel 6) \_\_\_\_\_\_\_\_\_\_\_. These dreams suggest how much control you have over your own life, and whether you feel positive or negative about what is happening to you.

**Exercise 5.2 According to the text, are these statements true or false?**

1. People usually enjoy chase dreams. T/F
2. Attractive people have teeth dreams. T/F
3. In a naked dream you are embarrassed about your clothes. T/F
4. If you are in control of your flying dream, you are in control of your life. T/F

**Exercise 5.3 Answer these questions.**

1. Have you ever had any of the dreams in the Reading text?
2. How does that dream make you feel? (frightened, surprised, amazed, excited, shocked)
3. Is there a dream that you have had many times?
4. How would you describe the dream? (Write some adjectives.)

**Exercise 6.1 What should you do if you have trouble getting to sleep? Think of four suggestions. Then read this article, and compare your ideas to the author's.**

TEN KEYS TO A BETTER NIGHT’S SLEEP

Sleep is a basic human need, as basic as the need for oxygen. Getting a good night's sleep is not only directly related to how we feel the next day, but to our long-term health as well. Still, many of us suffer from at least occasional insomnia. Even more of us report at least one night of restless sleep per week that leaves us feeling ill and irritable. This is a serious problem. If you think otherwise, consider this. People who sleep four hours or less per night are twice as likely not to survive in six years as those who sleep the normal eight hours or so.

Given the seriousness of sleep, how can we make sure that we rest well and stay healthy? While there are no foolproof methods, here are some suggestions from sleep experts. If you do have trouble sleeping and these methods don't help, it's important that you see a doctor before insomnia causes your health to suffer. Start with these suggestions, though.

* If you can't sleep in the middle of the night, don't get up. Exposing yourself to bright light will affect your body clock and worsen your insomnia. Stay in bed.
* Avoid naps except for a brief ten – to fifteen-minute nap between 2:00 and 4:00 p.m.
* Restrict your time in bed to the average number of hours you've actually slept per night during the previous week. Don't try to make up for lost sleep. It can't be done.
* Get regular exercise each day, but finish at least six hours before bedtime. Exercising in the evening can help keep you awake.
* Take a hot bath for thirty minutes within two hours of bedtime. The bath will warm you, relax you, and make you feel sleepy.
* Keep your bedroom dark, quiet, and well ventilated.
* Keep a regular schedule seven days a week. Avoid the urge to sleep late on weekends. Although it may feel good while you're doing it, sleeping late on the weekends can lead to insomnia during the week.
* Get at least half an hour of sunlight within thirty minutes of waking. The morning sun helps set your body clock. Without the sunlight, your body doesn't know it's awake.
* Don't drink alcohol. Although having a drink before bed makes you sleepy, alcohol changes its effects after a bit of time. These secondary effects of alcohol can wake you up during the second half of your night's sleep.
* Keep the face of the clock in your bedroom turned away, and don't find out what time it is when you awaken in the night.

Pleasant dreams!

**Exercise 6.2 Find English equivalent for these words. Use the text:**

Потреба людини; здоров’я впродовж життя; безсоння; надійний метод; обмежувати; уникати; короткий сон удень; впливати на; побічний результат; прокидатися вночі; бажання спати довше на вихідних.

**WRITING PRACTICE**

**Exercise 1. Discuss the following.**

- Did you dream last night? Can you remember what you dreamt about?

- Do you often dream? Do you often have the same dream?

- Do you think dreams are important? If so, why?

**Exercise 2. Write an essay on one of the following topics.**

- Advantages and disadvantages of working at night.

- Describe your memorable dreams.

**Exercise 3. Write a letter.**

You have just received an e-mail from a friend in which he writes about his hopes and wishes for the future. Write a reply and discuss what you hope to do in the next few years, and what you wish for.

Try to cover some of the areas below: career; family; personal life; travel; things you would like to own; where you would like to live.

**LISTENING PRACTICE**

**Exercise 1.1 Track Sleeping on the job. Listen to Rob and Finn and answer the questions.**

1. Why is sleep at work useful?
2. How long did Margaret Thatcher sleep?
3. How do we call people who do not sleep at night?
4. What stops people from sleeping at work?
5. What can employers do to create more comfortable environment for workers?

**Exercise 1.2 Listen to the program again. Match the words with their meaning.**

|  |  |
| --- | --- |
| 1. ***napping*** | 1. a person who has difficulty falling sleep |
| 1. ***sleeping on the job*** | 1. (informal) nap for a short period of time |
| 1. ***(to) nod off*** | 1. sleeping for a short period of time |
| 1. ***insomniac*** | 1. opinion or feeling about something |
| 1. ***40 winks*** | 1. to fall asleep |
| 1. ***power-nap*** | 1. opposite to what most people think or do |
| 1. ***naptivist*** | 1. a short sleep that gives you energy |
| 1. ***counter-cultural*** | 1. sleeping when you should be working |
| 1. ***work ethic*** | 1. belief about how we should work |
| 1. ***wellbeing*** | 1. a made-up name for someone who actively campaigns for napping at work |

**Exercise 2. 1 Track A wild dream Listen to Lucia and Rick describing a dream they each had.**

1. What did each person dream about?
2. What do they think the dreams mean?

**Exercise 2.2. Listen again and fill in the box**

|  |  |  |
| --- | --- | --- |
|  | Dream | Meaning |
| Luicia |  |  |
| Rick |  |  |

**UNIT 9**

**“WORK AND INDUSTRY”**

**GRAMMAR PRACTICE**

**(Construction “used to”, Present Simple Passive)**

**Exercise 1. Complete these sentences with use(d) to ... +a suitable verb.**

1) Dennis gave up smoking two years ago. He *used to smoke* 40 cigarettes a day.

2) Liz \_\_\_\_\_\_\_\_\_\_\_\_ a motorbike, but last year she sold it and bought a car.

3) We came to live in Manchester a few years ago. We \_\_\_\_\_\_\_ in Nottingham.

4) I rarely eat ice cream now but I \_\_\_\_\_\_\_\_\_\_\_it when I was a child.

5) Jim \_\_\_\_\_\_\_\_\_\_\_\_\_\_ my best friend but we aren't friends any longer.

6) It only takes me about 40 minutes to get to work since the new road was opened. It \_\_\_\_\_\_\_\_\_\_\_\_ more than an hour.

7) There \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a hotel opposite the station but it closed a long time ago.

8) When you lived in London, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the theatre very often?

**Exercise 2. Brian changed his lifestyle. He stopped doing some things and started doing other things. Write sentences about Brian with used to and didn’t use to.**

|  |  |  |  |
| --- | --- | --- | --- |
| He stopped | studying hard | He started | smoking |
| going to bed early | going out in the evening |
| running three miles every morning | spending a lot of money |

1. He used to study hard.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Exercise 3. Make an affirmative sentence, negative sentence or question using ‘used to + infinitive’**

1. I / live in a flat when I was a child.
2. We / go to the beach every summer?
3. She / love eating chocolate, but now she hates it.
4. He / not / smoke.
5. I / play tennis when I was at school.
6. She / be able to speak French, but she has forgotten it all.
7. He / play golf every weekend?
8. They both / have short hair.
9. Julie / study Portuguese.
10. I / not / hate school.

**Exercise 4. Complete the following sentences with “used to” or “didn't use to”**

1. I/be/heavy smoker/but now I stop
2. He/be/such a shy child
3. She/do/lots of physical exercise/at college
4. They/eat/lots of junk food/but now/they be really healthy
5. I/go bed very late/but not anymore
6. He/not/get on well with her/but now they both change
7. They/not/like this town/but now they love it
8. She/be/vegetarian/but now eat meat

**Exercise 5. Complete the questions below with “used to” or “didn't use to” if possible.** One question uses the Present Perfect. All questions are in the “you” form.

1. What/enjoy most/at primary school?
2. Which/TV programme/watch most/when you were little?
3. Be ever/naughty? What/do you do?
4. Which/sport/play most at school?
5. What/like doing/in your free time?
6. Be anything/school/not enjoy? Why

**Exercise 6. Choose the correct words to complete each sentence.**

200 years ago ...

1)... people used to / didn’t use to make their own clothes.

2)... people used to / didn’ t use to have mobile phones.

3) ... people used to / didn’ t use to read books.

4) ... people used to / didn’t use to watch TV

5) ... people used to / didn’t use to drive cars.

6) ... people used to / didn’t use to walk everywhere.

**Exercise 7. Choose the correct words to complete each sentence.**

1. Why did people \_\_\_\_\_\_\_\_\_ mend their clothes?

a) used to

b) use to

c) didn’t use to

2) I \_\_\_\_\_\_\_\_\_ like watching football, but now I do.

a) used to

b) use to

c) didn’t use to

3) What did you \_\_\_\_\_\_\_\_\_ like doing when you were young?

a) used to

b) use to

c) didn’t use to

4) John \_\_\_\_\_\_\_\_\_\_\_ like Mary, but he doesn’t now.

a) used to

b) use to

c) didn’t use to

5) People \_\_\_\_\_\_ produce as much rubbish as we do nowadays.

a) used to

b) use to

c) didn’t use to

6) Did you \_\_\_\_\_\_\_\_ collect anything when you were young?

a) used to

b) use to

c) didn’t use to

**Exercise 8. Complete these sentences about yourself with “used to” or “didn’t use to”**

1. I \_\_\_\_\_\_\_\_play the guitar, but I do now
2. I \_\_\_\_\_\_\_\_\_ride a bike, but I don’t any more.
3. I \_\_\_\_\_\_\_\_ collect stamps, but I don’t any more.
4. I \_\_\_\_\_\_\_ enjoy getting up early, but I do now.
5. I \_\_\_\_\_\_\_be worried about the environment, but I am now.
6. I \_\_\_\_\_\_\_\_ be afraid of flying, but I’m not anymore.
7. I \_\_\_\_\_\_\_\_ know how to use a computer, but I do now.

**Exercise 9. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.**

1) English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (speak) in many countries.

2) The post \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (deliver) at about 7 o’clock every morning.

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the building/use) any more?

4) How often \_\_\_\_\_\_\_\_\_\_\_\_\_ (the Olympic Games(hold)?

5) How \_\_\_\_\_\_\_\_\_\_ (your name/spell)?

6) My salary \_\_\_\_\_\_\_ (pay) every month.

7) These cars \_\_\_\_\_\_\_\_\_\_ (not make) in Japan.

8) The name of the people who committed the\_\_\_\_\_ (not know).

9) His travel expenses \_\_\_\_\_\_\_ (not pay) by his company.

**Exercise 10. Complete with the passive. Use Present Simple.**

1. This programme \_\_\_\_\_\_\_\_ (watch) by millions of people.
2. Paper \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (make) from wood.
3. Hundreds of peop\_\_\_\_\_\_\_\_\_ (kill) in accidents every year.
4. London \_\_\_\_\_ (visit) by thousands of tourists every year.
5. The biology class \_\_\_\_\_\_\_ (teach) by Mr Green.
6. English \_\_\_\_\_\_\_\_\_ (speak) all over the world.
7. Lunch \_\_\_\_\_\_\_\_\_ (serve) at twelve o’clock.
8. Books \_\_\_\_\_\_\_\_\_\_ (write) by authors.

**Exercise 11. Write the verbs in the Present Simple Passive.**

Example: Someone cleans the room every day. *The room is cleaned every day.*

1. We receive a lot of phone calls every day.

A lot of phone calls \_\_\_\_\_\_\_\_\_\_\_\_ every day.

1. My wife waters the plants.

The plants \_\_\_\_\_\_\_\_\_\_\_\_ by my wife.

1. The kids do the washing-up.

The washing-up \_\_\_\_\_\_\_\_\_\_ by the kids.

4) Someone sends me a letter.

A letter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. to me.

5) They don't deliver the goods on Sundays.\_\_\_\_\_\_\_\_.

6) They don't sell fresh produce every day.\_\_\_\_\_\_\_.

7) They don't print these books anymore.\_\_\_\_\_\_\_\_\_\_\_\_\_

8) Mrs Smith doesn't do the cooking.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do they sell vegetables at the market?\_\_\_\_\_\_\_\_\_\_?

10) Do they make these shoes in Portugal?\_\_\_\_\_\_\_\_\_\_\_\_?

11) Do they deliver the milk to your house every morning\_\_\_\_\_?

12) Do you do the ironing?\_\_\_\_\_\_\_\_?

**Exercise 12. Are the sentences written in Active or Passive? Circle the correct answer.**

1) Steven likes to play baseball.

a) Active b) Passive

2) Bingo is played in Britain.

a) Active b) Passive

3) He lost his keys yesterday.

a) Active b) Passive

4) A letter was written.

a) Active b) Passive

5) They are listening to their music.

a) Active b) Passive

6) They often read e-mails.

a) Active b) Passive

7) These cars are produced in Italy.

a) Active b) Passive

8) French is spoken in Niger.

a) Active b) Passive

9) Lots of houses were destroyed.

a) Active b) Passive

10) The bus driver was hurt.

a) Active b) Passive

**VOCABULARY PRACTICE**

**Exercise 1. Complete each sentence with a word from the box. Use the words more than once.**

|  |
| --- |
| *business job living work* |

1. Jack makes his ***living***working as a journalist.
2. She has just left to go to\_\_\_\_\_\_\_\_ , I'm afraid.
3. They worked very hard and now have their own \_\_\_\_\_\_.
4. There are still nearly two million people without \_\_\_\_\_.
5. The cost of \_\_\_\_\_\_\_\_\_has risen greatly over recent years.
6. Stop interfering! This is none of your \_\_\_\_\_\_\_\_\_.
7. Lucy has a very good \_\_\_\_\_ in an international company.
8. I can't come out tonight. I've got too much \_\_\_\_\_\_\_ to do.
9. Some \_\_\_\_\_-men came and dug a hole in the road outside.
10. An early \_\_\_\_\_ by Picasso was sold for £3,000,000.

**Exercise 2. Complete each sentence (a-h) with a suitable ending (1-8). Use each ending once.**

a) If you work hard, the company will give you \_\_4\_\_\_.

b) In a different job I could get a higher

c) The best way to find new staff is to put a/an

d) Because he had stolen the money, we decided that

e) She has a pleasant personality but hasn't got the right

f) In the meeting we are going to discuss the

g) I think it would be a good idea to send in your

h) We cannot give you the job without

1) qualifications for a job of this kind.

2) advertisement in the local press on Friday.

3) application for the job as soon as possible.

*4) promotion to a more responsible position.*

5) references from your previous employer.

6) dismissing him was the only possible action we could take.

7) salary and better conditions of employment.

8) appointment of a new sales representative.

**Exercise 3. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

*Leaving a job*

I recently left my job in an ***advertising***agency ADVERTISEMENT

after a disagreement with my boss. She accepted my (2) RESIGN

but warned me that because of the (3) situation, ECONOMY

I might have to get used to the idea of being (4) EMPLOY

for a while. I thought that she was trying to make a point,

but after I had made over fifty (5) APPLY

to other companies, I realised that she was right.

Although I am a (6) designer, QUALIFICATIONS

I didn't receive any offers of a job. After that I tried working from home, but it was not very (7) PROFIT

Then I became an (8) EMPLOY

in a fast-food restaurant, even though my (9) EARN

were extremely low. I wish I had accepted early (10) RETIRE

from my old job. That is what I disagreed with my boss about!

**Exercise 4. Underline the most suitable word or phrase.**

1. The building workers were paid their *income/salary/wages* every Friday.
2. She's only been here three weeks. It's a/an *overtime/temporary* job.
3. When he retired he received a monthly *bonus/pension/reward.*
4. Apparently she *earns/gains/wins* over £60,000 a year.
5. While the boss is away, Sue will be *in charge/in control/in place* of the office.
6. Could I have two days *away/off/out* next week to visit my mother?
7. Paul was always arriving late, and in the end he was *pushed/sacked/thrown.*
8. When I left the job, I had to hand in my *application/dismissal/notice* three weeks beforehand.
9. How much exactly do you *do/make/take* in your new job?
10. If you have to travel on company business, we will pay your *costs/expenses/needs.*

**Exercise 5. Rewrite each sentence so that it contains the word or words given, and so that the meaning stays the same. Do not change the words given in any way.**

1. Terry works in a different place now. JOB

*Terry has a different job now.*

2) A good boss looks after everyone in the company. EMPLOYER\_\_\_\_\_\_\_\_\_\_

3) I am sure you will learn a lot in this job. EXPERIENCE\_\_\_\_\_\_\_\_\_\_

4) This job is a good way to earn money, but that's all. LIVING\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) The firm gave me a rise after I had worked there a year. RAISED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) The company was profitable last year. MADE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) I had to be interviewed at head office. ATTEND\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) My annual salary is £12,000. A YEAR\_

9) Jill is employed by a firm of accountants. WORKS\_\_\_\_\_\_\_\_\_\_\_\_\_

10) We advertised the job in the paper. PUT\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 6. Decide which answer (A, B, C or D) best fits each space.**

*Choosing a job*

One of the most difficult decisions is choosing what to do for a (1) B For example, do you want to follow a definite (2) \_\_\_ , and (3)\_\_\_ a low (4) \_\_\_\_ at the beginning, but have good (5) \_\_\_\_\_ in a company that trains its (6) \_\_\_\_ ?

Or are you more interested in taking any kind of work, because you need a/an (7) \_\_\_\_ ? You may have to (8) \_\_\_\_\_ the fact that a good (9) \_\_\_\_\_ can be difficult to find. In that case, why not take a (10) \_\_\_\_\_ one? You will gain some useful (11) \_\_\_\_ Remember that even if you have the right (12) \_\_\_\_ , you may have to (13) \_\_\_\_ lots of application forms before you are asked to (14) \_\_\_\_\_ an interview. But don't worry if you don't know what you want to (15) \_\_\_\_\_ exactly. You'll enjoy finding out!

1. A salary B living C employee D work
2. A company B training C business D career
3. A earn B gain C win D take
4. A money B profit C cheque D salary
5. A hopes B prospects C futures D promotions
6. A employers B crew C staff D persons
7. A money B cash C account D income
8. A face up to B go over C come up with D call off
9. A work B labour C job D seat
10. A temporary B overtime C profitable D short
11. A experiences B experienced C experience D experiencing
12. A qualifications B exams C letters D degrees
13. A fall through B get on C turn down D fill in
14. A be B attend C make D advertise
15. A work B job C do D employ

**Exercise 7.1. Read the text and do the exercises below.**

TEA INNOVATIONS

The Louisiana Purchase\* Exposition took place in St. Louis, Missouri, in 1904. At the fair was the young Englishman Richard Blechynden, who represented the tea interests of India and Ceylon - now Sri Lanka. It was his job to popularize tea drinking in the United States. The weather that summer turned quite hot, and Blechynden watched as people passed by his booth to others that were serving cold drinks. In desperation, he filled tall glasses with ice and poured hot tea over it. Iced tea was an immediate success. The invention of tea bags happened almost simultaneously. Thomas Sullivan of New York City owned a tea and coffee business. In sending samples of tea to customers, he decided it would be cheaper to sew the tea inside small cloth bags instead of sealing it in tins. To his surprise, orders for the tea bags poured in. Tea bags are now made of a special filter paper, and the manufacturing and packing of them has become an industry in itself to meet the great demand. Instant, or powdered, tea has become common on grocery shelves along with bulk and bag teas. Instant teas offer greater convenience than ordinary leaf tea as they are easy to prepare and leave no leaf sediment.

The treaty signed with France in 1803 by which the USA purchased a large portion of its present territory.

**Exercise 7.2. Find words or phrases in the passage which mean the same as:**

a) the introduction of a new idea or method

b) something that you buy

c) a large public exhibition

d) help to be generally known or liked

e) a small, temporary, roofed market stall

f) the state when you feel extremely hopeless

g) at the same time

h) a small quantity intended to show what the whole is like

i) fasten or join by making stitches with a needle and thread

j) close food containers to stop air getting in and spoiling the food

k) come in great number or amount (phrase)

l) ready for immediate use, with little or no preparation

m) a large quantity

n) the state of being easy to use; without difficulty

o) common; accustomed

p) matter that settles on the bottom of a liquid

**Exercise 7.3. Choose the correct answer according to the passage.**

1) According to the passage, Richard Blechynden's employment involved

A) making tea drinking popular to those from India and Ceylon

B) informing people of the benefits of hot drinks

C) making the drinking of tea more common in America

D) teaching Americans how to make tea

E) inventing tea bags out of a special filter paper

2) It is clear from the passage that iced tea became an immediate success because

A) Americans prefer drinking from tall glasses

B) the people were interested in tea from India and Ceylon

C) it was very easy to prepare a glass of iced tea

D) Richard Blechynden was good at persuading people to try his innovation

E) it fit with people's needs during the hot summer weather

3) We can conclude from the passage that it was through the efforts of innovative people that, today,

A) tea drinking has become so common and so easy

B) a lot of expositions take place all over the world

C) the tea industry is enjoying a remarkable boom

D) people are abandoning fizzy drinks in favour of tea

E) a lot of people find employment in the tea industry

*STAFF SURVEY REPORT*

The following report summarises the results of the recent survey of staff job satisfaction.

Staff numbers(Total: **57)** Employed for less than two years: **21** More than two years: **27** More than five years: **9**

Job knowledge 66% of staff feel that they understand exactly what their job is. 59% feel that they get the support they need to do their job.

Work pressure 40% of staff feel that they are regularly or sometimes under too much pressure. 78% suffer from work-related stress.

Staff training 36% received training in the last 12 months. 17% are happy with amount of staff training.

Opportunity for promotion 11% feel there are good opportunities for promotion within the company. 7% feel that they have been given appropriate promotion in the last 12 months.

Pay and benefits 65% are happy with their level of pay. 79% are happy with the sick-leave system. 81% are happy with the holiday system.

Views about management 28% understand management structure well. 39% feel management communicates well. 12% feel management is taking the company in a positive direction.

Company responsiveness 37% feel that the company responds well or adequately to staff problems or complaints. 45% feel that there are clear ways to communicate complaints to management. 62% think that staff need to be included more in company decisions. This report recommends that the company reviews these findings after a 12-month period of action to deal with areas of staff dissatisfaction.

**Exercise 8.1 Match the following words from the text with their meanings.**

|  |  |
| --- | --- |
| 1 responsiveness | A something given by an employer in addition to pay |
| 2 dissatisfaction | B the ability to take action when it is needed |
| 3 benefits | C not being happy or pleased about something |

**Exercise 8.2 Answer the following questions about the text.**

1. What areas is the company doing well in?
2. What areas is the company doing badly in?
3. From this survey, do you think most staff are happy with the company? Give reasons.

**Exercise 8.3 This quote comes someone who has worked for the company for many years.**

*“I used to be very happy, maybe about ten years ago, but things were very different then.”*

Can you imagine any ways that the company may have been different in the past? Write sentences comparing the past and present using a form of *used to*.

**WRITING PRACTICE**

**Exercise 1. Compare yourself now with the past. Write about:**

* your personality;
* your likes and dislikes.

**Exercise 2. Write an essay “How ambitious I am”.**

Try to cover some of the areas below:

- How ambitious are you?

- Do you have a career plan?

- Where do you want to be in 10 years' time?

- Which of the following would you prefer to do: a) work for one company during your career; b) work for several different companies; c) work for yourself.

**Exercise 3. Write an essay “My future career”.**

* What do you hope to do in the future in your career?
* Do you think there is an ideal career for you? What is it? Why?

- Which of these companies do you or would you like to work for: a) a family-owned company; b) a multinational company; c) your own company (be self-employed).

**Exercise 4. You work in the human resources department of a large company. Discuss how you would deal with these problems**.

- More and more staff are taking medicine, e.g. anti-depressants, because they feel highly stressed at work. They are often sick, or pretend they are sick, and take days off work.

- Many employees feel uncertain about their jobs and careers in the company. They worry about the future. They are constantly anxious and don't sleep well.

- Some staff are stressed because they feel they have no control over their work and they don't participate in decisions. They say they feel 'worthless' and are not valued by management.

**Exercise 5. Discuss the following.**

- What do you think are some of the best ideas in the last 20 years?

- What is the best idea you have ever had?

- Which creative person do you most admire? Why?

- What should companies do to encourage new ideas?

- What will be the best business idea in the next 15 years?

- What would you like someone to invent?

**LISTENING PRACTICE**

**Exercise 1.1 People and their jobs. Listen to the recording and complete the gaps with a word from the box.**

|  |
| --- |
| pilot dentist shop assistant tour guide nurse |

1. Speaker A works as a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Speaker B works as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Speaker C works as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Speaker D works as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Speaker E works as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 1.2 Listen again and check your understanding: multiple choice. Do this exercise while you listen. Circle the best answer for these questions.**

1. Does speaker A enjoy his job?

**A** Yes

**B** Sometimes

**C** No

2) When does speaker A work?

**A** When he is at university.

**B** Weekends.

**C** Summer holidays.

3) When does speaker B work?

**A** Weekdays

**B** Weekends and holidays.

**C** Summer holidays.

1. What does speaker B say tourists love doing?

**A** Visiting universities.

**B** Taking a boat trip.

**C** Swimming in the river.

1. Does speaker C like his job?

**A** Yes.

**B** Sometimes.

**C** No.

1. What does speaker D say is difficult about being a pilot?

**A** Travelling to many countries.

**B** Learning many languages.

**C** Flying planes in bad weather.

1. What does speaker D say is the best thing about his job?

**A** Visiting different places.

**B** Meeting different people.

**C** The different weather.

1. What does speaker E not like about her job?

**A** The doctors.

**B** The sick people.

**C** The uniform.

**Exercise 2.1 Interview with careers officers Listen to the beginning of an interview with two careers officers. As you listen, complete the sentences with a number.**

1. Craig has been working as a careers officer for \_\_\_\_\_\_\_\_\_\_\_\_ years.
2. He visits approximately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ schools every year.
3. Susan talks to about \_\_\_\_\_\_\_ pupils about careers each year.
4. Each careers interview lasts about ............................... minutes.

**Exercise 2.2 Listen to the whole interview. For questions 1-5, choose the best answer (A, B or C).**

1. What does Craig say about the work of a careers officer?

**A** It has changed completely over the years.

**B** It is similar to what it used to be.

**C** It's better than the other jobs he's done.

1. Only one in ten of the people who want to become doctors

**A** succeed in their ambition.

**B** become lawyers.

**C** are successful in other professions.

1. Craig suggested the air force to the young man because he

**A** wanted to change his mind about being an astronaut.

**B** thought it was probably the best way to achieve his aim.

**C** was sure that astronauts started in the air force.

1. Craig's advice is that you should

**A** be ready to choose a completely different career.

**B** only talk about your ambition if you really mean it.

**C** become a doctor iJ you can't become an architect.

1. Susan's advice is that you should

**A** become a lawyer if you like helping people.

**B** get legaJ advice before choosing your career.

**C** find out more about the job you want to do.

**UNIT 10**

**“GLOBAL AFFAIRS”**

**GRAMMAR PRACTICE**

***(Future Forms, Past Simple Passive)***

**Exercise 1. Put the verbs in brackets into the present continuous tense to talk about future arrangements.**

1. They are going to drill for oil here. They (start) on Monday.
2. My uncle (make) a speech on Friday.
3. I (take) my sister to the ballet tomorrow.
4. She (call) for me at six.
5. He (play) at Wimbledon next summer.
6. I (meet) her at the station at ten.
7. The sales (not start) till Monday.
8. How you (get) to the party tomorrow? ~I (go) by car. ~Who (drive)?
9. The piano tuner (come) this afternoon.
10. You (give) him anything for his birthday? ~Yes, I (give) him a dictionary.
11. The windows (be) cleaned today. Then we'll be able to see out.
12. She (come) out of hospital next week.
13. We (have) dinner early tonight as we (go) to the theatre.
14. Where you (go) for your holidays this year? ~I (go) to Holland.
15. He (not give) a lecture tonight.
16. I (have) my photograph taken tomorrow.
17. I (buy) her a burglar alarm for a wedding present.
18. The elections (be) held next week.
19. I (have) lunch with my aunt on Thursday.
20. The committee (meet) next Wednesday.
21. My grandparents (celebrate) their golden wedding next week.
22. I (lend) him my car for his holidays.
23. The strikers (return) to work next week.
24. Smith's (open) a new branch in this street in July.
25. We've bought a new house and (move) in very soon.

**Exercise 2. Put the verbs in brackets into the “be going to” form.**

1. You (miss) your train.
2. The pressure cooker (explode).
3. When you (pay) the bill?
4. She (dye) the old curtains blue.
5. We (make) this whisky bottle into a lamp.
6. What you (do) with this room? ~I (paint) the walls in black and white stripes.
7. The umpire (blow) his whistle.
8. You (eat) all that?
9. That man with the tomato in his hand (throw) it at the speaker.
10. That door (slam).
11. The bull (attack)us.
12. It (rain). Look at those clouds.
13. The cat (have) kittens.
14. The men in the helicopter (try) to rescue the man in the water.
15. That rider (fall) off.
16. These two men (cycle) across Africa.
17. The Lord Mayor is standing up. He (make) a speech.
18. He (grow) a beard when he leaves school.
19. This aeroplane (crash).
20. I (stop) here for a moment to get some petrol.

*NB. Planned future actions can be expressed by the* ***present continuous tense*** *with a time expression or by the* ***be going to*** *form with or without a time expression. The present continuous is mainly used for very definite arrangements in the near future. The “be going to” form can be used more widely.*

**Exercise 3. Use the present continuous where possible in the following sentences and put the remaining verbs into the “be going to” form.**

1. I (play) bridge tonight with Tom and Ann.
2. He (have) an operation next week.
3. It's very cold. I (light) a fire.
4. We (have) some friends to lunch tomorrow.
5. I've bought a piano; it (be) delivered this afternoon. ~Where you (put) it? ~I (put) it in the dining room.
6. You (go) to the auction tomorrow? ~Yes, I (go) but I (not buy) anything.
7. I've reminded you once; I (not do) it again.
8. I (have) my hair cut this afternoon.
9. My nephew (come) to stay with me next weekend. ~ Where you (put) him? ~ I (put) him in the room in the tower.
10. Our class (start) German next term.
11. I (spend) a few days in London next week.
12. The Town Council (build) a new school here.
13. What you (tell) the police? ~I (tell) them the truth.
14. He (start) tomorrow.
15. The Queen (open) Parliament next month.
16. The Prime Minister (speak) on TV tonight.
17. This shop (close) down next week.
18. When you (have) your next lesson? ~I (have) it on Monday.
19. I (collect) my new dress this afternoon.
20. We (take) the children to the seaside this summer.
21. I (give) him a football for his next birthday.
22. She (sing) in her first big concert next month.
23. He (go) to Spain for his holidays. ~ He (fly)? ~ No, he (go) by boat.
24. She (see) a specialist next week.
25. He (wash) the car?
26. He (ring) me up tonight.
27. The inspector (ask) you a few questions.
28. Her parents (give) a party for her next month. They (invite) sixty guests.
29. Have you got a ticket for the big match on Saturday? ~ No, I don't even know who (play). ~France (play) England.
30. They (launch) a ship this afternoon. You (come) to see it?

**Exercise 4. Put the verbs in brackets into the present continuous or the future simple using the present continuous where possible.** (The **be going to** form could be used here instead of the present continuous, but for the sake of simplicity students are advised to use only the two tenses first mentioned.)

1. I am sure that I (recognize) him.
2. I (see) her tomorrow.
3. He (play) in a tennis match on Friday.
4. She (come) back on Monday.
5. I (go) again next year.
6. We (know) tonight.
7. You pay and I (owe) you the money.
8. I (believe) it when I see it.
9. I (have) my car repainted next week.
10. I hope that you (have) a good time tomorrow.
11. His speech (be) broadcast tonight.
12. The window-cleaner (come) at eight tomorrow.
13. Tom (catch) the 7.40train**.**
14. Where you (meet) them?~ I (meet) them at midnight in the middle of the wood.
15. What horse you (ride) tomorrow?
16. Look! I've broken the teapot. What Mrs Pitt (say)? ~ She (not mind); she never liked that one.
17. I've left the light on. It (matter)?
18. He (not forget) to come.
19. He (leave) in a few days.
20. I (remember) it.
21. If you drop that bottle it (break).
22. I never (forgive) him.
23. I'm sure that you (like) him.
24. They (lay) the foundations next week.
25. You (see) a signpost at the end of the road.
26. He has cut my hair too short. ~Don't worry; it (grow) again very quickly.
27. You (understand) when you are older.
28. The cat (scratch) you if you pull its tail.
29. I (be) back at 8.30.
30. If he doesn't work hard he (not pass) his exam.

**Exercise 5. Complete the sentences using one of the verbs in the correct passive form (Present or Past):**

|  |
| --- |
| cause, damage, hold, include, invite, make, overtake, show, translate, write |

1. Many accidents ***are caused*** by dangerous driving.
2. Cheese \_\_\_\_\_\_\_\_\_\_\_\_\_ from milk.
3. The roof of the building \_\_\_\_\_\_\_\_\_\_\_ in a storm a few days ago.
4. There's no need to leave a tip. Service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bill.
5. You \_\_\_\_\_\_\_\_\_\_\_\_ to the wedding. Why didn't you go?
6. A cinema is a place where films \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. In the United States, elections for President \_\_\_\_\_\_\_\_ every four years.
8. Originally the book \_\_\_\_\_\_\_\_\_\_ in Spanish and a few years ago it \_\_\_\_\_\_\_\_\_ into English.
9. We were driving along quite fast but we \_\_\_\_\_\_\_\_\_\_ by lots of other cars.

**Exercise 6. Write questions using the passive. Some are present and some are past.**

1. Ask about the telephone. (when/invent?) ***When was the telephone invented?***
2. Ask about glass. (how/make?) How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
3. Ask about Australia. (when/discover?) \_\_\_\_\_\_\_\_\_\_\_\_\_?
4. Ask about silver. (what/use for?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
5. Ask about television. (when/invent?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Exercise 7. Put the verb into the correct form, present simple or past simple, active or passive.**

1. It's a big factory. Five hundred people ***are employed*** (employ) there.
2. Water \_\_\_\_\_\_\_\_\_\_\_ (cover) most of the Earth's surface.
3. Most of the Earth's surface\_\_\_\_\_\_\_\_ (cover) by water.
4. The park gates \_\_\_\_\_\_ (lock) at 6.30 p.m. every evening.
5. The letter \_\_\_\_\_\_\_ (post) a week ago and it \_\_\_\_\_\_\_ (arrive) yesterday.
6. The boat \_\_\_\_\_\_\_\_ (sink) quickly but fortunately everybody \_\_\_\_\_\_\_\_ (rescue).
7. Ron's parents \_\_\_\_\_\_\_\_\_ (die) when he was very young. He and his sister \_\_\_\_\_\_\_\_\_ (bring) up by their grandparents.
8. I was born in London but I \_\_\_\_\_\_\_\_\_ (grow) up in the north of England.
9. While I was on holiday, my camera \_\_\_\_\_\_\_ (steal) from my hotel room.
10. While I was on holiday, my camera \_\_\_\_\_\_ (disappear) from my hotel room.
11. Why \_\_\_\_\_ (Sue/resign) from her job? Didn't she enjoy it?
12. Why\_\_\_\_\_\_ (Bill/sack) from his job? What did he do wrong?
13. The company is not independent. It\_\_\_\_\_ (own) by a much larger company.
14. I saw an accident last night. Somebody \_\_\_\_\_\_\_ (call) an ambulance but nobody \_\_\_\_\_\_\_\_ (injure) so the ambulance \_\_\_\_\_\_\_\_\_\_ (not/need).
15. Where \_\_\_\_\_\_\_\_\_\_ (these photographs/take)? In London? \_\_\_\_\_\_\_\_ (you/take) them?

**Exercise 8. Rewrite these sentences. Instead of using 'somebody/they/people' etc, write a passive sentence.**

1. Somebody cleans the room every day. ***The room is cleaned every day***.
2. They cancelled all flights because of fog. All \_\_\_\_\_\_\_\_\_\_.
3. People don't use this road very often. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Somebody accused me of stealing money. I\_\_\_\_\_\_\_\_\_\_\_\_.
5. How do people learn languages? How\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
6. People advised us not to go out alone. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**VOCABULARY PRACTICE**

**Exercise 1. Put each of the words in the box into the paragraph.**

|  |
| --- |
| staff civil servants ambassador committee spokesperson minister |

The 1\_\_\_\_\_\_\_\_\_\_\_\_\_ of Norway visited government offices today to have important talks with the 2\_\_\_\_\_\_\_\_\_\_\_\_\_ for Foreign Affairs. They had discussions about oil fields in the North Sea, which also included a 3\_\_\_\_\_\_\_\_\_\_\_\_\_ from each of the three top environmental groups working in the area. Together they decided to form a 4\_\_\_\_\_\_\_\_\_\_\_\_\_ to help protect the environment in the area. The group will also include 5\_\_\_\_\_\_\_\_\_\_\_\_\_ from oil companies and 6\_\_\_\_\_\_\_\_\_\_\_\_\_ from various other related government departments.

**Exercise 2.1. Read the following text and do the exercises afterwards.**

HISTORY OF THE MOBILE TELEPHONE

The first mobile phone design was registered with the US government as early as 1908. However, this phone was more like a two-way radio than the little hand-held phone that so many people carry everywhere with them today. The earliest phones were fixed in vehicles, such as cars and boats, and were mostly used by the army and navy.

In Europe, these mobile radio-phones were first used on German trains between Berlin and Hamburg in 1926, for first-class passengers only. All of these early mobile phones were operated by staff who were specially trained.

The first publicly available mobile phone service was introduced in Sweden in 1956. The problem was that the phone weighed 40kg! However, the size of phones was gradually reduced during the 1960s and 1970s. Still, the majority of these phones, right through until the 1980s, were installed in cars rather than carried around by people.

In the 1980s, mobile phones started to become more common and the more people used mobile phones, the easier it was for the companies to grow. The phones used in the 1980s were still large and bulky by our standards. Lighter phones, weighing only 100–200g, were introduced in the 1990s.

Until this point development had been slow over 90 years. Recently, however, with the introduction of digital technology and the increasing popularity of mobile phones, this has changed.

Since the 1990s, mobile phone technology has progressed incredibly fast. Cameras were first put into mobile phones in 1997, and phones able to store and play music files were introduced in 2004. Nowadays, anything digital – from computer games and video cameras to personal organisers and even computers – can be built into your mobile phone.

**Exercise 2.2 Answer these questions about the text.**

1. In what way was the first registered mobile phone different from the ones we use today?
2. Which was the first country in Europe to use mobile phones?
3. What was the difference between the phones introduced in Sweden in 1956 and those available before that?
4. Describe what happened to the size of mobile phones between the 1950s and 1990s.
5. What is the biggest difference in mobile phone development before the 1990s and after?
6. Why has this change in development happened since the 1990s?

**Exercise 2.3 Guess the meaning of these phrases.**

1. two-way radio It’s a radio that\_\_\_\_\_\_\_\_\_\_\_.
2. hand-held phone It’s a phone that \_\_\_\_\_\_\_\_\_.
3. first-class passenger It’s a passenger who \_\_\_\_\_\_.

**Exercise 3. Underline the most suitable word or phrase.**

1. This is a small car, but it has a powerful *engine/machine*.
2. Do you use an *electric/electrical* toothbrush?
3. I can't see anything. Where's the light *plug/switch*?
4. I'm going to buy a new *notebook/desktop* PC that I can take to work.
5. You can't use the lift. It's out of *order/work*.
6. If you don't press this button, the washing machine won't *go/move*.
7. Use this torch. The other one doesn't *act/work*.
8. The lights have gone out. It must be a power *break/cut*.
9. A car *factory/industry* has just been built in our town.
10. Who exactly *discovered/invented* the computer?

**Exercise 4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

HOW DOES THE DVD WORK?

When I was young, I always dreamed of becoming a

famous (1) ...*scientist*.. . When I was at school I decided to study SCIENCE

(2) \_\_\_\_, and then become a millionaire by inventing ENGINE

a wonderful new (3) \_\_\_\_\_which would make the world PRODUCE

a better place. Unfortunately, I wasn't very good at technical

subjects. Any time I operate any kind of (4) \_\_\_\_\_ EQUIP

something terrible happens. Machines which use (5)\_\_\_\_, ELECTRIC

such as computers or televisions, always seem to give me a

(6) \_\_\_\_\_\_ shock. The instruction booklets are always POWER

(7) \_\_\_\_\_\_\_ They never help me at all. Nowadays you need USE

to have (8) \_\_\_\_\_\_\_\_ knowledge just to use the DVD. To SPECIAL

my great (9) \_\_\_\_\_\_ it is always a child of six who helps me EMBARRASS

out of my (10) \_\_\_\_\_\_ DIFFICULT

**Exercise 5. Underline the most suitable word or phrase.**

1. Many people were injured when the building *demolished/collapsed.*
2. The ship radioed to say that it was in *difficulties/dangers.*
3. The government has announced plans to help the *poor/poverty.*
4. There was a large *demonstration/manifestation* against nuclear power in Manchester yesterday.
5. Everyone agrees that the *environment/nature* must be protected.
6. There has been another *increase/rising* in the level of crime.
7. There are few jobs here and many people are *away from work/unemployed.*
8. The train was in a/an *accident/collision* with a bus on a level crossing.
9. The driver of the bus admitted that he had *done/made* an error.
10. No ships are sailing today because of the *high/storm* winds.

**Exercise 6. Complete each sentence with a word from the box. Use each word once only.**

|  |
| --- |
| disaster, emergency, hooliganism, living, disease, *famine,* injuries, rubbish, earthquake, floods, invasion, slums |

1. Food has been sent to areas in Africa suffering from *famine.*
2. Many people live in overcrowded \_\_\_\_\_ on the edge of the city.
3. The cost of \_\_\_\_\_\_ has risen steadily this year.
4. Thousands of buildings fell down during a severe \_\_\_\_\_.
5. \_\_\_\_\_\_\_\_ at football matches has been reduced this year.
6. The\_\_ of Ruritania has been condemned by the United Nations.
7. The eruption of the volcano was a terrible \_\_\_\_\_\_\_\_\_ .
8. Hundreds of people drowned during the \_\_\_\_\_\_\_\_\_.
9. Two of those involved in the crash had serious \_\_\_\_\_\_\_\_.
10. Large cities face the problem of what to do with household\_\_\_.
11. Doctors announced that there was now a cure for the \_\_\_\_\_\_\_\_.
12. During the storm there were hundreds of \_\_\_\_\_\_\_\_\_\_\_\_ calls.

**Exercise 7. Replace the words in italics with a word or phrase from the box.**

|  |
| --- |
| *banned* ignored increased polluted solved flooded improved overpopulated protected unemployed |

1. Smoking has been *made illegal* in pubic places in some countries. *banned*
2. Famine is a serious problem, and it hasn't been *dealt with yet.\_\_\_*
3. Many kinds of wild animals need to be *guarded by the law. \_\_\_\_*
4. Living conditions have been *made better* in some parts of the world. \_\_
5. Our local lake has been *made dirty* by nearby factories. \_\_\_\_\_\_\_\_\_\_
6. A problem which is *not thought about* does not simply go away. \_\_\_\_\_
7. A lot of people in industrial areas are *without work. \_\_\_\_\_\_\_\_\_*
8. After the recent storms, the town was *filled with water. \_\_\_\_\_\_*
9. Some countries are *inhabited by too many people. \_\_\_\_\_\_\_\_\_\_\_*
10. Recently the number of people riding bicycles has *grown larger. \_\_\_\_\_*

**Exercise 8. Choose the most suitable word or phrase to complete each sentence.**

1) I'm glad I *C* my plane! I've just heard that it's broken down.

A) lost B) refused C) missed D) altered

2) The cruise ship hit a rock and \_\_\_\_\_.

A) sank B) drowned C) flooded D) crashed

3) I lost the keys to my house and had to climb in \_\_\_\_\_\_ the window.

A) by B) to C) through D) with

4) The village was completely \_\_\_\_\_\_ in an earthquake.

A) collapsed B) destroyed C) ruined D) broken

5) The bus driver couldn't \_\_\_\_\_ the accident.

A) protect B) control C) provide D) prevent

6) After police found drugs there, the disco was \_\_\_\_\_.

A) closed down B) banned C) ignored D) abolished

7) During the match, someone \_\_\_\_\_\_ fire to the stadium.

A) set B) put C) opened D) caught

8) We decided not to go camping because of the \_\_\_\_\_\_\_ rain.

A) great B) amount C) heavy D) extra

9) I had to shut the window because the noise outside was \_\_\_\_

A) shouting B) unbearable C) in danger D) enormous

10) When the fire broke out, an electronic alarm \_\_\_\_\_.

A) came in B) opened up C) went off D) put out

**Exercise 9. Match the words in the box with the definitions (a-j).**

|  |
| --- |
| aid conservation drought famine riot charity demonstration emergency pile-up strike |

1) An organization which collects money to help those in need *charity*

2) When an area is desperately short of water\_\_\_\_\_\_

3) The act of protecting animals, or parts of the environment \_\_\_\_\_\_

4) When people march through the streets to show their opinions\_\_\_\_\_\_

5) A collision involving several vehicles\_\_\_\_\_\_

6) When an area is desperately short of food \_\_\_\_\_\_

7) Something unexpected which must be dealt with quickly \_\_\_\_

8) When people stop working through disagreement with their employers \_\_\_

9) Help (money, food, etc.) given by governments or other organizations \_\_\_

10) When a crowd of people is violent and out of control \_\_\_

**Exercise 10. Decide which answer (A, B, C or D) best fits each space.**

A LETTER TO THE EDITOR

Dear Sir,

We are writing to suggest that all cars should be (1) \_\_\_\_\_\_ B from the centre of the city as soon as possible. The amount of (2) \_\_\_\_\_\_ from car exhaust fumes is now (3) \_\_\_\_\_\_\_ , and we believe that the public must be (4) \_\_\_\_\_\_\_. Apart from this, the streets are crowded (5) \_\_\_\_\_\_\_ cars, and our lives are at (6) when we try to cross the road! There has been a huge (7) \_\_\_\_\_\_\_\_ in the amount of traffic recently, and the government just seems to put (8) \_\_\_\_\_\_\_ the problem, instead of (9) \_\_\_\_\_\_\_\_ it. Unless we (10) \_\_\_\_\_\_\_ the traffic problem, and seriously consider some of the (11) \_\_\_\_\_\_\_\_ , life in our city will become (12) \_\_\_\_\_\_\_. Our organization, Cities for People, has been (13) \_\_\_\_\_\_\_ to make the government do something! We are holding a (14) \_\_\_\_\_\_\_ next week in the city centre, and hope that many people will (15) \_\_\_\_\_\_\_ us.

Yours faithfully,

Mary Kingwood, Secretary, Cities for People

1. A stopped B banned C removed D altered
2. A this B problem C driving D pollution
3. A unbearable B much C overcrowded D exceeded
4. A preserved B saved C exhausted D protected
5. A from B in C with D between
6. A risk B danger C urgent D problem
7. A size B number C growing D increase
8. A out B away C up D off
9. A going through B dealing with C closing down

D keeping up with

1. A look for B make out C face up to D come round to
2. A solutions B errors C suggestions D matters
3. A lifeless B uninhabitable C impossible D destruction
4. A taken after B set up C carried out D looked into
5. A pile-up B riot C organization D demonstration
6. A join B bear C increase D agree

**Exercise 11. 1 Read the text below and answer the questions below.**

THE DISCOVERY OF DNA

Did you know that a tiny piece of your hair gives us information about ... ?

- who you are related to

- which career you could be successful in

- any crimes you have committed

- what illnesses you could get

- how and when you could die

This is possible thanks to the information in DNA (or deoxyribonucleic acid). Your hair and every cell in your body contains your own unique DNA. It can tell you a lot about your family, health, and personality.

DNA was discovered by a German scientist, Friedrich Miescher, in 1869, but nobody realized its importance then. Other scientists thought that it was too simple to contain the map of how we are made! In 1953, a group of British scientists at Cambridge University finally discovered the structure of DNA and how it worked. They were given the Nobel Prize for Medicine in 1962.

Gradually, scientists learned to 'read' more and more of the information in DNA. In 1986, for the first time DNA testing was used by the police. Some DNA is usually left by a criminal at the place where the crime was committed. This can be matched with DNA from a suspect. The test shows if the suspect is guilty.

In 1990 the Hun1an Genome Project was begun. Scientists wanted to n1ake a map of the 3 billion chemical letters in human DNA. Over 1,000 scientists all over the world worked on the project, and it took 10 years. With this information, it is possible that a cure for many diseases will be found in the future. But it also brings with it many questions. Do we want to be able to choose what our babies will look like, or pick the best person for a job with DNA tests?

**Exercise 11.2 Answer the questions**

1. Who made the discovery?
2. How long did it take to develop?
3. Were there any problems in the beginning?
4. What are important dates in its history?
5. How useful is the discovery now? Give an example.
6. What could happen with it in the future?

**WRITING PRACTICE**

**Exercise 1. Discuss these questions**.

- Would you like to start your own business? Why? Why not?

- What conditions are important for people starting new businesses? Choose the three most important from this list: • low taxes • good transport links • skilled staff • training courses • low interest rates • high unemployment • cheap rents • a strong currency • a healthy economy • government grants • a stable political situation • easy access to credit. Can you think of any others?

- What sort of problems do new businesses face?

- What advice would you give to someone starting their own business in your country?

**Exercise 2. Think about a business you could start as a group. Consider these questions.**

1) What kind of business would it be?

2) Which country and city would you like to locate your new business in?

3) What do you already have as a group? Think about skills, experience and contacts.

4) What other strengths do you have? What about your gaps?

5) What difficulties do you think you may face? How will you overcome them?

**Exercise 3. Discuss the following.**

- What are the additional pressures that business owners might have?

- Should companies do more to reduce stress at work? What could they do?

- How many days' holiday per year do you think people should get?

**Exercise 4. Comment on the following statements.**

* Companies should be owned by their employees.
* Why do people become workaholics?

- If you are managing people from different cultures, what personal qualities and skills do you need?

- Many companies are spending money on corporate entertaining. Do you think this is a good idea? Why/why not? How important is corporate entertaining in your country? What corporate-hospitality event would you like to be invited to?

**LISTENING PRACTICE**

**Exercise 1.1 Listen to a “On the radio”. Write down the number of each type of news story you hear. Then take notes about what happened.**

1. natural disaster 3. scandal 5. political crisis

2. epidemic 4. hijacking 6. human interest story

|  |  |
| --- | --- |
| News story | What happened |
|  |  |
|  |  |

**Exercise 1.2 Listen again and take more notes. Retell the news stories in your own words.**

**Exercise 2.1 Before you listen to the program “In my opinion”, match the verbs with their meaning.**

|  |  |
| --- | --- |
| 1. to censor | 1. to make a decision based on the   specific details of a situation |
| 1. to have access to | 1. to monitor the content of something in order to remove   anything found to be offensive in it |
| 1. to decide on a case-by-case basis | 1. to have the opportunity to use (something) |

**Exercise 2.2 Listen to the program “In my opinion”. Charles, Melissa, and Brian are talking about issues they feel strongly about. What are the issues, and how do they feel about them?**

|  |  |  |
| --- | --- | --- |
|  | Issue | How they feel |
| Charles |  |  |
| Melissa |  |  |
| Brian |  |  |

**UNIT 11**

**“THE ENVIRONMENT”**

**GRAMMAR PRACTICE**

(***Present Perfect Continuous***)

**Exercise 1. Put the verbs in brackets into the present perfect continuous tense**

1. I (make) cakes. That is why my hands are all covered with flour.
2. Her phone (ring) for ten minutes. I wonder why she doesn't answer it.
3. He (overwork). That is why he looks so tired.
4. There is sawdust in your hair. ~ I'm not surprised. I (cut) down a tree.
5. Have you seen my bag anywhere? I (look) for it for ages.
6. What you (do)? ~ I (work) in the laboratory.
7. He (study) Russian for two years and doesn't even know the alphabet yet.
8. How long you (wait) for me? ~ I (wait) about half an hour.
9. It (rain) for two days now. There'll be a flood soon.
10. We (argue) about this for two hours now. Perhaps we should stop.
11. I (bathe). That's why my hair is all wet.
12. You (drive) all day. Let me drive now.
13. How long you (wear) glasses?
14. The petrol gauge (say) 'Empty' for quite a long time now. Don't think we should get some petrol?
15. I'm sorry for keeping you waiting. I (try) to make a telephone call Rome.
16. You (not eat) enough lately. That's why you feel irritable.
17. He (speak) for an hour now. I expect he'll soon be finished.
18. That helicopter (fly) round the house for the last hour; do you think it's taking photographs?
19. The radio (play) since 7 a.m. I wish someone would turn it off.
20. I (shop) all day and I haven't a penny left.
21. We (live) here since 1977.
22. I'm on a diet. I (eat) nothing but bananas for the last month.
23. The children (look) forward to this holiday for months.
24. That pipe (leak) for ages. We must get it mended.
25. Tom (dig) in the garden all afternoon and I (help) him.
26. I (ask) you to mend that window for six weeks. When are you going to do it?
27. Someone (use) my bicycle. The chain's fallen off.
28. How long you (drive)? ~ I (drive) for ten years.

**Exercise 2. Put the verbs in brackets into the present perfect or the present perfect continuous tense.** (In some cases either could be used.)

1. We (walk) ten kilometres.
2. We (walk) for three hours.
3. You (walk) too fast. That's why you are tired.
4. I (make) sausage rolls for the party all the morning.
5. How many you (make)? ~ I (make) 200.
6. That boy (eat) seven ice-creams.
7. He (not stop) eating since he arrived.
8. The driver (drink). I think someone else ought to drive.
9. I (pull) up 100 dandelions.
10. I (pull) up dandelions all day.
11. What you (do)? ~ We (pick) apples.
12. How many you (pick)? ~ We (pick) ten basketfuls.
13. I (sleep) on every bed in this house and I don't like any of them.
14. He (sleep) since ten o'clock. It's time he woke up.
15. He (ride); that's why he is wearing breeches.
16. I (ride) all the horses in this stable.
17. What a lovely smell! ~ Mary (make) jam.
18. The students (work) very well this term.
19. I only (hear) from him twice since he went away.
20. I (hear) from her regularly. She is a very good correspondent.
21. I (grease) my car. That's why my hands are so dirty.
22. I (polish) this table all the morning and she isn't satisfied with it yet.
23. I (work) for him for ten years and he never once (say) 'Good morning' to me.
24. He (teach) in this school for five years.
25. I (teach) hundreds of students but I never (meet) such a hopeless class as this.
26. Why you (be) so long in the garage? ~ The tyres were flat; I (pump) them up.
27. I (pump) up three tyres. Would you like to do the fourth?
28. I (look) for mushrooms but I (not find) any.
29. He (cough) a lot lately. He ought to give up smoking.
30. You (hear) the news? Tom and Ann are engaged! ~ That's not new; I (know) it for ages!
31. I (try) to finish this letter for the last half-hour. I wish you'd go away or stop talking. ~ I hardly (say) anything.
32. The driver of that car (sound) his horn for the last ten minutes.
33. It (rain) for two hours and the ground is too wet to play on, so the match (be) postponed.
34. He (hope) for a rise in salary for six months but he (not dare) to ask for it yet.
35. Mr Smith, you (whisper) to the student on your right for the last five minutes. You (help) him with his exam paper or he (help) you?

**Exercise 3. Fill the spaces in the following sentences by using “for” or “since”.**

1. We've been fishing \_\_\_\_\_\_\_ two hours.
2. I've been working in this office \_\_\_\_\_\_ a month.
3. They've been living in France \_\_\_\_\_\_\_ 1970.
4. He has been in prison \_\_\_\_\_\_\_ a year.
5. I've known that \_\_\_\_\_\_ a long time.
6. That man has been standing there \_\_\_\_\_ six o'clock.
7. She has driven the same car \_\_\_\_\_\_ 1975.
8. Things have changed \_\_\_\_\_\_\_ I was a girl.
9. The kettle has been boiling \_\_\_\_\_\_ a quarter of an hour.
10. The central heating has been on \_\_\_\_\_ October.
11. That trunk has been in the hall \_\_\_\_\_\_ a year.
12. He has been very ill \_\_\_\_\_\_\_ the last month.
13. I've been using this machine \_\_\_\_\_\_\_ twelve years.
14. We've been waiting \_\_\_\_\_\_\_ half an hour.
15. Mr. Pitt has been in hospital \_\_\_\_\_\_\_\_ his accident.
16. He hasn't spoken to me \_\_\_\_\_\_\_\_ the last committee meeting.
17. I have been very patient with you \_\_\_\_\_\_ several years.
18. They have been on strike \_\_\_\_\_\_\_ November.
19. The strike has lasted \_\_\_\_\_\_\_ six months.
20. It has been very foggy \_\_\_\_\_\_ early morning.
21. They have been quarrelling ever \_\_\_\_\_\_\_ they got married.
22. I've been awake \_\_\_\_\_\_ four o'clock.
23. I've been awake \_\_\_\_\_\_ a long time.
24. We've had no gas \_\_\_\_\_ the strike began.
25. I've earned my own living \_\_\_\_\_\_ I left school.
26. Nobody has seen him \_\_\_\_\_\_ last week.
27. The police have been looking for me \_\_\_\_\_\_ four days.
28. I haven't worn low-heeled shoes \_\_\_\_\_\_ I was at school.
29. He had a bad fall last week and \_\_\_\_\_\_\_ then he hasn't left the house.
30. He has been under water \_\_\_\_\_ half an hour.
31. That tree has been there \_\_\_\_\_\_ 2,000 years.
32. He has been Minister of Education \_\_\_\_\_ 1983.
33. I've been trying to open this door \_\_\_\_\_ forty-five minutes.
34. He hasn't eaten anything \_\_\_\_\_\_ twenty-four hours.
35. We've had terrible weather \_\_\_\_\_\_ the last month.

**Exercise 4. Write answers and questions as in the example.**

Eg. *How long has Sam been working in this company?*

*He has been working for the company for two years.*

1. *Sam / work / for this company / two years.*
2. Mary */* teach */* French */* 1990.
3. the robbers */* hide /in a farm house */* a week.
4. Peter /make */* model planes / 1992.
5. Julie */* play / the guitar / four years.
6. The children /watch /TV /two hours.

**Exercise 5. Put the verbs in brackets into the correct form of the present perfect continuous.**

1. What *have you been doing* allweek? (you/ do)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his car all day? (Jim / repair)
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_ this book for weeks. (read)
4. \_\_\_\_\_\_\_\_\_\_\_\_ a lot this year? (Ben/swim)
5. Mr Bel is busy. He \_\_\_\_\_\_ on the phone for an hour. (talk)
6. I've got a penfriend. I \_\_\_\_\_\_\_ to her for five years. (write)
7. John won't pass his exam1s. He \_\_\_\_\_\_\_ any homework lately. (not/do)
8. Molly \_\_\_\_\_\_\_\_\_\_\_\_ with me since last month. (stay)
9. We \_\_\_\_\_\_\_\_\_\_\_ on this project since December. (work)
10. Sam \_\_\_\_\_\_ how to ride a horse for three months. (learn)

**Exercise 6. Make sentences using an appropriate verb in the present perfect continuous.**

1. Catherine went to the supermarket an hour ago. She's still there.

*Catherine has been shopping for an hour.*

1. My mum began cooking three hours ago. She hasn’t finished yet.
2. The teams started playing football twenty minutes ago. They haven’t finished yet
3. The headmaster started speaking two hours ago. He hasn't stopped yet.
4. Bill began building his house six months ago. He hasn’t finished it yet.
5. I started doing·my homework three hours ago. I haven't finished it yet.

**Exercise 7. Put the verbs in brackets into the present perfect continuous or the present perfect simple.**

1. A: Amanda has *opened (open*) a shop which sells newspapers and magazines. B: Really? Where is it?
2. A: Where's Dan? B: He \_\_\_\_\_\_ (just/go) to the post office. He’ll be back soon.
3. A: Dave \_\_\_\_\_\_\_\_\_ (learn) to drive for six months. B: I know. He hasn't passed his test yet, though.
4. A: I \_\_\_\_\_\_ (know) Alison for ten years. B: Well. I only met her last week.
5. A: My uncle is painting his house again. B: Again? He \_\_\_\_\_\_ (paint) it three times this year already.
6. A: Is Paul sleeping? B: Yes, he \_\_\_\_\_\_\_\_\_\_\_\_ (sleep) since 10 o'clock last night.

**VOCABULARY PRACTICE**

**Exercise 1. There are currently many problems with the environment. Match the two halves of the sentences.**

|  |  |
| --- | --- |
| 1. *Global warming means that* | A pollute the air in most cities. |
| 1. Heavy traffic and exhaust fumes | B which is taken to landfill sites. |
| 1. The emissions produced by factories | C have caused serious flooding. |
| 1. The pesticides used on crops in the countryside | D create acid rain which destroys crops. |
| 1. Heavy rain and rising water levels in rivers | *E the weather is becoming hotter and drier.* |
| 1. Most households produce large amounts of waste birds and other wildlife. | F are dangerous to birds and other wildlife |

**Exercise 8. Read the newspaper article below and do the exercise below.**

**The Sustainable School**

Within 30 years, most scientists expect us to be living ln n much harsher world, where droughts, storms and floods are stronger and more frequent, where extremes of heat and cold are greater, and where oil and coal are nearly used up. It is therefore vitally important that schools teach their pupils this, and are located in buildings that are environmentally sustainable.

Cassop village primary school near Durham is one such school. It has a wind turbine and solar panels. It got rid of its oil-fired boiler years ago. It can generate all of its own electricity, so its running costs are low.

Contrast this with a certain city school where the head teacher knows only too well that he is throwing away money and resources trying to heat, light and ventilate a building that a furnacein summer and an icebox in winter. As he says, “ It was built in the 1970s and it should be pulled down”.

**Exercise 8.1. In the article, find words for**

1. three types of extreme weather \_\_\_\_\_\_\_\_\_
2. two resources that may be in short supply in 30 years time \_\_\_\_\_
3. two alternative forms of energy \_\_\_\_\_\_\_\_\_\_\_\_
4. three ways that power is used to make a building more comfortable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. three phrasal verbs\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 8.2 Look at these expressions. Which would you use to describe the two schools above?**

wasteful environmentally friendly expensive to maintain efficient cheap to run

Village school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 9. Complete the definitions using the words in the box.**

|  |
| --- |
| survive extinct green countryside litter endangered fumes pollution farmland |

1. If you \_\_\_\_\_\_\_\_ , you continue to exist in spite of difficulties.
2. If a species is \_\_\_\_\_\_\_\_\_, there is a possibility that it could disappear.
3. The \_\_\_\_\_\_\_\_\_\_ is made up of the natural areas outside towns and cities.
4. Cars produce \_\_\_\_\_\_\_\_ , which are gases that damage the environment.
5. If you are \_\_\_\_\_\_ , you care about the environment and try to help protect it.
6. The areas where plants are grown and animals are raised for food are known as \_\_\_\_.
7. If an animal becomes \_\_\_\_\_\_\_ , it disappears forever from the world.
8. Chemicals that damage the environment are known generally as\_\_\_\_\_\_\_.
9. Rubbish that people drop in the streets is called \_\_\_\_\_\_\_\_\_\_ .

**Exercise 10. Complete the phrases with a word from the box.**

|  |
| --- |
| friendly • lover • bank • bin • species • acid |

1. a place to leave your bottles to be recycled:

bottle \_\_\_\_\_\_\_\_\_\_\_

1. a kind of animal that is threatened with extinction:

endangered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. not damaging the environment:

environmentally \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. someone who cares about the natural world:

nature \_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. a kind of rain that carries harmful chemicals\_\_\_\_\_\_\_\_ rain
2. a small container in the street for people to put rubbish in:

litter \_\_\_\_\_\_\_\_\_\_\_\_ .

**Exercise 11. Make up sentences about environmental problems, choosing the correct information from the table.**

E.g. *Acid rain is created by power stations and vehicle exhausts. It kills life in rivers and lakes.*

|  |  |  |
| --- | --- | --- |
| **Environmental problems** | **Main causes** | **Most serious effects** |
| * water pollution * noise pollution * acid rain * ozone layer damage * radiation * urban smog * tree loss | * nuclear power stations * refrigerators, air-conditioning * forest fires and air pollution * power stations, vehicle exhausts * vehicles, loud music, power tools * oil, industrial waste, sewage | * increases the risk of skin cancer * leads to several forms of cancer * creates floods and soil erosion * threatens fish stocks * results in breathing disorders * kills life in rivers and lakes * damages people's mental health |

**Exercise 12.1 Skim through the following four texts and decide where each extract is from.**

1. a leaflet from an environmental organization
2. an account of a journey through the rainforest
3. an advertisement for an adventure holiday
4. a scientific discussion of an environmental issue

**1**

In parts of the forest, the vegetation is so dense that when you look up you can't even see the sky. The atmosphere is thick and heavy. You sweat all the time and you are constantly troubled by biting insects. The sounds of the rainforest are extraordinary: the songs of many different bird species, the cries of animals in the treetops that you never see. Underfoot, ground is soft and your feet sink into the carpet of rotting leaves. You tread carefully, keeping an eye out for snakes that wind themselves around branches in your path.

**2**

The rainforests contain about 50 per cent of all the plants and animals species on earth, and we haven't even identified most of them yet The rainforests have already given us life-saving medical drugs and delights like oranges, lemons, bananas. No one really knows what else lies waiting to be discovered. Yet, through our irresponsibility and greed, we are putting all such future discoveries at risk. The awful fact is that we are destroying about 50,000 plant and animal species a year through .. .

**3**

The rate of deforestation worldwide is difficult to estimate. Recent studies have suggested that around 100,000 square kilometers are probably being lost annually. There are three identifiable consequences of forest loss to the global environment. The first is the contribution that the burning of trees makes to global warming through the release of carbon dioxide into the atmosphere. The second consequence is the loss of species brought about by the destruction of ecosystems.

**4**

If you 're expecting comfort and luxury, the Amazon is not the place for you. If you can put up with basic accommodation, biting mosquitoes, the sticky heat and frequent exhaustion, you may be the kind of person we're looking for. What you get in return for all this hardship is the chance to experience the most extraordinary place on earth: where you can see birds with the most exotic plumage imaginable, trees that reach the height of 20-storey buildings, ...

**Exercise 12.2 Look at the table below and put a cross (×) in the correct column with the number of the text, identify features of the different styles of text.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The feature of the text | Text 1 | Text 2 | Text 3 | Text 4 |
| is written in a very formal style |  |  |  |  |
| has words that express strong feelings |  |  |  |  |
| contains facts intended to shock |  |  |  |  |
| contains descriptive detail |  |  |  |  |
| contains verbs in the passive voice |  |  |  |  |
| addresses the reader directly |  |  |  |  |
| contains the words *we* and *our* |  |  |  |  |
| contains specialist vocabulary |  |  |  |  |

**Exercise 12.3 Answer the following questions.**

1. Why is one of the texts written in a very formal style?
2. Why are words that express strong feelings used in one of the texts?
3. What is the effect of using words like *we* and *our?*
4. Why are descriptive details used a lot in one of the texts?

**Exercise 13.1 Read these sentences and then use the words in bold to complete the sentences below.**

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

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

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

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

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

• People who livein the countryside live in a **rural** environment.

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

• **Global warming** is the theory that the world's averagetemperature is increasing.

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

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

**Exercise 13.2 Complete the sentences using the words in bold from the previous exercise**

1. If we don't protect endangered species, they may become \_\_\_\_\_\_\_\_\_.
2. \_\_\_\_\_\_\_\_\_\_\_ is important because it means factories have to produce less new plastic, glass and paper.
3. The filter prevents dangerous \_\_\_\_\_\_\_\_\_ from entering the atmosphere through the chimney.
4. Some children in \_\_\_\_\_\_\_\_environments don't realise that milk comes from cows!
5. I'm a very \_\_\_\_\_\_\_\_ person; I recycle, use public transport, and care about the environment.
6. Electric cars don't produce any\_\_\_\_\_\_\_ , so they are much cleaner.
7. Until the Industrial Revolution, most Europeans had a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agricultural way of life.
8. If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ continues, the polar ice caps will start melting and the sea levelwill rise.
9. Some aerosol cans give off CFC gases which enter the atmosphere and destroy the \_\_\_\_\_\_\_\_\_\_\_\_.
10. The of rainforests changes when trees are cut down.

**Exercise 14. You are going to read a magazine article about being environmentally friendly. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**

**How environmentally friendly am I?**

Jane Gregson called in an expert to find out.

I like to think that I'm bringing my kids up to care about the world around them. They know that resources are scarce: that they shouldn't waste water and that they should turn lights off to save electricity when they're not in a room. They know that we have to save the rainforests and respect the world's fragile eco-balance. They know that we have to ensure that the air we breathe is clean. I thought my family was environmentally friendly, so I invited Tom Harper from Pollution Prevention Ltd to come and see if I was doing everything right.

Tom arrived at our detached house early on a Saturday morning. I was making breakfast, and my two children, Joshua (aged nine) and Rebecca (twelve) were watching cartoons on TV.

The first thing Tom asked when he came into the kitchen was “How old's your fridge?” I told him it was about fifteen years old. “Well, by the look of it, you ought to think about getting a new one.” “A new one?” I said. “I thought we were supposed to use products for as long as possible before buying new ones. It still works quite well.”

“Well,” said Tom, “it may still keep your food cold, but look at those door seals. They're old, so they're leaking cold air. That means your fridge has to work harder to stay cold, so that uses more electricity. A new one would be much more efficient and cost-effective.” We moved to the living room. It was November, so the heating was on. “It's nice and warm in here,” said Tom, “but, to be honest, there's a problem with your windows. Those aluminum window frames let a lot more hot air out of the house than wooden or plastic frames do. And you don't have double glazing. Double-glazed windows keep in almost twice as much heat as single pane windows. Once again, you're using far more electricity than you need to.” “Right, kids,” I said. 'Turn the TV off, have a quick shower, then come down for breakfast. Okay?”

“Before they have their showers,” said Tom, “let's have a look at your bathroom.” We all went up. “You see that showerhead?” said Tom. “It's got lots of big holes. That's going to let through about twenty liters of water per minute. A new water-saving showerhead lets through a lot less water, and you still get a good shower. So, if you fit one of those, you'll not only save water, you'll also save hot water, so you'll lower your energy and heating costs.” This was more like what I wanted to hear. A new fridge and double-glazing were expensive. A new shower? I could afford that.

While the kids had their showers - Tom was pleased they didn't have baths - we went to look at the car. Now I know cars are bad for the environment, but when you've got two children wanting to go to parties and to the sports centre, what other option is there? The nearest bus stop is too far away. Tom was understanding. “If you have to have a car, you have to have a car,” he said. “There's no such thing as an environmentally friendly car, but there are things you can do to reduce the negative impact cars have on the environment.” “I only use it when absolutely necessary,” I said proudly.

“That's good,” said Torn. “But you should make sure the engine is kept properly tuned. This can increase fuel efficiency by as much as 8%. Also, regularly check that your air filters are clean. If they're dirty, that will increase your fuel consumption.”

By now, the kids were wanting their breakfast. We all sat down together in the kitchen . “There are some things you can do,” said Tom, “like checking your car, that won't cost you much money, and they'll save you money in the long run. Equally importantly, they'll help a little to protect the environment. Other things we've talked about, like a new fridge, do cost quite a lot. But you have to be aware that your windows and your fridge at the moment are costing you more than they should in terms of heating bills and electricity use. Nobody benefits from that.”

1 Why did the writer invite Tom Harper to her house?

**A** She wanted him to see how difficult it is to be environmentally friendly.

**B** She wanted to know if she could be more environmentally friendly.

**C** She wanted him to teach her children to be environmentally friendly.

**D** She wanted to show him how to be environmentally friendly.

2 The writer was surprised by what Tom said about the fridge because

**A** she had had it for so long.

**B** it was only about fifteen years old.

**C** she wanted it to stop working before she bought a new one.

**D** she thought he would not recommend throwing things away.

3 Why is the writer using too much electricity in the living room?

**A** A lot of the heat is escaping through the windows.

**B** The writer has the heating on in November.

**C** The children have the TV on too much.

**D** The window frames are not the right size.

4What does the phrase “**one of those**” refer to?

**A** a showerhead with big holes

**B** a good shower

**C** a water-saving showerhead

**D** the shower in the writer's bathroom

5 Tom is sympathetic to the writer's

**A** desire not to use public transport.

**B** children's desire to have showers.

**C** willingness to buy a new shower.

**D** explanation of why she has a car.

6 According to Tom, both clean air filters and a properly-tuned engine

**A** reduce fuel consumption by about 8%.

**B** help to reduce the amount of fuel a car uses.

**C** prevent high fuel bills.

**D** make a car environmentally friendly.

7 Tom points out to the writer that buying a new fridge

**A** may save her money in other ways.

**B** may not be as expensive as she thinks.

**C** wouldn't really benefit her.

**D** is more important than checking the car.

**WRITING PRACTICE**

**Exercise 1. Give a talk on** **environment**. **Remember to discuss.**

**• why our environment is in danger?**

**• what is the most urgent ecological problem, why?**

**• whether it is important to save our environment, why?**

**• how young teenagers can help our environment.**

**Exercise 2. Imagine that you are conducting a research on the conservation of a few animal species in your country.**

What is the problem? How has it arisen? What is the best way to preserve these species? Why do we need to preserve these species? What values are to be inculcated in the hearts of human beings? Why? What actions would you recommend to the World Wildlife Federation? How is global warming affecting these species?

**Exercise 3. Discuss the following.**

1. What is the influence of pollution on people’s health?

2. What is happening to our forests?

3. What is happening to the ozone layer?

4. How can we help animals survive?

5. Was life better a hundred years ago? Why do you think so?

6. What ecological problems exist in your home place?

7. What can you personally do to help our ecology?

**Exercise 4. Comment on the following.**

What is your opinion about “Animals behind bars”? Describe how the conditions found on Earth permit the existence and continued support of living organisms.

**Exercise 5. Suggest the ways by which humans may have caused the extinction of some invertebrate species.**

**Exercise 6. Discuss the following.**

Many species of animals in captivity at the “Wildlife Park” are endangered in the wild. Almost all the mammal species bred at the park were part of a worldwide captive breeding programme.

- suggest reasons why few of these mammals will ever be released into the wild;

- explain why captive breeding organisations worldwide keep a computer record of the mating partners of the animals on their programme;

- describe how a programme of captive breeding may help an endangered animal species population to recover.

**Exercise 7. Discuss the roles of zoos and seed banks in the conservation of endangered species.**

**Exercise 8. Coral reefs are delicate ecosystems which are threatened by many human activities.**

- explain how rising sea temperatures may increase the productivity of a coral reef;

- suggest some ways in which tourism may affect a coral reef ecosystem.

**LISTENING PRACTICE**

**Exercise 1.1 Listen to the program “The impact of plastic” and answer the questions.**

1. Why are plastic bags harmful for the environment?
2. What are the solutions about using plastic bags?
3. What is the landfill?
4. What does “food chain” have to do with the problem of plastic bags?

**Exercise 1.2 Listen to “The impact of plastic” again and find the words from the program to their definition.**

|  |  |
| --- | --- |
| **initiative** | a series of living things where each group of creature feeds on the one below it in the chain |
| **hoarder** | block something |
| **decompose** | someone who collects large amounts of something and finds it hard to throw things away |
| **clog** | a place where our rubbish is buried under the earth |
| **biodegradable** | a new plan for dealing with something |
| **additive** | gradually break down by natural chemical processes |
| **food chain** | able to break down naturally in a way that isn't harmful to the environment |
| **landfill** | a small amount of a chemical added to something to improve it |
| **microplastics** | eaten |
| **ingested** | tiny little animals in the sea other sea animals feed on |
| **zooplankton** | small plastic fragments less than 5mm in size |

**Exercise 2.1 Listen to the program “Climate change” and answer the questions.**

1. What does the Greenhouse Effect mean?
2. What kind of problems do scientists foresee?
3. What could protect people and planet from global warming?
4. What can people do to slow down global warming?

**Exercise 2.2 Read these notes that a student has taken while listening to the radio program “Climate change”. Identify and correct three errors.**

1. Greenhouse Effect: The sun heats the Earth which sends energy into Space. Radiation stays in the atmosphere. It warms the atmosphere and the Earth.

2. Methane and commercial oil and gas from landfills cause damage to the Earth’s surface.

3. Burning fossil fuels has made the problem bigger.

4. The formation of new oceans could slow down global warming.

5. Global warming will cause worldwide problems simultaneously.

**UNIT 12**

**“SPORT”**

**GRAMMAR PRACTICE**

(**Second conditional. Infinitive with *too* and *enough***)

**Exercise 1. Put the verbs in brackets into the correct tenses.**

1. If I had known that you were in hospital I (visit) you.
2. The ground was very soft. But for that, my horse (win).
3. If you (arrive) ten minutes earlier you would have got a seat.
4. You would have seen my garden at its best if you (be) here last week.
5. But for his quickness I (be) killed.
6. I shouldn't have believed it if I (not see) it with my own eyes.
7. If he had slipped he (fall) 500 metres.
8. If he had asked you, you (accept)?
9. If I (had) a map I would have been all right.
10. If I (know) that you were coming I'd have baked a cake.
11. I (offer) to help him if I had realized that he was ill.
12. If you had left that wasp alone it (not sting) you.
13. If I (realize) what a bad driver you were I wouldn't have come with you.
14. If I had realized that the traffic lights were red I (stop).
15. But for the fog we (reach) our destination ages ago.
16. If you had told me that he never paid his debts I (not lend) him the money.
17. If you (not sneeze) he wouldn't have known that we were there.
18. If you (put) some mustard in the sandwiches they would have tasted better.
19. The hens (not get) into the house if you had shut the door.
20. If he had known that the river was dangerous he (not try) to swim across it.
21. If you (speak) more slowly he might have understood you.
22. If he had known the whole story he (not be) so angry.
23. I shouldn't have eaten it if I (know) that there was ginger in it.
24. If I (try) again I think that I would have succeeded.
25. You (not get) into trouble if you had obeyed my instructions.
26. If you hadn't been in such a hurry you (not put) sugar into the sauce instead of salt.
27. If I (be) ready when he called he would have taken me with him.
28. She had a headache; otherwise she (come) with us.
29. If she had listened to my directions she (not turn) down the wrong street.
30. If you (look) at the engine for a moment you would have seen what was missing.
31. Rome (be captured) by her enemies if the geese hadn't cackled.
32. He would have been arrested if he (try) to leave the country.
33. I (take) a taxi if I had realized that it was such a long way.
34. You (save) me a lot of trouble if you had told me where you were going.
35. They would have forced their way into the house if I (not call) for help.
36. If he had put out his pipe before putting it in his pocket he (not burn) a hole in his coat.

**Exercise 2. Make the Second Conditional. Use *could* or *might* instead of *would* where possible**

1. If I (be) you, I get) a new job.
2. If he (be) younger, he (travel) more.
3. If we (not/be) friends, I (be) angry with you.
4. If I (have) enough money, I (buy) a big house.
5. If she (not/be) always so late, she (be) promoted.
6. If we (win) the lottery, we (travel) the world.
7. If you (have) a better job, we (be) able to buy a new car.
8. If I (speak) perfect English, I (have) a good job.
9. If we (live) in Mexico, I (speak) Spanish.
10. If she (pass) the exam, she (be) able to enter university.
11. She (be) happier if she (have) more friends.
12. We (buy) a house if we (decide) to stay here.
13. They (have) more money if they (not/buy) so many clothes.
14. We (come) to dinner if we (have) time.
15. She (call) him if she (have) his number.
16. They (go) to Spain on holiday if they (like) hot weather.
17. She (pass) the exam if she (study) more.
18. I (marry) someone famous if I (be) a movie star.
19. We (not/be) late again if we (buy) a new car.
20. You (lose) weight if you (eat) less.

**Exercise 3. Choose the correct answer**

1. If his nose were smaller, he \_\_\_\_\_\_\_\_\_ very handsome.
2. would be
3. was

2) I would come if I \_\_\_\_\_\_\_\_\_ a car.

a) would have

b) had

3) If she \_\_\_\_\_\_\_\_\_, she would tell him.

a) knows

b) knew

4) If his parents didn't give him money, he \_\_\_\_\_\_\_\_ so much.

a) wouldn't go out

b) didn't go out

5) If she \_\_\_\_\_\_\_\_ me, she would have told me.

a) didn't believe

b) wouldn't believe

6) He wouldn't say that if he \_\_\_\_\_\_\_\_ it.

a) wouldn't mean

b) didn't mean

7) I \_\_\_\_\_\_\_\_ on a trip around the world if I won the lottery.

a) would go

b) will go

8) I \_\_\_\_\_\_\_\_ that if I were you.

a) will not do

b) would not do

9) If these walls \_\_\_\_\_\_\_\_\_ thicker, we wouldn't hear the neighbors.

a) would be

b) were

10) If I were a millionaire, \_\_\_\_\_\_\_\_ a mansion.

a) I'd buy

b) I'm going to buy

**Exercise 4. Decide whether the following Conditional Sentences are Type I or Type II.**

1. If they go to Australia, they will go whale-watching. \_\_\_\_\_
2. If she had a mobile, I would call her. \_\_\_\_\_\_\_\_\_
3. If Bob were here, he would have a solution for our problem. \_\_\_\_\_\_\_
4. If you move here, we will see each other more often. \_\_\_\_\_
5. You'll live longer if you stop smoking. \_\_\_\_\_\_\_\_\_\_\_\_\_
6. If Sarah didn't go with John, Anna would try to become his girlfriend. \_\_\_\_\_\_
7. I will only dance if they play my favourite song. \_\_\_\_\_\_\_
8. I wouldn't buy that computer if I didn't need it. \_\_\_\_\_\_\_\_
9. If she doesn't feel better tomorrow, she will see a doctor.\_\_
10. I'd lend you money if I had any. \_\_\_\_\_\_\_\_\_\_\_

**Exercise 5. Second conditionals exercises. Complete the following sentences with the words in brackets.**

1. What would you do if you suddenly (win) half a million pounds?
2. If he (get up) earlier, he'd get to work on time.
3. If we (have) more time, I could tell you more about it.
4. If you (sell) more products, you'd earn more money.
5. I could help you if you (trust) me more.
6. His car would be a lot safer if he (buy) some new tires.
7. The children could be better swimmers if the (go) swimming more frequently.
8. I wouldn't mind having children if we (live) in the country.
9. If I (be) you, I wouldn't worry about going to university.
10. If I (have) any money, I'd give you some.
11. Your parents (be) a lot happier if you phoned them more often.

**Exercise 6. Put the verbs in brackets into the gaps. Form a Conditional sentence – type II**. **Mind the position of the if-clause.**

1. If I (to meet) Richard, I (to tell) him about our new office.
2. If the steak (not/to be) so hot, we (to eat) it.
3. What (you/to do) if it (to rain)?
4. He (to help) me if he (can).
5. If Andrew (to prepare) the meal, I (not/to come) for dinner.
6. My father (not/to be) angry with me if I (to come) home early.
7. We (not/to have) a pet if we (to live) in a flat.
8. If he (can/to speak) French, he (to get) the job in Marseille.
9. If you (to take) the 7:40 flight, you (must/not/to change) at Heathrow.
10. I (not/to stay) any longer if Gerry (to sing) at the party.

**Exercise 7. Complete the sentences with *too* or *enough***

1. Is there ............... bones in the fridge to feed two hundred dogs?
2. Susan is strong .............. to carry these heavy bags.
3. I can’t go to the disco because I’m ................... busy doing my new website.
4. Philip isn’t ................. brave to kill a hen.
5. Beata is .................... absent-minded to remember about everything.
6. I’ve got .................. time to finish this exercise.
7. Didn’t you prepare .................. many sandwiches?
8. This soup is .................. salty.
9. Nicole used .................. much pepper.
10. My meal is warm .................. .
11. Paul has got .................. money to buy Lamborghini.
12. She bought .................. many flowers last week.
13. Pauline’s horse is .................. slow to win that race.
14. You’ve told .................. . Go to your room and think it over.
15. My boyfriend is intelligent .................. to pass all the tests.
16. We’ve painted .................. rooms today. Now we can go home.
17. He’s .................. young to play this computer game.
18. Dave is tall .................. to reach that shelf.
19. The weather isn’t hot .................. today.
20. They aren’t .................. responsible to look after small babies.

**VOCABULARY PRACTICE**

**Exercise 1 Match each sport to its description.**

1 gymnastics A a rowing race with a traditional Chinese style of long boat

2 archery B a sport in which you hold and throw your partner

3 fencing C the sport of sword fighting

4 judo D this requires strength, balance and body control

5 dragon boat racing E shooting an arrow from your bow at a target

**Exercise 2.1 The letter below is a response to the letter from Michaela Scrivin in Lesson 12.1. Read it to answer these questions.**

1 Who is the letter from?

2 Does the letter respond to all of the issues brought up by Michaela?

3 Do you think Michaela would be happy with this response?

Dear Ms Scrivin

The Prime Minister would like to thank you for your letter regarding funding for minority sports. As I am sure you can understand, the Prime Minister’s busy schedule does not allow him to reply personally. However, he has asked me to respond on his behalf.

It is very pleasing to learn about the efforts you are making on behalf of minority sports, and also to read about the great pleasure taken by young people in the activities which you have witnessed around the country. We would like to assure you that the government is aware of and supports the great diversity of sporting activity that occurs in this country.

Under the current government there has been a very real increase in spending on sporting facilities around the country. In the coming years, this is going to increase as we prepare for the Olympic Games, with a very large investment being made in facilities and promotion of sports, not only in London but all around the country.

Unfortunately, given the huge variety of sports we are talking about, there has to be a limit. It often becomes necessary to prioritise between activities which have very few participants and those which are enjoyed by a larger number of people.

You mention that you would like to see a more sympathetic media towards minority sports. While we do of course agree with you completely on this point, I hope you can see that it is beyond our abilities to directly influence what the media chooses to cover.

I hope this goes some way to responding to the issues you raise. Can I suggest that you contact your local Member of Parliament if you have any further queries.

Yours sincerely

*Dominic Fraser-Darling*

Secretary to the Office of the Prime Minister

**Exercise 2.2 Can you guess the meaning of these words from the text?**

|  |
| --- |
| witnessed diversity investment participant |

**Exercise 2.3 Answer the following questions about the text.**

* 1. Do you think the Prime Minister’s office has taken a lot of time to think about these problems?
  2. Why do you think Mr Fraser-Darling suggests Michaela should contact her Member of Parliament?
  3. If you were Michaela Scrivin, what would you do after receiving this letter?

**Exercise 3.1 Read the text and translate it intoUkrainian.**

Sports are popular all over the world. Many unusual sports are popular nowadays – hang-gliding, parachuting, karate, different kinds of dance, but the traditional sports are still giving us much fun.

All kinds of physical exercises are very useful to make our bodies strong enough to keep ourselves fit and healthy. The most popular outdoor winter sports are shooting, hunting, hockey, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping. It's so nice to go to the skating-rink or to the forest on a frosty sunny day!

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all countries of the world. The other games that are popular in different countries are golf, lawn tennis, cricket, volleyball, basket-ball, and so on. Badminton is also very popular.

All the year round many people go boxing and wrestling, do athletics, gymnastics track-and-field events. Аerobics has become popular with young girls. It helps them to be slim, healthy and strong.

Among indoor games the most popular are billiards, table tennis and some others; but great international game is chess, of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

Most sports require a combination of physical fitness, mental sharpness, and teamwork. As a hobby, sports provide demanding exercise with a purpose and are a good way to make friends. Both professional and amateur sports are a common ground for people of all ages, backgrounds, and nationalities.

**Exercise 3.2 Choose the best variant of translation**

1) Among outdoor games football takes the first place in public interest.

А. Серед ігор за дверима футбол вперше цікавить публіку.

Б. Серед спортивних ігор футбол займає перше місце.

В. Серед ігор на відкритому повітрі футбол займає перше місце в колі інтересів людей.

2) All kinds of physical exercises are very useful to make our bodies strong.

А. Всі види фізичних вправ корисні для зміцнення нашого тіла.

Б. Всі види фізичного навантаження корисні для нашого тіла

В. Всі види фізичних вправ використовуються, щоб зробити тіло сильним.

3) Most sports require a combination of physical fitness, mental sharpness, and teamwork.

А. Всі види спорту вимагають фізичну форму, розумову активність, командну роботу.

Б. Більшість видів спорту вимагають поєднання фізичної форми, розумової здібності та вміння працювати в команді.

В. Більшість видів спорту підтримує фізичну форму в команді.

**Exercise 3.3 Read the statements and decide if they are false or true according to the text**

1) Traditional sports are not popular nowadays.

2) Golf, lawn tennis, cricket are popular only in Great Britain.

3) The results of chess tournaments are discussed by thousands of enthusiasts in different countries.

4) Аerobics helps young girls to be slim, healthy and strong.

5) Among indoor games the most popular are boating, yachting, cycling.

**Exercise 3.4 Answer the questions**

1) What are the most popular outdoor winter sports?

2) In which countries are skating, skiing and tobogganing popular?

3) What kind of sport takes the first place in public interest?

4) Why do young girls do aerobics?

5) What do most sports require?

6) Which sports can people go in for all the year round?

**Exercise 3.5 Fill in the gaps with the words from the text:** *slim, amateur, opportunity, parachuting and karate, requires.*

1) Both professional and ... sports are a common ground for people of all ages.

2) Many unusual sports such as hang-gliding, ... and … are popular nowadays.

3) Basket-ball … a combination of physical fitness and teamwork.

4) Summer affords excellent … for swimming.

5) Aerobics helps young girls to be … .

**Exercise 4. Read the text and explain why:**

А) Спорт допомагає людям бути сильними, здоровими та сміливими.

Б) Спорт допомагає людям бути друзями..

В) Спорт розкриває характер.

Г) Спорт дає радість та наснагу.

Д) Всі можуть займатися спортом.

If we train and play hard, we become fitter. Our bodies become stronger. We know a proverb “Mens sana in corpore sano ”(“Asound mind in a sound body”), which expresses the fact that when your body is fit then your mind will be fit too. So we may say that sport is one of the things that makes people kin. Moreover, it also brings other things. It's of no doubt that sport brings enjoyment. It brings a sense of achievement as skill and performance improve. Sport makes us more organized and better disciplined in our daily activities.

Try to take part in some sport or exercise regularly and you will feel much healthier and happier.

You do not need to be good at sports to enjoy them – according to the Olympic ideal;the taking part, not the winning, which is important, though nowadays this is sometimes forgotten.

Whatever type of a person you are, there is a sport, which will suit you, and there are a lot of different ones to choose from.

**Exercise 5.1 Read the text and answer the questions:**

1) Have you ever heard about BASE jumping?

2) What do you know about skydiving?

3) What features should have a person to jump with a parachute?

4) Would you like to jump with a parachute?

**BASE jumping**

*Twenty-three years ago, Carl Boenish took a team of skydivers to Yosemite National Park, USA and jumped with them from El Captain’s summit. The sport developed into BASE jumping, named after the four types of fixed objects people jump from; Building, Antenna, Span (bridge) and Earth (cliff).*

***Popular pastime?*** Due to the legislation surrounding it, many BASE jumpers keep their hobby a secret, so it’s difficult to say how many are involved in the sport. Estimated figures are very low – there are probably fewer than 1500 across the world.

***Is it legal?*** Different countries have different attitudes towards BASE jumping. In the USA, the act of BASE jumping is not illegal, although the owners of high bridges and buildings do not usually permit people to jump from them. There are tight regulations against the sport in American and Australian national parks. One of the few countries that welcomes BASE jumping is Malaysia, home to two of the world’s highest buildings.

***What makes people do it?*** It is the danger of the sport that attracts people to it. Comparably, skydiving is very safe. For some people, skydiving begins to feel too safe, and they move on to BASE jumping to recapture the sense of excitement. The main thrill experienced is a sensation called ground rush. BASE jumping fall from heights much lower than those considered safe by skydiver’s. Though they do not reach the same speeds, they accelerate more quickly during their fall. At the fastest part of a skydiver’s fall the ground is still distant, but BASE jumpers see it approaching them at an incredible speed.

***Are they mad?*** Maybe, but BASE jumpers also have great skill and focus. They have to know how to manoeuvre and land with total accuracy, as there is no room for mistakes. Anyone considering BASE jumping should already be an experienced skydiver. Attempting BASE jump without the necessary knowledge or experience is suicidal.

***Is it dangerous as it sounds?*** No one can deny that BASE jumping is an incredibly dangerous sport. The jumps are much shorter than those undertaken by skydivers, leaving little time to open the parachute, or sort out problems if they arise. Such problems can often be fatal. However, some BASE jumping enthusiasts insist that the risks are exaggerated, and can be kept to a minimum if the jumps are carried our correctly. Many claim that strict laws against jumping in national parks force them to jump in unsafe conditions, often from dangerously low cliff edges with unsuitable equipment. But even at organized jumps, casualties are expected with ambulances on stand-by for anticipated broken ankles or more serious injuries.

**Exercise 5.2 Fill in the gaps in the sentences with the information from the text:**

1. \_\_\_\_\_ years ago, Carl Boenish \_\_\_\_\_ of skydivers to Yosemite National Park.
2. Many BASE jumpers keep their hobby \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. In the USA, the act of BASE jumping is \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. There are \_\_\_\_\_ regulations against the sport in \_\_\_\_ and \_\_\_ national parks.
5. Comparably, skydiving is very \_\_\_\_\_\_\_\_
6. BASE jumpers see \_\_\_\_\_\_\_ approaching them at an \_\_\_\_\_\_\_\_\_ speed.

7. Attempting BASE jump without the \_\_\_\_ knowledge or experience is \_\_\_\_\_\_.

8. BASE jumping is an \_\_\_\_\_\_\_\_\_\_\_ sport.

9. Many claim that \_\_\_ laws against jumping in national parks \_ them to jump in \_\_\_.

10. Even at \_\_\_\_\_\_\_\_ jumps, casualties are expected with \_\_\_\_\_ on stand-by.

**Exercise 5.3 Find the following English equivalents in the text:**

Машина швидкої допомоги, небезпечно, ентузіасти, найвищі в світі споруди, правила, почуття схвильованості, земля, нелегальний, досвід, незручне обладнання.

**Exercise 5.4 Discuss the following questions:**

1) What is BASE jumping?

2) Why is it called so?

3) Is it legal?

4) What makes people do it?

5) What is necessary to succeed in BASE jumping?

**WRITING PRACTICE**

**Exercise 1. Write an essay on one of the following topics.**

* The sports I like and don’t like.
* The most popular kinds of sport in Ukraine.

- The most popular kinds of sport in Great Britain

* My favourite sportsman.

**Exercise 2. Discuss the following.**

* What is the best sport for you? Why?
* Tell about the reasons why people get involved in sports.
* What qualities/skills are needed to do sport?

**Exercise 3. Make a presentation.**

Make small posters with pictures of ten Olympic sports. You can use photos from magazines or draw your own pictures. Write the name of the sport under its picture. Try to find names of athletes who are famous for doing these sports. What do you know about these sports? Find information about them and write it in your poster.

**Exercise 4. Comment on the following.**

Find out if there are Olympic sports in Ancient Greece that are Olympic sports of today. Find information on how Ancient Greeks did these sports and talk about the differences between then and now.

**LISTENING PRACTICE**

**Exercise 1. Sport and leisure Listen to three people talking about a sport or activity they enjoy and take notes.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mary | Jenny | Thomas |
| Which sport / activity are they talking about? |  |  |  |
| How often do they do it? |  |  |  |
| What equipment and clothes so they need? |  |  |  |
| Are they good at it? |  |  |  |

**TAPESCRIPTS**

**Track 1.** **Weather forecast (elementary)**

News reporter: Here is the weather.

Weather reporter: Welcome to the weather forecast. Now, let’s see what the weather is like today. In the north of the country it’s very windy and cold. There is a chance of some rain too, so don’t leave home without your umbrella! The temperature is around 10º centigrade. In the east it’s rainy all day today, I’m afraid. There may be a thunderstorm in the afternoon. The temperature is a bit higher, at around 13º. In the west and middle of the country the weather is dry, but cloudy. So no rain for you, but it is quite windy and the temperature is just 10º. The south of the country has the best weather today. It’s cloudy most of the time but sunny this afternoon. The temperature is around 15º.

**Track 2. Weather forecast (intermediate)**

Forecast 1 Well, it’s good news for all you sun lovers out there. The whole of the country will be sunny tomorrow, with temperatures reaching 30 degrees centigrade in the south-east. There is a slight chance of showers in the late evening, and there may be the odd rumble of thunder, but this should not affect the tennis or the cricket.

Forecast 2 The outlook for tomorrow is not so rosy, I’m afraid. There will be a few sunny spells, mainly in the north, but these will be spoilt by frequent heavy showers of rain, so take those umbrellas with you if you are out and about. Temperatures will range from 17 to 20 centigrade, so it won’t feel chilly.

Forecast 3 It’s time to get out those winter overcoats and boots! An area of low pressure is moving eastwards and this will result in snowfalls throughout northern areas of the country, making diving conditions dangerous. Drivers are being warned only to make journeys if absolutely necessary. A strong north-easterly wind will also keep temperatures much lower than the seasonal normal.

Forecast 4 Overnight fog patches will clear by the morning and give way to a chilly start to the day. There will be thunderstorms and heavy showers as the day goes on and there is a chance of local flooding in the west. More rain will follow in the afternoon and late evening, so take care if you are driving. In fact, it may be better not to go out at all.

**Track 3 (Unit 2)** **“Introvert… and proud!”**

Neil Hello and welcome to 6 Minute English. I'm Neil…

Alice And I'm Alice.

Neil So Alice how did you spend Saturday night?

Alice Curled up on the sofa with a good book. You?

Neil I went out on the town. Met some friends, had a few drinks, then went on to a party.

Alice Well that illustrates the difference between us – you're an extrovert. And I'm… not. And where we are on the spectrum between introvert and extrovert is the subject of today's show.

Neil So would you call yourself an introvert, Alice?

Alice No, I'm an **ambivert**, which means a mixture of introvert and extrovert.

Neil Well, whichever you are, Alice, staying in on your own on a Saturday night is pretty boring!

Alice Not to me. And you shouldn't be so judgemental, Neil. You're reflecting the general view that people seem to have these days, that being an introvert is somehow less valuable than being an extrovert. Introverts have many valuable qualities. They're **reflective** – that means thoughtful – and have **inner resources**. In other words, they don't rely on other people to enjoy themselves.

Neil OK, well if you're feeling reflective at the moment, how about answering today's quiz question?

Alice OK.

Neil Can you tell me: who first used the term 'extrovert'? Was it…

a) Sigmund Freud?

b) Friedrich Nietzsche?

Or c) Carl Jung?

Alice I think the answer is c) Carl Jung.

Neil Well, we'll find out if you got the answer right or not later in the show. But before we get there, let's listen to Lisa Kaenzig, researcher and Associate Dean for William Smith College, New York State, telling us a bit more about what being an introvert typically means.

INSERT Lisa Kaenzig,researcher and Associate Dean for William Smith College, New York State Introverts are people of any age who really get their energy from within themselves. And who often have sort of a running dialogue in their head going on thinking before they're talking, like to have a little more time to think through things before they're commenting on them or answering a question, need some time to recharge their batteries by being by themselves, and enjoy having alone time.

Neil Lisa Kaenzig there – who says that introverts think about what they're going to say before they say it.

Alice Do you do that, Neil?

Neil Nope!

Alice You should try it sometime. Now, Lisa also talks about the different ways people **recharge their batteries** – introverts tend to need time alone to regain their strength and energy when they're feeling **drained** – or very tired – whereas extroverts often prefer to recharge by being with other people.

Neil So introverts create their energy internally – from within themselves – and extroverts recharge from being with other people.

Alice Exactly. But in some situations, for example at school or in the workplace, things can be made suitable for – extroverts. Extroverts typically love being with others – in a big class or an open plan office – where there's a lot going on. They enjoy the external stimulation. But introverts can find these big, noisy environments uncomfortable.

Neil I can see that. And these days, people are wild about group work and brainstorming – job ads frequently ask if you are a people person, a team player … and so on.

Alice That's right. Introverts like to work alone or in small groups and need a quieter space to perform well. Let's listen now to Dr Peter Aloka, a researcher and psychologist in Kenya. He's been working with introvert teenage mothers in Bondo who are returning to school after having their babies. And schools are being asked to develop new strategies to support their learning.

INSERT Dr Peter Aloka, psychologist, Bondo, Kenya Introverts might find it easier working in groups, but with smaller groups, and they work in pairs with extroverts… The teachers should design a classroom for all the students too, to contribute. Whenever a teacher is teaching a question in class let them allow for wait time for students to process the information before answering the question. Just for people to think through that question. Thinking, pairing, and sharing: those three strategies will help the introverts to speak out.

Neil Dr Peter Aloka is talking about some very clever pairing there. If you put two introverts together they might not say anything. An extrovert is likely to talk, but won't **intimidate** – or overpower – their introvert partner as much as a large group would.

Alice So the idea is that with fewer people – in a small group or a pair – the introvert will have enough time and space to express their ideas. And because their ideas have been **thought through** – or carefully considered – , their contribution is likely to be worth waiting for. So… Think. Pair. Share.

Neil Hmm. I like that. OK, so I think it's time to share the answer to today's quiz question. I asked: who first used the term ‘extrovert'? Was it…

a) Sigmund Freud?

b) Friedrich Nietzsche?

c) Carl Jung?

Alice I said… Carl Jung.

Neil And you were… right, Alice. So thinking things through really works! ‘Introvert' and ‘extrovert' are the two basic personality types according to the theories of the 20th-century Swiss psychiatrist Carl Jung. According to these theories, an introvert is a person whose interest lies with their own feelings and thoughts, in contrast to an extrovert, whose interest lies with other people and the outside world.

Alice OK. Now, let's hear the words we learned today:

Ambivert, reflective, inner resources, recharge their batteries, drained, intimidate, thought through

Neil Well, that's the end of this edition of 6 Minute English. Join us again soon! Meanwhile, visit our website: [bbclearningenglish.com](http://www.bbclearningenglish.com/), where you'll find guides to grammar, exercises, videos and articles to read and improve your English.

Alice And we are on social media too. Make sure to visit our profiles on Facebook, Twitter, Instagram and YouTube.

Both Goodbye!

**Track 4 (Unit 3) How do you read your news?**

SophieHello and welcome to 6 Minute English. I'm Sophie…

NeilAnd I'm Neil.

SophieWhat are you reading?

NeilA news blog – it says here that the fossil of a two-headed dinosaur has been discovered in Greece. Look! Look at this picture!

SophieHonestly, Neil, you shouldn't believe everything you read on the internet! This story is from one of those fake news websites that float about on social media. And you aren't the only one to get taken in – even serious news channels report these types of stories as if they were true.

Neil **Taken in** means fooled by something. Well, I must admit, I did believe it. And I didn't know that **fake** – or pretend – news sites existed. How am I supposed to know what's fake and what's real? So many extraordinary things happen!

SophieThat's a good question, and actually, digital news and its effect on traditional newspapers is the subject of today's show. The thing is, if you read a traditional print newspaper like I do, you'd find stories that are more **reliable** – ones you can trust.

NeilWell, enjoy your traditional print newspaper while you can, Sophie, because they're going to disappear pretty soon – the same way as the dinosaurs!

SophieHmm. It is true that print newspapers are **feeling the pinch** these days – and that means not making enough money. But I will miss them if they go. Which brings me on to today's quiz question. Neil, how many national print newspapers are currently sold in the UK a day? Is it…

a) 70,000?

b) 700,000?

Or c) 7 million?

NeilWell, I'll go for a) 70,000. It can't be much more than that, surely.

SophieWell, we'll find out whether you got the answer right or not later in the show. But moving on now, we've discussed one disadvantage of digital news – that it can be hard to distinguish a real story from a fake one – given the mass of information available on the web. So maybe you should tell us about the advantages, Neil.

NeilWell, you can access news 24/7 – and search for it on your phone or tablet without having to flip through pages of stuff you aren't interested in. It isn't all in black and white, it isn't all about reading – you can watch and listen too. And make comments of your own.

SophieOK. Well, let's listen to Tim Luckhurst, Professor of Journalism at Kent University, to see what he thinks is important in journalism nowadays.

INSERT Tim Luckhurst, Professor of Journalism at Kent UniversityIt doesn't matter whether your local journalist produces news on a tablet, on a mobile phone, in print, online, on television, or on radio. What matters is that there should be a diversity of journalism available and that it should be provided by professional reporters whose job is to do an honest objective job, impartially, in the public interest, not simply to rant or express opinions.

SophieTim Luckhurst there. He says that news will be successful on any platform – digital or traditional – so long as reporters are honest and objective in their pursuit of a good story. If you're **objective** it means you aren't influenced by personal feelings or opinions. If you **rant** you speak in an angry opinionated way about something.

NeilNow, newspapers need to make money in order to pay their journalists. And with circulation falling dramatically, they need to find other ways to make newspapers pay.

SophieA newspaper's **circulation** is the number of copies it distributes per day. Well, selling more advertising space is one way, isn't it?

NeilYes, but many advertisers are choosing to use digital platforms because they reach a wider and more targeted audience. And this is one reason why digital news is taking over – it can pay for itself through advertising.

SophieI wouldn't mind paying more for a newspaper if I knew the quality of journalism is good.

NeilBut increasingly people are expecting good quality journalism for free.

SophieNewspapers have been around since the invention of the printing press, and as **chronicles** – or written accounts – of people's lives, are an important historical resource. Let's listen to Alex Cox, researcher at genealogy website, findmypast.co.uk talking more about this.

INSERT Alex Cox, researcher at genealogy website, findmypast.co.ukDuring the First World War local papers always printed In Memoriam columns where they'd list local dead. What a lot of them also did was they allowed relatives to submit short poems about their deceased loved ones and some of them were five or six lines – not very long – but they're really, really quite powerful. And the paper dedicated page space to print not just one of these, but multiple, and I don't know whether a modern paper would even consider doing that today.

Sophie **Deceased** is another word for dead – in this case, it refers to the British soldiers who died in the First World War.

NeilLocal papers, at the time, printed poems written by the families of the dead men. Those poems, captured in print, are an important historical record of the time.

SophieIndeed. Now, remember, Neil, I asked you: How many national print newspapers are currently sold in the UK a day? Is it… a) 70,000, b) 700,000 or c) 7 million?

NeilYes, I remember. And I said 70,000.

SophieWell, I'm sorry Neil, but you are wrong. The answer is actually c) 7 million. But the numbers are falling.

NeilWell, that's still a few million more than I thought. Now, I think it must be time to hear the words we learned today.

They are: taken in, fake, reliable, feeling the pinch, objective, rant, circulation, chronicles, deceased

SophieWell, that's the end of today's 6 Minute English. Please join us again soon!

BothBye!

**Track 5 (Unit 4) Have you walked off your pizza?**

AliceHello and welcome to 6 Minute English. I'm Alice…

NeilAnd I'm Neil.

AliceWhat are you eating, Neil?

NeilIt's a chocolate chip muffin.

AliceHow many calories do you think it contains?

NeilI have no idea.

AliceCheck the packet.

NeilIt's hard to find the calorie content amongst all the other information here. Ah, here we go: 450.

AliceThat's a lot! Are you sure you should be eating that?

NeilWhy not? I expect I cycled off quite a few calories on the way to work.

AliceWell, that depends on the length of your journey and how much energy you **expended** – or used up. Now, on today's show we're talking about food and the exercise it takes to burn off calories. And I have a question for you, Neil: How long would you have to walk to burn off the calories in a quarter of a large pizza? Is it…

a) 33 minutes?

b) 53 minutes?

c) 83 minutes?

NeilI'll go for a) 33 minutes. That sounds quite enough considering if you ate the whole pizza it would mean walking for 132 minutes to **burn off** – or use – the calories. And that's over two hours!

AliceWell, we'll find out later on whether you got the answer right or not, Neil. But be warned – people are bad at estimating how many calories there are in food. Now, the Royal Society for Public Health here in the UK is concerned that people don't read the information on food packaging because the text is so **dense** – it means, tightly packed.

NeilWell, I never look at food labelling when I'm shopping for food. How about you, Alice?

AliceWell, personally, I like to make an informed choice about what I put in my body, Neil! And **informed** means based on an understanding of the facts. So I spend a lot of time reading the packaging. And I think the current traffic lights are a great idea.

NeilTraffic lights? What are you talking about?

AliceIt's where food content is colour-coded red, orange or green – like traffic lights – depending on its percentage of fat, sugar, and salt. So you can see at a glance which pizza on the supermarket shelf is better for you. This helps the consumer to make an informed choice.

NeilTo **see at a glance** means to understand something immediately. Well, my informed choice is based on which pizza has the most pepperoni on it. I had no idea food companies were putting traffic lights on their food packaging!

AliceYes, and that's not all, Neil. There are now plans to put an **icon** – or simple picture – of someone running plus the time it would take to burn off the calories contained in a particular food item on the front of packaging. Let's hear what some consumers on the streets of London thought about this idea.

INSERT People in London

MAN: I would think twice about buying crisps if I have to run 19 minutes just to burn the calories I ate.

WOMAN: I'd either consider working out those 19 minutes or not eating the crisps at all.

AliceTwo people who would think twice about whether to buy crisps if they knew how long it would take to burn off the calories.

NeilAnd **think twice** means to think carefully about doing something before you do it. But, to be honest, I want freedom to do what I feel like. Even if they put a label on the food I think I'd exercise if I wanted to exercise, but I think I'd still have a packet of crisps if I wanted a packet of crisps.

AliceThat's fine so long as you are clear about how active you need to be to eat what you do and not put on weight.

NeilBut a healthy diet isn't just about calories is it? I wouldn't need to cycle to work to burn off a diet cola, but drinking a fresh orange juice would be a healthier choice – even though it contains more calories.

AliceWell, that's a good point. Let's listen now to Shirley Cramer, Chief Executive at the Royal Society for Public Health, talking about why she thinks the new labelling is necessary.

INSERT Shirley Cramer, Chief Executive, Royal Society for Public Health

We've got 60% of the UK population either overweight or obese. We have a very, very urgent problem. We have a growing population, literally, and we need to have a lot of tools in our toolbox, a lot of new strategies, I think, in order to support people to make good choices.

NeilShirley Cramer of the Royal Society of Public Health. So, she says we need lots of **tools** – or strategies –to help tackle obesity in the UK. And linking energy content in food to physical activity is just one tool in the toolbox, so to speak.

AliceIndeed. Now, I think it's time for the answer to today's quiz question, Neil. I asked you: How long would you have to walk to burn off the calories in a quarter of a large pizza? Is it… a) 33 minutes? b) 53 minutes? Or c) 83 minutes?

NeilAnd I said a) 33 minutes.

AliceAnd you underestimated, I'm afraid, Neil! The answer is c) 83 minutes. This figures comes from Shirley Cramer, Chief Executive of the Royal Society for Public Health. Writing in the British Medical Journal, she argues that food should be labelled with the equivalent exercise needed to burn off its calories. This would give consumers an immediate link between food's energy content and physical activity that might help to reduce obesity.

NeilNote, Alice, that I've put my muffin to one side. You've convinced me to eat more healthily and I'll be eating a green salad for lunch.

AliceI'll believe that when I see it, Neil. OK, here are the words we learned today:

Expended burn off dense informed see at a glance icon think twice tool

NeilWell, that's the end of this edition of 6 Minute English. Join us again soon. Meanwhile visit our website bbclearningenglish.com, where you'll find guides to grammar, exercises videos and articles to read and improve your English.

BothBye!

**Track 6 (Unit 5) Saving China’s elephants**

RobHello, I'm Rob. Welcome to 6 Minute English. With me today is Neil. Hello, Neil.

NeilHello Rob!

RobIn this programme we're going to be talking about endangered species, particularly elephants in China. So let's start with a question, Neil. Do you know how many elephants are still living in the wild in China? Is it:

a) Fewer than 15,000

b) Fewer than 1,000

c) Fewer than 300

NeilI don't know but I'm going to have a guess and say b) fewer than 1,000.

RobI'll let you know if you're right or wrong at the end of the programme.

NeilSo Rob, have you ever come across any animal species under threat?

RobYes, I have, I went to Australia a few years ago and saw some turtles on the beach laying their eggs and they're very rare, aren't they?

NeilThey are very rare. I've always wanted to see them but I haven't had the chance.  I was lucky enough to see a panda when I was in China once and they're threatened with extinction, too, of course.

RobThe sad thing is, Neil, these animals are in danger largely because of the activities of human beings. There are all sorts of reasons why this is happening.

NeilYes, it's really upsetting. And it could easily be prevented if people thought a bit harder about the impact their lives make on wild animals. Take those sea turtles you were talking about, for instance. They're under threat for all sorts of reasons, over-fishing being one of them.

RobThen there are various species of rhinoceros which could disappear in a few years' time. Again, people **poach** these creatures – poach means hunt illegally - because their horns are used for medicinal purposes. And, of course, in country areas, miles from civilisation, it's almost impossible to keep a check on illegal killings.

NeilIt really makes you think, doesn't it Rob?

RobActually, it's not that simple, Neil. Human beings are also under pressure and often have strong arguments in favour of their actions. This Chinese farmer explains. He uses an expression that means "arrived". Can you tell me what it is?

Chinesefarmer There are too many elephants around here. We used to grow sugar cane but then the elephants started showing up and ate it all. So we gave up growing it. There was barely anything we could grow. No matter what we planted there was nothing to harvest …. Now we grow rubber. It's the only thing they won't eat.

Neil He said "showing up". This means the elephants arrived.

RobAnd he said they "gave up" growing it. This means they stopped growing it.

NeilThe plight of the Asian elephant in China makes a pretty bleak picture, I must say. I understand that they are victims of all sorts of abuse.

RobYes, experts say their numbers have declined by 50 per cent in the last 75 years. Poaching is one reason why. They are hunted not for their tusks – that happens to the larger African elephant – but for their skins to make leather goods and for their meat.

NeilThey are also losing their **habitats** – that's the places where they live - because of the growth in the number of plantations, particularly rubber, but also other cash crops. These agricultural monocultures, as they are called, spell death for the elephants' lifestyle. Logging or deforestation – in which whole forests are destroyed - also adds to their problems.

RobWhat's more, in some places, their migratory routes have been cut off by human populations living in newly established villages. In a more general sense, just expanding human population is forcing them out of their natural environments.

NeilThere's another very unpleasant way in which these creatures are suffering, Rob. Many of the young elephants are taken away from the herd and are turned into performing circus animals for tourists.

RobReally, Neil?

NeilYes, I hear that sometimes nails are driven into their feet, they are deprived of sleep, food and water. This is to make them easy to train.

RobThat's so cruel.  But there are people trying to improve the situation, Neil. For example, there's a **rehabilitation programme** – that's a scheme to bring them back to a normal life - which rescues elephants at risk and give them protection within a special sanctuary. Then there are some people who are trying to get people to get farmers to work in a different way. Let's listen to a forestry policeman. He uses an expression to describe the way people farm the land. Can you tell me what it is?

Forestry police representativeIt makes me sad. I want people to know that they shouldn't cut down the forest and that there are consequences if they do. I want them to change their farming practices, to change how they make a living. We could become a tourist destination. People could make money from that.

NeilHe said "farming practices". This means the way people farm the land.

RobAnd he said "make a living". This refers to people earning enough money in order to survive. So, let's hope the elephants still living in the wild in China can be saved. So, would you like the answer to the quiz question now?

NeilYes, OK. You asked me how many elephants are still living in the wild in China. Was it fewer than 15,000, fewer than 1,000, or fewer than 300? And I guessed 1,000.

RobI'm afraid the answer is actually fewer than 300.

NeilThat's a real cause for concern.

RobWell, we're almost out of time. So, let's remind ourselves of some of the words we've said today, Neil.

Neilpoach, habitats, showing up, gave up, farming practices, make a living, rehabilitation programme

RobWell, that's it for today. Until next time. Goodbye!

NeilGoodbye!

**Track 7 (Unit 6) The extinction of men**

Neil:Hello and welcome to Six-Minute English from BBC Learning English, I'm Neil and with me today is Rosie.

Rosie**:** Hi there.

Neil**:** Well, today we're talking about men.

Rosie**:** That sounds interesting.

Neil**:** It is very interesting especially if you're a man because it seems we've had our existence extended.

Rosie**:** I'm sorry?

Neil**:** Well, some previous scientific research had suggested that the Y **chromosome**, which is responsible for men's sex organs and **hormones**, is rotting away!

Rosie**:** Oh dear. Are you going to make it till the end of the programme, Neil?

Neil**:** Ah yes – even the most **pessimistic** findings suggested that men had 100 thousand years left, so I think 6 minutes is ok! Before we get into this story though, I have a quiz question for you, Rosie. Are you ready?

Rosie**:** Yes, I am.

Neil**:** It's a simple question. What is the **ratio** of men to women in the world? Is it

a) Equal – so 100 males to every 100 females.

b) 101 males to every 100 females.

c) 100 males to every 105 females.

Rosie**:** Well, I have absolutely no idea. So, I am going to guess and I am going to say c) 100 males to every 105 females.

Neil**:** OK, we'll find out at the end of the programme.

Rosie**:** So, tell me more about this new research into the possible **extinction** of men.

Neil**:** Well it now seems that men can **breathe a sigh of relief**. Scientists compared the decline in the male human's Y chromosome – remember that's the thing that's responsible for deciding the sex of a child – with that of the rhesus monkey.

Rosie**:** OK. That's the monkey that we separated from 25 million years ago.

Neil**:** That's right. And their conclusion was that the Y chromosome is **depleted** but it's still got all of the vital bits.

Rosie**:** Lucky you! Here's Jennifer Hughes from the Whitehead Institute in Cambridge Massachusetts. She was in charge of the research:

Jennifer Hughes, Whitehead Institute in Cambridge Massachusetts

*I think that the odds of the Y losing any more genes are pretty slim. It appears that it's been stable for 25 million years and that is a good indication that's it going to be stable for many many millions of years to come and the genes that remain on the Y probably have very important functions and therefore natural selection is doing a very good job of preserving those genes.*

Neil**:** Now here's an interesting fact, Rosie. Did you know that men's sex chromosomes are not as sophisticated as female ones?

Rosie**:** No I didn't know that, but it doesn't come as a surprise to me!

Neil**:** I thought you might say that. But you know what – I'm happy having less sophisticated chromosomes if it means men continue to live for a little longer. Now there's only one way to end this programme, Rosie, and that is to imagine a world without men.

Rosie**:** OK, well for a start more would get done.

Neil**:** Are you suggesting that men are lazy?

Rosie**:** Well, they can be. My boyfriend, for example, had never used a washing machine until he was 30 years old.

Neil**:** Right, well we're getting into **stereotypes** here! So how about this one – if there were only women in the world, you'd never get into the bathroom.

Rosie**:** OK, I'll give you that one. I agree that women do spend longer in the

bathroom than men.

Neil**:** And who's going to catch spiders and mice for you?

Rosie**:** Ah, now that is absolutely not true! My boyfriend is terrified of mice. In fact he ran away from one in the kitchen just last night.

Neil**:** Well, to be honest, I don't really like mice either, I must say. But what about lifting heavy things? I am always expected to do heavy lifting, which I hate by the way.

Rosie**:** Yes I confess that men are useful for that. And also for opening jars with the lids too tightly screwed on. And on a more serious note, I think there would probably be far fewer wars if there were only women. I think women would be more likely to talk problems over than resort to violence.

Neil**:** Well you might be right there but it's difficult to say because most of the

world's leaders are men of course. OK Rosie, this entertaining debate must come to an end. We need an answer to the question. I asked what the ratio is of men to women in the world. Is it

a) Equal – so for every 100 males there are 100 females.

b) 101 males to every 100 females.

c) 100 males to every 105 females.

What did you say?

Rosie**:** I said c) 100 males to every 105 females

Neil**:** And you were completely wrong. It's 101 males to every 100 females. Do join us again for more 6 Minute English from BBC Learning English. Bye for now!

Rosie**:** Bye bye!

**Track 8 (Unit 7) A Burglar report**

Police: Good evening, madam. I’m Constable Jones and this is Constable West. We hear you had a little shock this evening.

Mrs. Sutcliffe**:** Oh, yes-yes, it was awful. I simply... I don’t know what the world’s coming to when you can’t even feel safe in your own home!

Police**:** Now, let’s just sit down. Drink up your tea and then you can tell us exactly what happened.

Mrs. Sutcliffe**:** Well, there was this man, you see, and he...

Police**:** First of all, let’s just get down a few details. Your name is Mrs.. Sutcliffe, is that right?

Mrs. Sutcliffe**:** Yes-yes, Mrs.. Lucy Sutcliffe – that’s S-U-T-C-L-I-double F-E.

Police**:** Right. And the address is...

Mrs. Sutcliffe**:** 52 – no, no, I mean 48, Primrose Avenue. You see, I used to live at number 52 and I’m in such a tizzy that I hardly know what I’m saying.

Police: Don’t worry, Mrs.. Sutcliffe, all we have to do is put down exactly what happened and we’ll get on the case right away.

Mrs. Sutcliffe**:** Oh, I do hope you find him.

Police**:** We’ll certainly do our best. Now, today’s the 25th of March, right? And it’s just about ten o’clock. Now, tell us from the beginning.

Mrs. Sutcliffe**:** Well, it was just before nine o’clock. I know because the news was about to come on, and I was just going into my bedroom to get my glasses – for watching TV, you know – and I saw this, this man. He was going through the drawers in my dressing table and-and- Oh, I’ve never been so frightened in my life!

Police**:** Right. Now, did you get a good look at the man?

Mrs. Sutcliffe**:** I’m afraid I didn’t, I mean, I was too upset, er, frightened...! I did see that he was tall and sort of heavy looking. I couldn’t see his face, though.

Police**:** I see. Do you know what he took?

Mrs. Sutcliffe**:** I’m not really sure. I haven’t had much time to check you see, I mean, you came very quickly, thank goodness. I know he got some money that was in the top drawer – it was about fifty pounds I think – and my car keys, but the jewellery’s all there. He must have heard me shouting and ran off before he could find it.

Police**:** You were shouting?

Mrs. Sutcliffe**:** Well, you see, when I saw him I sort of started backing up, on tip-toe like, and then I grabbed little Muffy, my dog, you know, and I got out the front door and started screaming blue murder. The neighbours were really nice and helpful.

Police**:** So it was the neighbours who rang us.

Mrs. Sutcliffe**:** Ooh, yes. I was shaking like a leaf all over. I couldn’t have dialled, you know.

Police**:** Had you left any windows or doors unlocked?

Mrs. Sutcliffe**:** Well, the bedroon window was wide open when I came back in and I’m almost sure I hadn’t opened it – well, maybe just a crack.

**Track 9 (Unit 7) Science behind a chewing gum.**

RobHello and welcome to 6 Minute English. I'm Rob...

Finn...and I'm Finn. Hello.

RobHello, Finn! Are you chewing gum over there?

FinnYeah. Oh hang on – I'll just stick it under the desk for now.

RobYuck – that's revolting! Why don't you go and put it in the bin? Since when did you take up this antisocial habit? *Antisocial* means annoying to other people, by the way.

FinnYeah, well. OK, Rob. Fine. Since I heard that there was evidence that chewing gum can improve your brain.

RobSo how does it do that?

FinnWell, some experts say that the chewing action can lead to an increase in blood flow to the brain.

RobInteresting! And guess what, we're taking about chewing gum on today's programme! So here's a question for you, Finn. When did the Singapore government outlaw chewing gum? Was it in...

a) 1982? b) 1992? or c) 2002?

FinnAnd just before I answer, *to outlaw something* means to make it illegal. Well, I think the answer is a) 1982.

RobWell, we'll chew on it for a while, shall we, and find out if you're right at the end of the programme.

FinnSo, Rob, what's the history of chewing gum?

RobWell, people have been chewing gum for thousands of years. The Ancient Greeks chewed gum made from *resin* – a sticky substance produced by trees. But why do people like chewing gum?

FinnWell, for many people it's just something to do. But you know, I like the idea that it's good for my brain. Research has shown that people find gum chewers are also more *approachable* – that means they're friendlier and easier to talk to.

RobOK. Well, there might be some truth in that. The thing we're here to discuss today, though, is how to *dispose* – or get rid – of gum responsibly. And you didn't set a very good example earlier in the show, did you, Finn?

FinnAh, well. Yeah, no, I didn't. But lots of people dispose of gum irresponsibly – that means not responsibly. It's often found stuck underneath tables, chairs, benches and escalators. And it's really difficult and expensive to remove once it has dried.

RobRight – because gum actually creates a *chemical bond* – which means when one thing joins firmly to another. For example it bonds with tarmac roads, rubber shoe soles, and concrete paving.

Finn So how do we remove dried gum from roads and pavements? Rob, how would you do it?

Rob Well, people do use high-pressure steam cleaners and then they scrape it off. But it's a slow process that's labour-intensive – which means it takes a lot of people to do it.

FinnI'm sure it does. So let's hear someone telling a BBC reporter about why they threw their gum away in the street. Can you hear the reason she gives?

INSERTWoman: Not that often. I often put it in the bin. Reporter: But you do it sometimes? Woman: Yeah, sometimes. Reporter: Why do you do it sometimes? Woman: I don't know. Because there's no bins around.

Finn Now, she says she throws her gum in the street when she can't find a bin.

Rob So, why doesn't she put it in her pocket and wait until she finds a bin?

Finn Ah, no. No way, man! That's – that would make her pocket sticky!

Rob Oh dear – it sounds like you and her are *two of a kind* – and that means very similar. OK, well, let's find out what another gum chewer does.

INSERT Reporter: If you're walking along the street, and you had some other, a packet of crisps, when you'd finished it, would you throw that away? Man: Not really. Reporter: So why do you sometimes throw the chewing gum away? What's the difference? Man: It's like food. It's not like a wrapper. Do you know what I mean?

Finn So, this guy says gum is like food, so it's OK to drop it on the ground. Do you agree, Rob?

Rob No, I don't. Food, such as a discarded apple core or banana skin, quickly and naturally degrades – or breaks down. And other types of litter, for example, a crisp packet or a sweet wrapper, can be picked up easily.

Finn That's right. Whereas chewing gum is a bit like glue once it dries and it's extremely difficult to remove. So, in this way, of course, it can also be environmentally damaging.

Rob In 2000 a study of a busy London shopping street showed that a quarter of a million pellets of chewing gum were stuck to the pavement. And a pellet is a small round ball of something that has become hard.

Finn That's a lot of pellets, isn't it! The amount of discarded gum in Singapore was considered to be such a problem that the government banned the sale and consumption of gum altogether. They said it was because people were sticking their gum in the sliding doors of subway trains, stopping the doors from opening and closing.

Rob Yes, it's a sticky subject isn't it?

Finn It is indeed. A sticky situation, Rob.

Rob And that brings us on to today's quiz question! I asked you earlier: when did the Singapore government outlaw chewing gum? Was it in… a) 1982? b) 1992? or c) 2002?

Finn I said a) 1982.

Rob You are wrong, Finn, just for today. The answer is actually b) 1992.

Finn Which means the people of Singapore could chew gum for ten more years than I said. That's good. Now, how about those words again, Rob?

Rob OK, well, the words we heard today were: antisocial, to outlaw something, resin, approachable, chemical bond, labour-intensive ,two of a kind, degrades, pellet

Finn Well, that brings us to the end of today's 6 Minute English. We hope you've had plenty to chew on in today's programme. And you can hear more programmes at [bbclearningenglish.com](http://www.bbclearningenglish.com/). Join us again soon.

BothBye.

**Track 10 (Unit 8) Sleeping on the job.**

Rob Hello I'm Rob. Welcome to 6 Minute English. I'm joined today by Finn. Hello Finn.

Finn **…**

Rob Finn? …Hello Finn?

Finn Oh sorry Rob, you caught me **napping**. It's that time of day when I need to **nod off** – or in other words, fall asleep.

Rob Well, **sleeping on the job** – or sleeping at work - is no bad thing – and I hope today's programme will wake you up to the idea that sleeping in the workplace might be a good thing.

Finn Oh really! That's good to hear. I would have thought that sleeping at work was against the rules.

RobNot in every office, Finn, and I'll tell you why soon as well as explaining some sleep-related vocabulary. But now you're wide awake, how about a question?

Finn OK, let's hear it.

Rob When the former British Prime Minister, Margaret Thatcher, was in power, she did her job with very little sleep. Do you know how many hours of sleep she is said to have had each night?

a)    Three hours

b)    Four hours

c)    Five hours

Finn I always thought she got by, she managed her job, with just four hours of sleep a night.

Rob Not much, is it? We'll find out if you are right or wrong later. I'm not sure if she chose *not* to sleep for long or she just wasn't able to sleep for long. Someone who can't sleep is called an **insomniac**.

Finn And I'm certainly not an insomniac. I enjoy sleeping all night and some of the day too. And Rob, you said napping during the day is a good thing?

Rob It's always nice to have a short sleep – or what I call **40 winks** – during the day, but when you're at work this can be a problem.  In some companies, like Google and the Huffington Post, workplace naps are positively encouraged. They're seen as a way to make staff more productive.

Finn So you mean they work harder and are more creative because a **power-nap** – a quick sleep – makes workers feel refreshed and more alert. I like the sound of this!

Rob An Australian health writer called Thea O'Connor, is a founder of a campaign called Nap Now which is trying to make sleeping at work more acceptable.  She calls herself a '**naptivist**'! Let's hear from her now. What does she say is stopping us from doing this?

Thea O'Connor, health writer and speaker**:** I think that our culture is a bit crazy not to embrace it, and one of the reasons we don't is our attitude, you know it's quite counter-cultural to do nothing in order to get ahead. I just really see that it's time to disrupt the prevailing work ethic which is all about work longer and harder.

Finn Right, so she wants us to embrace – to accept – the idea of a workplace power-nap. But it is our **attitude** – the way we think about work – that stops society from accepting this.

Rob Yes, she explains that it is **counter-cultural** – so going against the normal way of thinking – to actually do nothing and have a snooze.

Finn That's why she is trying to change – or disrupt – our current **work ethic** of working longer and harder. She believes this doesn't necessarily bring better results. But Rob, is this idea just a fad – something that's popular for a short while?

Rob Maybe, but research has certainly shown that good quantity and quality of sleep is important for our **wellbeing**. A few years ago research by the East of England Development Agency found 30% of people have their best ideas in bed compared to just 11% who have them at their desk. It called for companies to install beds in the workplace.

Finn Well, there aren't any in our office yet Rob. I think putting beds or areas for naps in the office would help us workers feel more able to rest and recharge our minds.

Rob An alternative idea would be to change our working hours. The UK's Sleep Council claims the **nine-to-five** work culture does not fit into the natural sleeping pattern of the human race and bosses need to introduce a more sleep-friendly working day.

Finn That sounds like a **siesta** to me - a short period of sleep in the middle of the day that people in warm places like Spain often have.

Rob My problem with a siesta is that if I have a sleep in the afternoon I'd never wake up!

Finn Well before you nod off now Rob, could you please tell me the answer to today's question.

Rob Yes. I asked you if you knew how many hours of sleep the former British Prime Minister, Margaret Thatcher, is said to have had each night?  Three, four or five hours?

Finn I said four hours Rob.

Rob You are right. It has often been said she needed just four hours of sleep – only on weekdays, not weekends. Well before you have another power-nap, could you remind us of some of the vocabulary we've heard today:

Finn Yes, we heard: napping, nod off, sleeping on the job, insomniac, 40 winks, power-nap, naptivist, attitude, counter-cultural, work ethic, wellbeing, nine-to-five, siesta

Rob Thanks. We hope you've enjoyed today's programme. Please join us again soon for another 6 Minute English from BBC Learning English.

Both Bye.

**Track 11 (Unit 8) A wild dream**

Lucia**:** I hove this recurring dream. I'm bock in high school, and in my dream, the school looks mostly the some as it did, but much bigger. The weird thing is ... that although I'm now twenty years old, I had to go back to high school and study with all these fifteen-year-olds. It's very embarrassing. No one seems to notice that I'm much older and shouldn't be there in the first place. But still, it's very uncomfortable. I keep thinking, ·what om I doing here?"

Well, I think it must be a couple of weeks into school, and I've lost my class schedule. I start walking through the halls trying to find the main office. I can't find it. No matter how for, how many hallways, I just can't find it. I know I'm late for class, and this really worries me.

Finally, I wind up in my moth class, but it's almost over - so I've missed most of it, and I don't know what the homework is, and I think I've missed on important test. or something. Basically, that's the dream. I think I have that dream when I'm worried or overwhelmed about something that is happening in my life at the time.

Rick**:** My name is Rick, and I sometimes have this dream, this bod dream. Really it's a nightmare. I’m in danger, but I'm not sure from what, and I can't move or scream or anything. I can feel something coming closer and closer to me, and, you know, it's really strange because usually in the dream I om exactly where I om in real life - like in my own bed in my bedroom - and everything is very realistic. The only port that is dreamlike is that I can't move.

Sometimes I can't even open my eyes, or I can only open one eye. Usually I hove to alert someone. or possibly save someone, although the person often changes. Anyway, I can't *do* anything because I can't move. It's really terrifying.

You know, I think the dream means that I'm feeling there's something in my life that I can't control, although I should be able to. Once I had the dream when one of my children was very sick. and I just felt completely helpless. I hate feeling that way.

**Track 12 (Unit 9) Interview with careers officers.**

Interviewer: Today on 'World ofWork', I'm joined by Craig Philips and Susan Walker, careers officers. Craig and Susan, welcome to the show.

Craig & Susan: Thank you.

Interviewer: Could I start by asking. just what does a careers officer do, exactly? Craig?

Craig: A number of different things, and over the 17 years I've been doing the job it hasn't changed much. My main role is still to go into schools and speak to teenagers to find out what kind of work they're thinking of doing and then I give them whatever advice I can. My area includes around 50 schools and I visit each one about once a year.

Susan: My area is similar, with around 5,000 pupils aged 17 to 18. That's a lot of interviews, and a lot of advice to give out. Unfortunately, we can only speak to each person for about 10 minutes, but I know that most of them find even such a short time quite useful.

Interviewer: I suppose that lots of youngsters must come to you with the same ambition.

Susan: Well, we do get a lot of people who want to follow a career as a doctor or a lawyer. Unfortunately, only about I 0% of them will actually make it. Some of the people I speak to, though, do have quite different ambitions. Undertakers, politicians, pop stars, actors. Young people want to do all kinds of job.

Craig: I remember one young man who said to me that he wanted to be an astronaut I really wasn't certain what advice would be best so 1n the end I suggested he join the air force. I didn't think about it for years after that and then one day I saw a photo of him 1n a newspaper and he had become part of the European space programme. You never know.

Interviewer: What advice would you give to young people listening to the show?

Craig: First of all, my favorite piece of advice is: you can change your mind. Don't feel that saying 'I want to be an architect' means that you can't become a doctor if you want to. People's lives go in all kinds of direction. Try to have a clear idea of what you want, but be prepared to change.

Susan: I would say that there's nothing like experience. You can't really want to do a job unless you know something about it first. For example, some people say that they want to be a lawyer because they like helping people. Fine. But there are hundreds of different ways in which you can help people. Are you sure that working in the law is for you? Visit a local lawyer, ask them about their work. Are you still interested? Good, because *now* you know what you want

Interviewer: Finally, are there any jobs you would like to do?

Susan: Oh, hundreds. Vet, nurse, writer, farmer ... I can see a part of me in lots of different jobs. Having said that, I'm quite happy doing what I'm doing.

Craig: Me, too. There was a time when I thought that I might make a good actor, but I'm happy to be helping other people realise their ambitions now.

Interviewer: Craig and Susan, thank you for speaking to us today.

**Track 13 (Unit 9) People and their jobs**

**A.**

I work on Saturdays and in the school holidays. Saturdays are busy because that’s when everyone goes shopping. Our shop sells clothes and accessories for men, women and children.  I work in the children’s department. It can be crazy sometimes, but it’s fun.

**B.**

I work during my summer holidays when I’m not at university. Oxford has thousands of tourists in the summer, so it’s easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

**C.**

I like my job, but lots of people don’t like coming to see me because they hate dentists. Sometimes it’s very hard work, but it’s great to help people when they have a problem. It’s so important to look after your teeth.

**D.**

My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

**E.**

I work in a hospital in the city centre. It’s a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don’t like the uniform and sometimes I have to work at night.

**Track 14 (Unit 10) On the radio**

Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

**Announcer:** It's seven o'clock and time for the news. Our top stories today:

First, this from the World Health Organization, or the W-H-0. The W-H-0 has reported that we are facing a potential global epidemic due to untreatable cases of tuberculosis. also known as TB. TB is dangerous because it affects the lungs. The number of cases is growing worldwide, and this has researchers worried. According to a study, a third of all known TB cases are untreatable. The drugs normally used to treat TB are simply not working. Researchers are trying hard to find out why this is the case. For now, the W-H-0 is planning on international program to educate people about the dangers of TB.

And now we have a report on the artist Vincent van Gogh. Of course, you may know that Van Gogh is a famous nineteenth-century painter. You may also be familiar with one of his famous paintings: the one of flowers - sunflowers to be exact. It was painted in 1888 by Van Gogh. Well, a scandal erupted in London yesterday over the authenticity of Van Gogh's *Sunflowers.* The painting was recently bought by a large multinational company for several million dollars. And now, an art expert is saying that the painting is a fake. Authorities are looking into the matter.

Next, to Mexico. Hurricane Pauline pounded Acapulco and nearby areas lost night, leaving many people homeless. The strong winds and heavy rains mode for horrible conditions. Floods and landslides destroyed homes and cars, especially in the hillside areas. Rescue is particularly difficult because streets are blocked, in most cases, by mud. It's believed that some people may be trapped inside their homes and cannot get out. Most people have left their homes and are now safely in temporary shelters. This natural disaster is going to have a big impact on the tourist business in Acapulco this year.

Finally, a story for all you parents out there: How often do your kids push you to your limit. And what do you do about it? One tired and harassed mother from Illinois decided she'd had enough yesterday. Instead of yelling at her children, as she normally would, she decided to leave. She walked out the door and climbed a tree - the tree with her children's tree house in it. That is. She decided to stay in the tree house until her three children stopped misbehaving. She told her children she had decided to stay in their tree house until they started appreciating her more. She put a sign in front of the tree house that said "On Strike - No cooking, cleaning, doctoring, banking, or driving until demands met: The children tried to persuade her to come down, but no luck. Finally, one of them had the smart idea of baking their mother's favorite treat - brownies. Well, they must have smelled good because that did the trick. Mom agreed to come down and meet her children at the bargaining table. No word yet on the outcome of those negotiations, though. That's it for now. We'll be back in an hour with more news.

**Track 15 (Unit 10) In my opinion**

Listen to Charles, Melissa, and Brian talking about issues they feel strongly about. What are the issues, and how do they feel about them?

Charles: You know, the one issue that I feel the strongest about is the environment. Well, maybe it's o little bit expensive to change our ways, but we have to try. We need to take care of the world we live in. So I think we can all do small things: like recycle plastics and be careful not to waste water and electricity. You know what they say: We only have one world, so we shouldn't mess it up.

Melissa**:** For me, freedom of speech is very important. We should always be allowed to say what we believe - especially now. You know that people want to censor the Internet. They want to limit what we have access to on our computers. Well, I don't agree with that at all. Of course, I know, it's a tricky question. Where do you draw the line on what should be controlled? What limits should be placed on our freedom of speech? I suppose that there have to be some limits set, but I say the fewer the better. Maybe the best thing is just to decide everything on a case-by-case basis.

**Brian**: I guess I'd have to say the issue I think most about is world peace. It's time we all learned to live together and work together as a planet instead of as separate notions. Now, I'm not saying that it's easy. Of course, we all come from different cultures and speak different languages. It's just that we're so dependent on one another. The world is becoming a smaller place, so to speak. We have to learn to get along. I believe in this issue strongly, and I support the United Nations because I think they do good work.

**Track 16 (Unit 11) The impact of plastic**

AliceHello and welcome to 6 Minute English. I'm Alice…

Neil… and I'm Neil. Hello.

AliceHello, Neil. Have you been shopping?

NeilYes, I went a bit mad with my credit card actually.

AliceGosh, I can see that! But look at all those plastic bags. Why don't you use your own bags?

NeilYou know what, I'm going to. Because they're now charging 5p per bag!

AliceDon't you follow the news, Neil? It's a recent government **initiative** – which means a new plan for dealing with something – in this case, to cut the number of thin plastic bags being given away in shops. And the environmental impact of plastic is the subject of today's show.

NeilIs England the first country to charge for these bags, Alice?

AliceNo – other countries in the UK started charging a few years ago. And countries around the world including Bangladesh, South Africa, China, and Italy have actually banned them altogether.

NeilInteresting. But I don't throw my bags away, Alice. I put them under the kitchen sink.

AliceAre you a **hoarder**, Neil? That means someone who collects large amounts of stuff and can't throw things away.

NeilMaybe I am… But seriously, with the 5p charge I'm definitely going to recycle my plastic bags.

AliceGood. Now let me ask you today's quiz question, Neil: How many tonnes of plastic rubbish from the UK is being sent to China each year for recycling? Is it:

a) 20,000?

b) 200,000?

c) 2,000,000?

NeilWell I think it's … a) 20,000.

AliceWe'll find out if you're right or wrong later on. But first, why are plastic bags bad for the environment?

NeilBecause they're too thin? And when they break all your shopping falls out? That must be it.

AliceNo. They take hundreds of years to **decompose** – or break down by natural chemical processes. And also people don't dispose of them properly. They litter our streets. They **clog** – or block – drains and sewers. They spoil the countryside and damage wildlife.

NeilWell that's quite a list. So what's the solution then, Alice?

AliceWell to either recycle or stop using plastic bags. But let's hear about the pharmaceutical company with another idea. This is BBC reporter John Maguire.

INSERT **John Maguire, BBC reporter** At this company laboratory in North London they're testing how bags made with a special additive break down when exposed to sunlight, oxygen and heat… The technology was discovered by a British scientist in the 1970s and is now sold to around half the world's countries. In some, biodegradable bags are backed by law.

NeilAnd **biodegradable** means able to break down naturally in a way that isn't harmful to the environment.

AliceSo adding small amounts of a chemical to the plastic – a special **additive** – allows the plastic to break down in the open air. But if the technology was discovered back in the 1970s, why aren't these biodegradable bags being used in *every* country by now?

NeilI have no idea, Alice. Maybe they aren't as strong as non-biodegradable bags. I like a good strong bag, myself, you see.

AliceAlright. Well, just go and buy yourself some canvas bags, Neil! In fact, I'll get you some for your birthday.

NeilThank you.

AliceYou're very welcome. Now, moving on. Out of around 300 million tons of plastic produced every year, some goes in **landfill** – a place where our rubbish is buried under the earth – but about 10% of plastic ends up in the sea. Let's listen to Biologist Dr Pennie Lindeque from Plymouth Marine Laboratory talking about this.

INSERT **Biologist Dr Pennie Lindeque from Plymouth Marine Laboratory**We're already finding that there's a lot of microplastics in the sea and that some of these microplastics are actually being ingested by the zooplankton that live there. We're also concerned this could end up being passed up through the food chain to food which is destined for human consumption so it could end up on your or my plate.

NeilWhat are **microplastics**, Alice?

AliceThey're small plastic fragments less than 5mm in size. You find them in cosmetic products such as facial scrubs, shower gel, and toothpaste.

NeilAnd I'm guessing that **ingested** means 'eaten'?

AliceYes, the **zooplankton** – tiny little animals in the sea – mistake the microplastics for food and eat them. And because the zooplankton and humans are in the same food chain – they're at the bottom and we're at the top – but we're still connected – we may end up eating them and the microplastics inside them!

NeilThat doesn't sound very tasty! Now a **food chain**, by the way, refers to a series of living things where each creature feeds on the one below it in the chain.

AliceIndeed. OK. Remember my question from earlier? I asked: How many tonnes of plastic rubbish from the UK is being sent to China each year for recycling? Is it…a) 20,000?

b) 200,000?

or c) 2,000,000?

NeilAnd I said a) 20,000.

AliceYes but you're wrong, I'm afraid. The answer is b) 200,000 tonnes. And that statistic comes from the University of Cambridge in the UK.

NeilThat's a load of rubbish! Get it – load of rubbish?

AliceVery good.

NeilCan we hear today's words again please?

AliceWe certainly can. Here they are: initiative, hoarder, decompose, clog, biodegradable, additive, landfill, microplastics, ingested, zooplankton, food chain

NeilWell, that brings us to the end of this 6 Minute English. We hope you enjoyed today's environmentally-friendly programme. Please do join us again soon.

BothBye.

**Track 17 (Unit 11) Climate change.**

Interviewer Doctor Grant, could you explain in a few words what The Greenhouse Effect actually means?

Doctor Grant Well, in simple terms ... the sun heats the Earth’s surface and the Earth radiates energy back out into Space. Some of the radiation gets trapped in the atmosphere by greenhouse gases. This trapped radiation warms the atmosphere and some of it goes back down to the Earth, making it hotter than normal. This is the greenhouse effect.

Interviewer So, is carbon dioxide the problem?

Doctor Grant Yes ... and other gases too. Methane ... being released from paddy fields.... commercial oil and gas from landfills ... vegetation left to rot without oxygen ... These days there are more greenhouse gases than ever because of human activities and especially the burning of fossil fuels.

Interviewer What kind of problems do scientists foresee?

Doctor Grant Well, ice caps melting and sea levels rising mean that eventually cities like London, New York, Sydney and Tokyo will be submerged. This is difficult to imagine of course.

Interviewer It seems incredible ... no wonder scientists are worried.

Doctor Grant Well, some scientists are optimistic. They believe that positive feedbacks from ice clouds and their water vapour could have an impact on global warming. Other scientists are more sceptical. They suspect that we have been wrong in our initial analyses of the situation and might need to go back to the drawing board!

Interviewer So are you saying that some scientists don’t believe in the Greenhouse Effect?

Doctor Grant No, I wouldn’t go that far. In fact, without the Greenhouse Effect the planet would be frozen and no life forms would exist.

Interviewer Is there anything that could protect us from global warming?

Doctor Grant I’m glad you asked me that. Yes! Volcanoes! When a volcano erupts it throws debris up into the stratosphere. This protects the Earth from solar energy by scattering the sunlight.

Interviewer Of course the best thing that we can do is to address the problem seriously on a world level. That’s where the Kyoto Treaty enters the picture. If all of the governments in the world would commit themselves to making a real effort to work together on this issue, we might be able to slow down the process and work out a solution.

Doctor Grant So ...how worried do we need to be?

Interviewer That depends. First of all global warming isn’t going to affect all areas of the planet to the same degree. Things like the collapse of glaciers take hundreds of years so we are talking about a slow process here.

Doctor Grant Slow enough for us to do something to prevent a catastrophe?

Interviewer Well ... let’s hope so!

**Track 18 (Unit 12) Sport and Leisure**

Mary

I'm 85 years old, but I've always been interested in keeping fit. Recently, I started doing aerobics. I go once a week on –erm – on a Thursday morning to the local old people's day centre. It’s really nice there. They run a special aerobics class for us. Erm - first thing we do is exercise for about three quarters of an hour. We go through all the exercises to music. There are berween four or eighl of us depending on the weather. We just wear loose-fitting clothes and comfortalble shoes or trainers and, apart from the music and Julianne, our lovely instructor, *we* don’t need anything else! l'm quite good at it now. I can do almost of the exercises, although there are one or two that are a bit energetic for me at my age. I'm one of the oldest - erm - some of the others aret just babies of about 60! Afterwards we all go for a cup of tea and a piece of cake to the coffee bar. lt's a really nice morning!

Jenny

I didn'1 start skiing until my mid 40s. Now I go once or twice a year for two weeks, usually in early spring. I live in London, so I go to ski resorts in Europe - in France, Italy, or Austria. At first, it was really difficult, starting in my 40s. l spent almost of time on my bottom! But I was determined to learn so I took *some*  classes. My husband thought I was mad - but my children said “You go for it Mum!” So I did and now my husband's taken up skiing too. I have my own skis, ski poles, and boots and stuff - that I take with me, and of course all the latest clothes - it's important to be fashionable even on the ski slopes, you know!. I have a lovely ski suit - I like to look good. Now·m*y* instructor says I am a very good skier and in fact I even give lessons to friends – and my husband! If you have never been skiing, you should try it. Hey, I could give you your first lesson.

Thomas

I absolutely' love football. I'm crazy about it. It's the best! I love watching it but I especially enjoy playing it. I am nine years old and I play for the local team at *my* school’s football pitch. I play matches twice a week - on Friday evenings after school and on Sunday mornings. And we also have football coaching on Tuesday evenings when we just practice all our football skills. It's brilliant! We all have a special kit - a football shirt with a number on the back. I’m number 7, it' my lucky number! An we wear shorts, socks and stuff, all in matching colours and *of* course our football boots - oh - and we also have to wear shin pads for protection, you knnow. We have a team tracksuit, too - but we only wear this before and after the match for training. My Mum always comes to support us - even when it's raining. My team isn't very good. In fact, we nearly always lose - but w'e don't care! Our football coach, Matin says winning doesn’t matter - it's taking part that counts- maybe he's right, but d'you know what I think? I think it's just fantastic when we win! Yeah!

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