

ПЕРМСКИЙ  
ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ  
ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ

## ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)



Пермь 2020

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное  
образовательное учреждение высшего образования  
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

## ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

*Допущено методическим советом  
Пермского государственного национального  
исследовательского университета  
в качестве учебного пособия для студентов  
всех направлений подготовки и специальностей,  
изучающих английский язык*



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Составители: *Гринько Е. Н., Гриценко Е. А., Ключко К. А., Полякова С. В.,  
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Пособие состоит из четырёх разделов. В нем представлен ряд речевых образцов для ведения дискуссии, обсуждения проблемных вопросов, дан материал для повторения степеней сравнения прилагательных и их отличия от наречий, личные местоимения, транскрипция и произношение. Также представлен грамматический материал для повторения модальных глаголов, ряда прошедших времен английского языка, правил формулирования косвенных вопросов. Уделено внимание формированию навыков письма и активизации грамматического материала (условных предложений, некоторых речевых образцов), обучению иноязычной монологической речи.

Пособие призвано подготовить студентов к элективным дисциплинам на английском языке, иностранному языку профессиональной коммуникации

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*Рецензенты:* кафедра русского языка как иностранного Пермского государственного медицинского университета (зав. кафедрой, канд. пед. наук **Л. А. Гаспарян**);

зав. кафедрой английского языка, филологии и перевода Пермского государственного гуманитарно-педагогического университета, канд. филол. наук, доцент **О. А. Баранцева**

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## ОТ СОСТАВИТЕЛЕЙ

В настоящее время в ПГНИУ внедряется единый курс иностранного языка для всех неязыковых специальностей.

Данное пособие предназначено для студентов очной и заочной форм обучения, может применяться как для аудиторной, так и самостоятельной работы.

Пособие представляет собой подборку текстов и упражнений для развития основных навыков и умений общения на иностранном языке.

Пособие является экспериментальным и базируется на следующих принципах:

1. Пособие представлено в электронной форме, но подобная форма – не механическая замена бумажного носителя на экран компьютера или смартфона. Это комплекс заданий для работы как с ИКТ, так и без них. т.е. все тексты могут быть распечатаны и розданы, аудио проигрываться с телефона преподавателя и т.д. Таким образом, задания в пособии нежёстко привязаны к техническому оборудованию конкретной аудитории и не требуют от студентов обязательного использования компьютеров и иных электронных устройств.

2. Пособие строится на коммуникативном принципе, т.е. ставит основной своей целью стимулировать продуктивную речевую деятельность, особенно устную, в условиях парной и групповой работы на занятии.

3. Пособие также основано на принципе методической и профессиональной компетенции преподавателя. Так, сложность заданий может варьироваться в зависимости от уровня группы, к которому преподаватель самостоятельно адаптирует те или иные задания, идя при этом строго по плану занятия. Варианты разноуровневых заданий представлены под знаком звездочки (\*).

4. Пособие строится по принципу «структура» – «блок», когда одно или несколько заданий (блок) могут заменяться, упрощаться, либо усложняться, варьироваться иным способом, не нарушая при этом общую логику, структуру пособия (см. п.3).

5. Пособие необязательно загружать на какую-либо онлайн платформу или в систему, поскольку работать можно через социальную сеть «ВКонтакте», где зарегистрировано большинство студентов, различные мессенджеры, электронную почту и т.д. Строго говоря, студент может не работать ни с каким интерфейсом, поскольку большинство заданий (аудио, видео, тексты) представлены на сайтах, который открываются через браузер.



**Цель курса:** Основной целью курса является развитие у студентов практических навыков и умений коммуникации на английском языке через представленные в пособие комплексы заданий, призванных задействовать все виды речевой деятельности.

**Основные задачи курса:**

1. Развивать навыки и совершенствовать умения во всех видах речевой деятельности (аудирование, письмо, чтение, говорение) на английском языке,
2. Развивать умения аргументировано и логически выстраивать устные и письменные высказывания,
3. Развивать навыки работы со словарями и иными источниками информации, в т.ч. электронными.

**Компетенции, формируемые в рамках данного курса, согласно ФГОС 3++:**

**УК.4.1** Осуществляет деловую коммуникацию, грамотно и аргументированно строит устную и письменную речь на русском и иностранном языках,

**УК.4.2** Осуществляет перевод текстов с иностранного языка на русский и с русского на иностранный,

**УК.3.1** Осуществляет коммуникацию, грамотно и аргументированно строит устную и письменную речь на русском и иностранном языках

**УК.3.2** Осуществляет перевод текстов с иностранного языка на русский и с русского на иностранный в академических и профессиональных целях

В результате изучения дисциплины студенты-бакалавры должны:

**ЗНАТЬ:**

- основные фонетические, лексико-грамматические и стилистические особенности английского языка и его отличие от русского языка;
- базовые стилистические и грамматические различия письменной и устной речи;
- основные грамматические правила английского языка для порождения речи.

**УМЕТЬ:**

- понимать и смысл и при восприятии устных и письменных аутентичных текстов;
- грамотно и аргументированно строить речь в конкретной ситуации устного и письменного общения;

- переводить новые слова и тексты с применением электронных словарей и справочников.

**ВЛАДЕТЬ:**

- навыками использования цифровых технологий для академических целей.
- основными навыками работы с лексическим и грамматическим материалом.

**В качестве используемых информационных технологий применяется:**

- визуализация учебного материала с применением мультимедийных средств (видео презентации, Power Point презентации, аудио презентации, графические, поликодовые учебные материалы).

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# UNIT 1. MUSIC

**If music be the food of love, play on....**

**(Shakespeare *Twelfth Night* Act 1, Scene 1)**



**(Lute Player. Painting by Hendrick Martensz Sorgh, 1661)**

**How do you understand Shakespeare`s words? Do you agree with Shakespeare that music is the food of love?**

## LESSON 1.

### “Change your tune”

This is another way of saying that somebody has changed (or should change) their opinion on something.

### LEAD-IN

1. Put the letters in the correct order and match them to the pictures







E)



F)

<b>Isnreg</b>	= picture
<b>Ocmreosp</b>	= picture
<b>Dnab</b>	= picture
<b>Rugiat</b>	= picture
<b>Oncterc</b>	= picture
<b>Osgn</b>	= picture

**2. Try to recall foreign and Russian world-famous composers. Make a list of them. Compare your list with your groupmate's one. Share the results with the rest of the class.**

**3. Discuss these questions with your groupmate:**

- 1) How varied are your musical tastes?
- 2) What musical genres do you really hate?
- 3) Do you think most music (say 90%) is rubbish?
- 4) Is the Internet helping or hindering musicians?
- 5) What new music have you bought or listened to recently?
- 6) Why do humans like music so much?
- 7) What do you think of the music they play in supermarkets and elevators?

## READING

Listen to three pieces of music by Mozart (recording 2.7 – *is enclosed in the Department's Cloud*). How does each one make you feel? Use the adjectives in the box and your own words.

happy    sad    relaxed    awake  
sleepy    thoughtful

**Example:** *This piece makes me feel relaxed and calm.*

**1. Read the text about the effects of music. Match the headings to the correct paragraph.**

**a Music for stress and pain**

**b Get a better score and remember more**

**c The right music to study better**

**d All kinds of music have an effect**

1) \_\_\_\_\_ Music is not just entertainment. It is medicine for both the brain and the body. Don Campbell is an expert on The Mozart effect and the incredible power of music. He says that all kinds of music from Mozart to jazz, from Latin to rock can affect our learning and our health.

2) \_\_\_\_\_ Many people use music to help them feel relaxed after a busy day at work. Music can also reduce the stress of being ill, especially by reducing pain. The director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller Valium.

3) \_\_\_\_\_ Campbell also says that music can help you concentrate but you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying. Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic. So you should choose the appropriate music to help you. You can use many different kinds of music to help you

concentrate. Mozart's music is very popular, however because it is very organized and it makes your brain more alert and imaginative.

4) \_\_\_\_\_ Music helps you to study better and it can also actually make you more intelligent. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.

## **2. Read the text again.**

**Mark the statements true (T), false (F) or don't know (?).**

1. Music is good for our bodies and brains.
2. Don Campbell loves Mozart's music.
3. Music helps many people to relax after work.
4. Many hospitals use music to help with pain.
5. Listening to music before you study is a bad idea.
6. Only Mozart's music helps you to study.
7. The students listened to Mozart for fifteen minutes before doing the test.
8. It's a good idea for children to learn to play a musical instrument.

## **VOCABULARY**

**1. Match the underlined adjectives in the text with the definitions below.**

- 1 \_\_\_\_\_ = good at learning and understanding things
- 2 \_\_\_\_\_ = can think of new and interesting ideas
- 3 \_\_\_\_\_ = active and can work hard
- 4 \_\_\_\_\_ = calm and not worried
- 5 \_\_\_\_\_ = feeling that you want to rest or sleep



## 2. Revise common noun suffixes.

Noun Suffix		
Suffix	Meaning	Example
-acy	state or quality	privacy
-al	the act of, connected with	approval, medical
-ance, -ence	action or series of action	performance, violence
-dom	place or state of being	freedom, kingdom
-er, -or	one who does something	trainer, protector
-ism	belief, doctrine	communism
-ist	one who does or behaves	pianist, linguist
-ity, -ty	a state or quality	legality, brutality
-ment	condition of	argument, statement
-ness	state of being	happiness
-ship	position held	fellowship, friendship
-ion, -ation	state of being	obsession, restoration

See Unit 8 pp.20-21 in English Vocabulary in Use Pre-intermediate and Intermediate by Stuart Redman. Do all the exercises.

## 3. Complete the table.

Adjective	Noun
Relaxed	
Energetic	
Imaginative	
Intelligent	
Tired	

## 4. Choose the correct alternatives.

1. Latin music makes me feel energetic /energy.
2. I don't believe that music can make you more intelligent / intelligence.
3. I'm a very imaginative / imagination person.
4. I sometimes don't go out at weekends because of tired/tiredness.

5. I play the piano for relaxed/relaxation
6. I need to use my imaginative/imagination in my job.
7. Everyone has the intelligent/intelligence to learn a language.
8. I listen to music in the morning to give me energetic/energy.
9. I'm always tired/tiredness when I get home in the evening.
10. Jazz makes me feel relaxed/relaxation.

### 5. Make the sentences in Ex.4 true for you.

*Playing the piano makes me feel relaxed and happy.*

## GRAMMAR

### So and Neither

Use “so” and “neither” to say that we agree with, or have the same experience as someone. **Positive statement:** use so + positive auxiliary. **Negative statement:** use neither + positive auxiliary.

CORK  
ENGLISH  
TEACHER

### SO DO I, NEITHER DO I, ...

SAME EXPERIENCE AS  
POSITIVE STATEMENT

"I love going to the beach in summer."  
 "I went to the cinema last night."  
 "We got married in 2003."  
 "I have been to Paris twice."  
 "I'm meeting John tomorrow."  
 "I'd love to visit Edinburgh."  
 "He can speak 3 languages fluently."  
 "Maria has a new boyfriend."

SAME EXPERIENCE AS  
NEGATIVE STATEMENT

"I really don't like Guinness."  
 "I didn't go out last night."  
 "I couldn't answer that question."  
 "Patrick has never lived in Italy."  
 "I'm not going to work tomorrow."  
 "I wouldn't like to live there."  
 "We can't go to the meeting today."  
 "I don't like the weather in Ireland."

SO + AUX. VERB + SUBJECT

- "So do I."  
 - "So did I."  
 - "So did we."  
 - "So have I."  
 - "So am I."  
 - "So would I."  
 - "So can I."  
 - "So does Ana."

NEITHER + AUX. VERB + SUBJECT

- "Neither do I."  
 - "Neither did I."  
 - "Neither could I."  
 - "Neither has Mike."  
 - "Neither am I."  
 - "Neither would I."  
 - "Neither can we."  
 - "Neither does Elena."

Use the **OPPOSITE** auxiliary to say that we **DISAGREE** with, or have a different experience from someone.

<b><u>Agree :</u></b>	<b><u>Disagree :</u></b>
• So do I.	• But I don't.
• Neither do I.	• But I do.
• So would I.	• I wouldn't.
• Neither would I.	• I would.
• So can I.	• I can't.
• Neither can I.	• I can.

**1. Complete these sentences about music to make them true for you.**

**I really like...**      **I've got ...**      **I sometimes go ...**      **I'm ...**  
**I don't like ...**      **I'm not ...**      **I think...**      **I haven't got ...**

**2. Say your sentences to a partner. Respond to your partner's sentences.**

Student A: I really like going to see musicals.

Student B: So do I. / But I don't.

**3. Discuss these statements with your groupmates. Elicit their point of view.**

**Agree or disagree with them.**

*Music makes people happy.*

*Classical music is old-fashioned. Young people do not listen to this kind of music.*

*All young people are into rock music.*

*To study music at school is a waste of time.*

*Musicians are well-paid.*

## **REVISION (HOME ASSIGNMENT)**

**Have a look at these words and expressions:**

Old-fashioned, band, to pass the billion mark, free of charge, a single, difficult-to-define.

**Are they clear to you? Translate them before reading the text.**

**Follow the link and do the tasks that you will find below the text. Send the screenshots of the tasks to your teacher when you have completed them.**

**<http://learnenglishteens.britishcouncil.org/uk-now/read-uk/music>**



**Draw up a table according to the subheadings of the text:** Music videos, Downloading music, Live music etc. in the UK (make notes on the text).

### **WEBQUEST**

**Go on the Internet to find the information about Russian teenagers (how and where they get their music, types of music they like most etc.). Make notes.**



## LESSON 2.

### “All that jazz”

No one's quite sure where this phrase comes from. But the word 'jazz' was sometimes used, in the early 20th century, to mean 'meaningless talk', so perhaps it's like saying 'and all that nonsense'.

### LEAD-IN

Try to recall as many types/kinds of music as possible. Make a list of them. Compare your list with your groupmate's one.

### SPEAKING

Work in pairs.

1. Tell your groupmate which types of music you like/dislike. Explain *why*. Elicit his/her musical preferences.
2. Find out what types of music you like both. Use phrases like *So do I*, *Neither do I* etc. (see Unit 41, Essential Grammar in Use by R. Murphy)

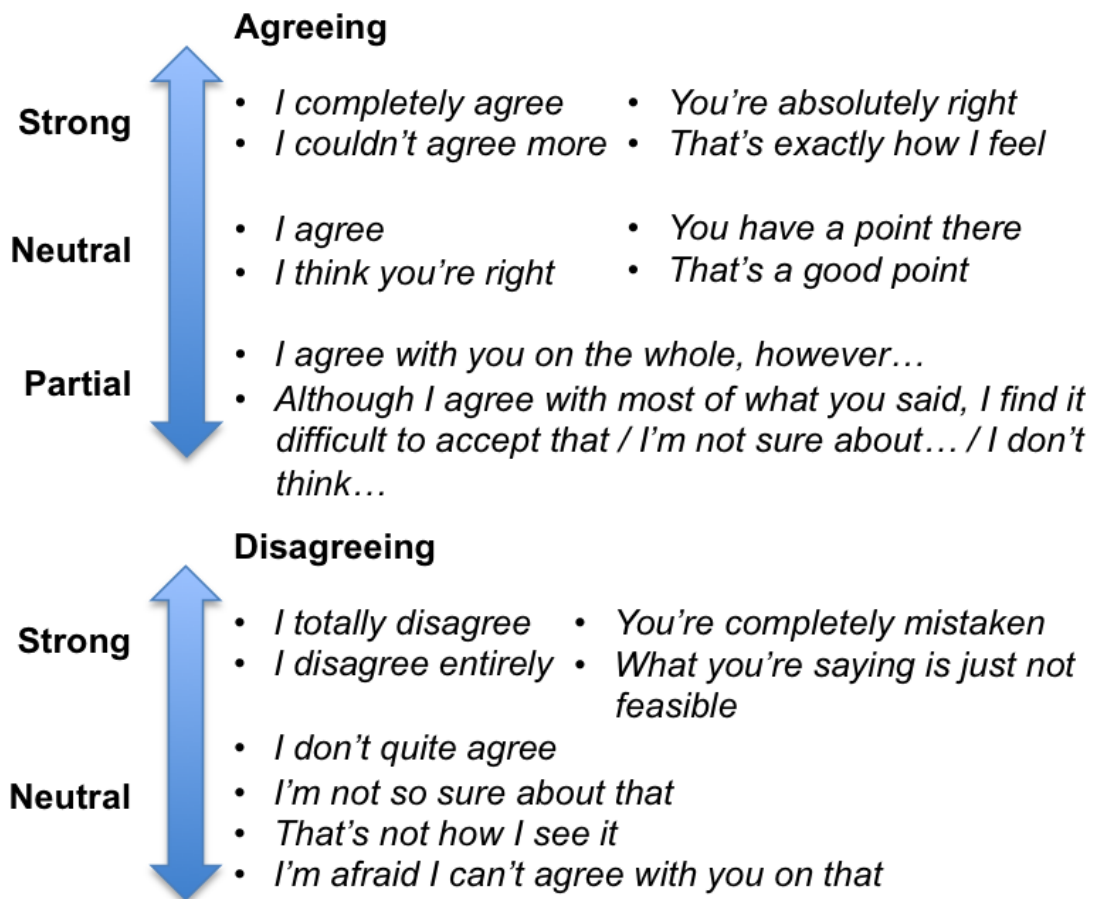
### PERSON TO PERSON

Work in pairs or small groups.

1. Draw up a table (six rows and three columns) on separate sheets of paper or in your copybooks. Discuss your notes on the text about music in the life of British young people and your findings on musical preferences of Russian youngsters. Put them in the appropriate cell of the table.

	the UK	Russia
Music videos		
Downloading music		
Live music		
Music on TV		
What kind of music?		

2. When the table is completed one representative of each group speaks on the results of the survey. The other one writes down these findings in the table on the board.
3. Discuss with your groupmate each point of the table using the following phrases.



### LESSON 3

#### “Music to my ears”

If something is music to your ears, you're pretty pleased about it

#### LEAD-IN

#### GROUP DISCUSSION:

**What is music to your ears?**

**Who plays a musical instrument?**

**How long have you been playing this instrument?**

**How did you learn to play it?**

**Have you ever thought of making a career in music?**

**What do you need (physical abilities) to be a good musician?**

**Do we need good hearing for learning English? If so, why?**

**What can get in the way of hearing/understanding a native speaker of language?**

**What can be an obstacle to communication between native and non-native speakers of English?**

## **SPEAKING**

### **Work in pairs.**

- 1. Discuss these questions with your groupmate. Put down his/her answers.**

**Tell the teacher what you have found out.**

Can you easily pronounce all of the sounds in English?

Do you have problems with linking different sounds?

Do you have more problems with hearing English pronunciation or using it in your own speech?

Do you know any good websites to practice pronunciation?

What do you do to improve your pronunciation?

Do you like studying pronunciation in class?

Do you prefer British or American pronunciation?

- 2. Do exercises 18.2, 18.3 (see Unit 18, English Vocabulary in Use, Advanced) using online dictionaries. Write down the transcription of the words. Take turns to pronounce them.**

**<https://www.ldoceonline.com>**



**<https://www.merriam-webster.com>**





<https://www.lingvolive.com>



### **\*Over to you**

What advice would you give to other students who want to improve their pronunciation?

Are you happy with your pronunciation?

What problems do you have with pronunciation?

Is pronunciation very important to you?

What's the biggest communication problem you've had because of pronunciation?

### **READING**

#### **Pre-Reading**

Answer the following questions:

- *Who likes loud music?*
- *Do you like loud music?*
- *Do you know it's bad for your health?*
- *What harm can it do to you? Any suggestions? ...*

#### **Vocabulary Preview**

**Do you know these words and expressions:**

*WHO / teenagers / hearing / loud music / high-income countries / injury / awareness / volume / audio devices / damage / vibration / fragile / inner ear / damaged / sound?*

**If not, check the meaning of them in the dictionary.**

## **WHO says cut music to an hour a day**

***2nd March, 2015***

The World Health Organisation (WHO) is worried that 1.1 billion teenagers and people in their twenties and early thirties are damaging their hearing by listening to loud music. It says nearly half the young people in middle and high-income countries risk hearing loss because of the "unsafe use" of personal music players, including smartphones. Loud music in nightclubs, bars and at sporting events also increases the risk. The WHO recommends a safe limit of listening to music for just one hour a day. The WHO director for injury prevention, Dr. Etienne Krug, told the BBC that: "What we're trying to do is raise awareness of an issue that is not talked about enough." He said hearing loss is easily preventable. Dr. Krug said keeping the volume down and limiting the use of personal audio devices to less than one hour a day would save a lot of people's hearing. However, he also said that, "even an hour can be too much if the volume is too loud". Ralph Holme, a biomedical researcher, explained how loud noise can damage ears. He said: "Loud sounds damage your hearing by killing off thousands of little hair cells in the inner ear. The cells detect different pitches of sound through vibration...but they are very fragile and if they vibrate too much due to loud sounds for too long, they get damaged and die." He warned that: "The problem is they don't grow back and the ear can no longer detect sound."

Sources: BBC / Independent.co.uk / mirror.co.uk

(<https://breakingnewsenglish.com/1503/150302-loud-music-m.html>)



**Check your understanding: True / False. Circle True or False for these sentences.**

- a) Over 1.1 billion teenagers risk hearing loss because of loud music. T / F
- b) Half the young people in poorer countries risk hearing loss. T / F
- c) Loud music at sporting events increases the risk of hearing loss. T / F
- d) The WHO said too many people are talking about hearing loss. T / F
- e) A doctor said an hour of music a day is OK even at high volumes. T / F
- f) Loud noise kills tiny hair cells inside our ears. T / F
- g) The hair cells in our ears can break very easily. T / F
- h) Once a hair cell dies, it can never grow back. T / F

## **WRITING**

*Anonymously* write if your attitude to loud music has changed.

## **LISTENING**

**Listen to the conversation “Band auditions”**

**(<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/band-auditions>)**



**and do the exercises to practise and improve your listening skills.**

### **Preparation**

**Do this exercise *before* you listen. Match the vocabulary with the definition and write a – c next to the number 1 – 3.**

- 1 band**                      a. An object like a piano, guitar or drum that you use to play music.

**2 instrument**      b. A time when a band asks new people to sing or play to decide if

they can be in the band.

**3 audition**      c. A group of people who play music.

### 1. Check your understanding: true or false

Do this exercise *while* you listen. Circle True or False for these sentences.

1. The boy wants to be in the band. True False
2. He doesn't like singing. True False
3. He can't remember the song on the guitar. True False
4. The boy is good at the drums. True False
5. The girl says she will call him the next day. True False

### 2. Check your understanding: gap fill

Do this exercise *while* you listen. Complete the gaps with a phrase from the box.

band audition	I love music	I love singing
I can't remember	Yes, I can	I can play the guitar

Boy: Ah, band auditions. Great! I'd love to be in a band! ... Hi. Is this the \_\_\_\_\_?

Girl: Hello. Yes. So you'd like to be in our band?

Boy: Yes, \_\_\_\_\_.

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, \_\_\_\_\_!

Girl: OK, so you can sing. Let's sing the beginning of this song ... Right, OK, mmm, maybe not. Can you play an instrument?

Boy: Er, well, \_\_\_\_\_ a little.

Girl: OK, let's hear you. What can you play? ... That's it?

Boy: Er, yeah. \_\_\_\_\_ any more.

Girl: Erm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the maracas?

Boy: \_\_\_\_\_.

Girl: Great, great! Hmm ... thanks for coming. I'll call you next week.

- 3. When you have done all the exercises from Listening section, take pictures of them and send the screenshots to the teacher.**



## LESSON 4

### “Beat the band”

If you're shouting to beat the band, you're talking loudly so you can be heard over the music.

### LEAD-IN

Take a piece of paper on which one of your groupmates has written anonymously if his/her attitude to loud music has changed after reading the text “*WHO says cut music to an hour a day*” (Lesson 3, Reading). Read it carefully.

**Find the author of the paper by asking your groupmates questions like these ones:**

**Did you write it?**

**Is it your paper?**

**Do you think that loud music is good/bad for your health? etc.**

**Task 1. Discuss the papers of each other. Count the number of people who still think that listening to loud music does not damage their hearing / who have changed their attitude to loud music. Find out their arguments (pros and cons).**

**Task 2. Write a comment to one of your groupmates' papers following the patterns in the comments to the task "Band auditions" to the chat in VK.**

## **DISCUSSION**

**Work in pairs. Find out what your partner thinks about listening to loud music (Text "*WHO says cut music to an hour a day*" from Lesson 3, Reading). Be ready to speak on your findings.**

### **Student A**

- a) What kind of music should you never listen to at a high volume?
- b) How many hours a day do you need to listen to music?
- c) What loud sounds do you hate?
- d) What problems does noise pollution cause?
- e) What do you think of people who listen to loud music in public?
- f) Do you think scientists will be able to regrow the hair cells in the future?
- g) Will you change your listening habits after reading this?
- h) What questions would you like to ask the WHO director?

### **Student B**

- a) How is your hearing?
- b) What are your favorite sounds?

- c) What do you think about what you read?
- d) Do you worry about loud music?
- e) Do you think young people will listen to the WHO advice?
- f) How important is your hearing to you?
- g) How important is it for music to be loud?
- h) How good is listening to music through headphones?



## LESSON 5

### “It strikes a chord”

If something strikes a chord, you feel personally affected by it. Apparently, its meaning comes from the action of playing a note on the piano, causing the string itself and, crucially, others around it, to vibrate.

### LEAD-IN

**Try to recall some movies, books, songs, events, meetings or people that have struck a chord in your heart.**

**Task 1. We are going to have a real discussion today. We need phrases. So, read part of the meeting and answer the questions. (Clare = A, Jake =B, Ella = C, Tom =D).**

*What do the speakers **agree** about?*

*What do Tom and Ella **disagree** about?*

**A**....So, now we need to talk about point 4, the end-of-week celebration. Can we brainstorm some ideas? Jake, what do you think?

**B** Why don't we have a party?

**C** Yes, I agree. Definitely a party.

**A** OK, that's a good idea. Any ideas for what kind of party? What about you, Tom?

**D** What about having a big party for all the students and their families? We could use the main hall, so people can dance. We could get a band.....

**C** Yes, that's right. We want somewhere to dance, but I don't think we should have a band. I think we should have a DJ.

**D** Well, I don't agree with you. In my opinion, a band is much more exciting than a DJ.

**C** Yes, but a DJ can play different types of music....

**A** OK, Ella, we can decide later. Let's agree that we're going to have music.

**B** Excuse me, can I say something?

**A** Of course.

**B** My brother is a DJ.

**Task 2.** Look at the headings. Find two phrases in the dialogue which do each of these things and write them under the headings.

**Ask for ideas / opinions**

1 \_\_\_\_\_ 2 \_\_\_\_\_

**Make a suggestion**

1 \_\_\_\_\_ 2 \_\_\_\_\_



**Give your opinion**

1 \_\_\_\_\_ 2 \_\_\_\_\_

**Agree**

1 \_\_\_\_\_ 2 \_\_\_\_\_

**Disagree**

1 \_\_\_\_\_ 2 \_\_\_\_\_

**Interrupt**

1 \_\_\_\_\_ 2 \_\_\_\_\_

Source:

[https://vgipupolukeeva.files.wordpress.com/2011/02/business\\_commerce\\_workshop.pdf](https://vgipupolukeeva.files.wordpress.com/2011/02/business_commerce_workshop.pdf)



## **READING**

**Do you like sweets / pastry/ chocolate? Do you like “freakshakes”? If you don’t know, have a look at Google Pictures and read the text below.**

### **CALLS FOR BAN ON SUGARY “FREAKSHAKE” MILKSHAKES**

**15th November, 2018**

There are calls in the UK to ban the latest phenomenon to shock health and nutrition experts. The campaign group Action on Sugar wants to ban the "freakshake" - a "monstrous" milkshake packed with "grotesque" levels of sugar. Action on Sugar said the shake should be banned from restaurants and cafes as it can contain up to 1,280 calories. An adult would have to go jogging for three hours to burn off those calories. Freakshakes are usually full of sweetened whipped cream, chocolate bars, minidoughnuts and even slices of cake. One freakshake tested contained 39 teaspoons of sugar. This is more than six times the recommended daily amount of sugar for a 10-year-old, and the equivalent of four cans of Coke.

Freakshakes originated in Australia and spread around the world on social media. Two restaurants mentioned in the Action on Sugar report fought back and said they took nutrition seriously. One said it was adhering to a national sugar-reduction programme and was not targeting children with excessively high-calorie shakes. A restaurant spokesperson said: "Freakshakes only feature on our main menu and are not targeted at children. We share our nutritional information online for guests to access....We regularly work with our suppliers to explore ways we can reduce sugar levels in our dishes." A public health spokesman said the government needed to put a limit of 300kcal per serving on all shakes.

Sources: [mirror.co.uk](http://mirror.co.uk) / [thesun.co.uk](http://thesun.co.uk) / [metro.co.uk](http://metro.co.uk)



**Answer the following questions on the text above.**

- 1) *What is the name of the campaign group mentioned in the article?*
- 2) *What did the campaign group call the level of sugar in the freakshake?*
- 3) *How many calories were in one freakshake?*
- 4) *How many teaspoons of sugar are in the freakshake?*
- 5) *How many cans of Coke is the freakshake the equivalent of in sugar?*
- 6) *Where did freakshakes originate?*
- 7) *What kind of programme was a restaurant sticking to?*
- 8) *Who did a restaurant say it was not targeting?*

- 9) *What did the restaurant say it was trying to reduce in its dishes?*  
10) *What calorie limit did a health spokesman suggest for freakshakes?*

## **SPEAKING**

**Task 1. Work in pairs. Find out what your partner thinks about high-calorie food. Be ready to speak on your findings.**

### **Student A**

- a) What do you think of milkshakes?
- b) Would you like to try a freakshake?
- c) How nutritious are milkshakes?
- d) Should the freakshakes be banned?
- e) Why do people "invent" things like freakshakes?
- f) How tasty might a freakshake be?
- g) How bad is eating 30 teaspoons of sugar?
- h) What do you think of the words "freak" and "freakshake"?

### **Student B**

- a) What do you think about what you read?
- b) Do restaurants have a duty not to sell highcalorie food?
- c) Have people become addicted to unhealthy food?
- d) How often would you buy your child a freakshake?
- e) Should calorie information be on restaurant menus?
- f) Do you believe the restaurant that said it was reducing sugar levels?
- g) How bad is it to target freakshakes at children?
- h) What questions would you like to ask freakshake restaurants?

**Task 2. Role Play 1. Work in groups of four people. Discuss four sweet things (milkshakes, brownies, apple pies and tiramisus) with your groupmates. Choose one of this sweet stuff and try to convince the rest of your group that it is the best one. Follow instructions on your card. Use phrases from Task 2, Lead-in.**

### **Role A – Milkshakes**

You think milkshakes are the best sweet things.

Tell the others three reasons why. Tell them what is wrong with their sweet things. Also, tell the others which is the least tasty of these (and why): brownies, apple pie or tiramisu.

### **Role B – Brownies**

You think brownies are the best sweet things.

Tell the others three reasons why. Tell them what is wrong with their sweet things. Also, tell the others which is the least tasty of these (and why): milkshakes, apple pie or tiramisu.

### **Role C – Apple Pie**

You think apple pie is the best sweet thing. Tell the others three reasons why. Tell them what is wrong with their sweet things. Also, tell the others which is the least tasty of these (and why): brownies, milkshakes or tiramisu.

### **Role D – Tiramisu**

You think tiramisu is the best sweet thing. Tell the others three reasons why. Tell them what is wrong with their sweet things. Also, tell the others which is the least tasty of these (and why): brownies, apple pie or milkshakes.

**From:** <https://breakingnewsenglish.com/1811/181115-freakshake-milkshakes-m.pdf>



**Task 3. Work in pairs. Rank this sugary stuff with your partner. Put the best at the top. Change partners often and share your rankings.**

- apple pie • cheesecake
- tiramisu • cookies
- ice cream • milkshake
- chocolate brownie • cotton candy

**Task 4. Role Play 2. Work in groups of four people. Discuss four types of music with your groupmates. Choose one of these kinds of music and try to convince the rest of your group that it is the best one. Follow instructions on your card. Use phrases from Task 2, Lead-in.**

**Role A – Rock**

You think rock is the best form of music. Tell the others three reasons why. Tell them why their forms of music aren't so good. Also, tell the others which is the worst of these (and why): hip-hop, jazz or classical.

**Role B – Hip-Hop**

You think hip-hop is the best form of music. Tell the others three reasons why. Tell them why their forms of music aren't so good. Also, tell the others which is the worst of these (and why): rock, jazz or classical.

**Role C – Jazz**

You think jazz is the best form of music. Tell the others three reasons why. Tell them why their forms of music aren't so good. Also, tell the others which is the worst of these (and why): hip-hop, rock or classical.

**Role D – Classical**

You think classical is the best form of music. Tell the others three reasons why. Tell them why their forms of music aren't so good. Also, tell the others which is the worst of these (and why): hip-hop, jazz or rock.

**From:** <https://breakingnewsenglish.com/1503/150302-loud-music-m.html>



**Task 5. Rank these types of music with your groupmates. Put the best music at the top. Do it on-line in VK.com.**

• rock • hip hop • classical • pop • jazz • folk • soul • punk



## LESSON 6

### “March to the beat of your own drum”

Picture someone marching in a parade, but out of sync with the rest of the group. That's what this phrase refers to. If you march to the beat of your own drum, you like doing your own thing.

### LEAD-IN

**Work in pairs or small groups. Discuss your hobbies, things you like doing when you are on holidays. Put down as many forms of entertainment and holiday activities as you can recall. Be ready to share your list of activities with the rest of the group.**



## LISTENING

**Task 1.** Look at the advert. What do you think a survival school is?

### **Hillside SURVIVAL SCHOOL** *Learn to cope in the wilderness!*



**Task 2.** Listen to a talk by David Johnson, the chief instructor at the Hillside Survival School (Recording 4.4 – *is enclosed in the Department's Cloud*). Check your answer to Task 1.

**Task 3.** Listen again (Recording 4.4) and complete the notes below.

**The Hillside Survival School** – David Johnson

David's previous work: (1) \_\_\_\_\_

His "aims": help people discover nature/outdoor life;

2) \_\_\_\_\_

**Basic survival course:**

How long for? (3) \_\_\_\_\_

When does it take place? (4) \_\_\_\_\_

Cost? (5) \_\_\_\_\_

**Extreme survival course:**

When does it take place? (6) \_\_\_\_\_

Cost? (7) \_\_\_\_\_

Minimum age: (8) \_\_\_\_\_

Full payment by: (9) \_\_\_\_\_

Discounts for: (10) \_\_\_\_\_

## **SPEAKING**

**Discuss with your groupmates the following questions using set expressions of agreement/disagreement (See: Lesson 2, Person to person, Task 3)**

1. Would you like to go on one of the courses at the Hillside Survival School?

Why/Why not?

2. Is it a good idea to sleep in the shelter in November?

3. Should a person push oneself to do something in life?

4. How would you feel about doing the activities you can see in the photos?

## **GRAMMAR:**

### **SUPERLATIVES**

**Task 1. Read these notes about the courses. Does each person feel positive or negative?**

Hi David

Just a quick e-mail to say we really enjoyed the weekend. It was probably the hardest thing we've ever done but it was also great fun.

Thanks a million for an experience we will never forget (even though you said our shelter was the worst you've ever seen)!

Best wishes,



*I had a fantastic time. I enjoyed it a lot more than I expected and learnt a great deal. I think David's the best teacher in the world!*

*Dorinda*

*A big thank-you for helping to make it the most exciting birthday I've ever had! I would love to do it again.*

*Chris.*

**Task 2.** Look at the underlined words in Task1. How do you form superlatives?

**Complete the Active grammar box.**

### **Active grammar**

Short adjectives (one syllable) =  
(the)+adjective+\_\_\_\_\_

Long adjectives (two or more syllables) = (the) +  
\_\_\_\_\_ + adjective

Two-syllable adjectives ending in **-y** =  
(the)+ adjective without **-y** + **-iest**

Irregular adjectives:

**good** = \_\_\_\_\_ **bad** = \_\_\_\_\_

Before superlatives we use **the** or a  
possessive adjective.

*the oldest building*

*my best friend*

After superlatives we normally use **in** before the  
names of places and groups of people.

**Task 3. Find and correct two mistakes in each sentence.**

1. Simon is most experienced person of our office.
2. Which is the large city of Africa?
3. Today is the most hot day on the year.
4. My sister is the intelligentest person at our family.
5. This is the more valuable in all the paintings.
6. 6 Tim is the fitter player a t our team.

**Task 4. Write sentences using the superlative form of the adjectives.**

Example: This/comfortable chair/the house.

*This is the most comfortable chair in the house.*

1. This/exciting holiday/ I ever have.
2. Everest/high/mountain/the world .
3. What/good department store/New York?
4. This/wet day/the year so far.
5. This/boring film/ever see.
6. Football /popular sport/Brazil.
7. This/difficult exam/I ever take.

## LESSON 7

### Revision

Follow web link below to revise **COMPARATIVE** adjectives. Do all the tasks.

<https://learnenglish.britishcouncil.org/english-grammar/comparative-and-superlative-adjectives>



Follow web link below to revise **PERSONAL** pronouns. Do all the tasks.

<https://learnenglish.britishcouncil.org/english-grammar-reference/personal-pronouns>



Follow web link below to revise **POSSESSIVE** pronouns. Do all the tasks.

<https://learnenglish.britishcouncil.org/english-grammar-reference/possessives-pronouns>



Do all the exercises in Unit 61, *Essential Grammar in Use*, A self-study reference and practice book for elementary students of English by Raymond Murphy, Second edition.

# UNIT 1 TEST

## A. Agree or disagree

1. I'm hungry - \_\_\_\_\_
2. I wasn't late. - \_\_\_\_\_
3. I didn't like that movie. - \_\_\_\_\_
4. I didn't go to the party. - \_\_\_\_\_
5. I like tea. - \_\_\_\_\_
6. I can ride a bike. - \_\_\_\_\_
7. I'm going to stay in this hotel for two days. - \_\_\_\_\_
8. She has a good mark in English. - \_\_\_\_\_
9. I don't have his telephone number. - \_\_\_\_\_
10. I found the thing I was looking for. - \_\_\_\_\_
11. Jack can play the guitar. - \_\_\_\_\_
12. I have never seen so many people in my class at once. - \_\_\_\_\_

## B. Express your opinion / translate.

1. Мы можем организовать вечеринку. Как вы считаете, это хорошая идея?
2. Мне кажется, это неплохая идея.
3. Я не согласен с тобой. Я считаю, что мы можем пойти куда-нибудь.
4. Да, но это будет стоить много денег.
5. Простите, но мы можем организовать все сами.
6. Правильно! Как насчет зала в первом корпусе?
7. По-моему, это прекрасная идея.
8. Верно! Мы полностью согласны.
9. Loud music is very bad for your ears! \_\_\_\_\_
10. Rock music is the best in the world! \_\_\_\_\_
11. I think brownie is a very nice dessert. \_\_\_\_\_
12. Classical music makes you more intelligent. \_\_\_\_\_

## C. Fill in the gaps.

1. Jack and Marcel are brothers. I know \_\_\_\_\_ very well and my mother likes \_\_\_\_\_ very much.
2. This book is a perfect novel. I like \_\_\_\_\_ very much.
3. The woman gave presents to the kids, but \_\_\_\_\_ did not thank \_\_\_\_\_
4. The teacher said, 'Robert, you're very noisy. \_\_\_\_\_ don't listen to \_\_\_\_\_
5. We were late so the teacher didn't let \_\_\_\_\_ come into the class.

7. These things belong to \_\_\_\_\_. Please take these things and put \_\_\_\_\_ in a box.
8. We were born in London but \_\_\_\_\_ father was born in Manchester.
9. I don't have my smartphone with \_\_\_\_\_. Can I use \_\_\_\_\_?
10. We need help. Can you help \_\_\_\_\_?
11. Claire and Bill have a really nice car. I love \_\_\_\_\_ car.

**D. Write comparative or superlative forms of adjectives.**

I think Fanta is \_\_\_\_\_ Coca-Cola? (tasty)

I think that mineral water is \_\_\_\_\_ drink of all. (refreshing)

She is \_\_\_\_\_ person I have ever met. (optimistic)

Ice cream is \_\_\_\_\_ than a broccoli. (delicious)

The film "La La Land" is \_\_\_\_\_ the film "The Bohemian Rhapsody." (interesting)

\_\_\_\_\_ desert in the world is the Sahara Desert. It's about 3.5 million square miles. (large)

My pet hamster is \_\_\_\_\_ my brother's hamster. (fat)

Texas is famous for \_\_\_\_\_ barbeques in the USA. (good)

Her result in English is \_\_\_\_\_ last year test. (bad)

Apple is \_\_\_\_\_ Android. (expensive)

Wood is \_\_\_\_\_ metal. (light)

The Pacific is \_\_\_\_\_ ocean in the world. (big)

# UNIT 2.

## YOUTH PROBLEMS.

### EDUCATION.



## LESSON 1.

### Youth Problems

#### LEAD-IN

**Task 1.** What do you think the age range is for each time of life?

adolescent   (young) adult   baby   child   middle-aged person  
old/elderly person   retired person   teenager   toddler

Compare with a partner. Do you agree?

## **Task 2. What is the typical age in your country to do the things below?**

earn a good salary   get a job   get a place of your own   get engaged  
get married   graduate from university   have children  
have your first kiss   learn to drive a car   look after your grandchildren  
retire   start wearing make-up

## **READING**

### **Task 3. Discuss:**

- What has/have been the best year(s) of your life so far? Why?
- Describe the situations in the photos. Have you ever had similar experiences?





- What problems do young people have nowadays? Look at the table in Task 4. Do you agree? What other problems can be related to youth?

**Task 4. Work in groups of three. Read your text and tick the subjects mentioned.**

Student A: read about Wong Fei

Student B: read about Isabel

Student C: read about Gregor

	WONG FEI	ISABEL	GREGOR
the army			
education			
free time			
career			
money			
family			

## FROM ADOLESCENT TO ADULT



*Wong Fei, China*

Fei is on only child and lives with her family in Shanghai. She is studying law at Jiaotong University and she will turn eighteen in a few weeks. My goals are to get my degree, to go to England to study marketing and then to come back and find a good job. China is changing and you can get rich in China. When I'm earning a good salary, I'd like to do more travelling but I have to take care of my parents too. They're



going to retire soon. They've given me a good life and I have to do the same for them. This is the way things are in China and it should be the same everywhere

Normally, when you are married, you're only allowed to have one child. However, because I'm an only child, I can have two children if I marry another only child. Anyway, at the moment it's all a dream, because I'm single. I like reading stories on the Internet. I also like reading fashion magazines like Vogue. Perhaps my favourite thing is to go shopping with my friends. We don't have much money but it is fun to look in the mirror and think about what we're going to buy when we are rich.



*Isabel Jimerez, Spain*

Isabel is in her last year at an inner city Madrid secondary school. If she goes to university she will have at least five more years at home.

I live with my parents and my brother. My sister, who is nearly 27 years old, left home a month ago. This means I don't have to share my bedroom anymore. Our mother cooks and irons for us she shouldn't do this but she enjoys it. She also works. We are all a bit spoiled, I suppose.

I am in the last of my two years of baccalaureate. I want to study medicine at university because I want to become a doctor. I have to get very high marks to get a place on that course at a public university. You can get into a private university with lower marks but my parents can't afford that especially as there are three of us.

I'd like to travel, but I think I'll always live in Spain. I'd love to get married and have children, too. People in Spain don't have so many children now because of the cost, and everybody wants an easy and comfortable life.



*Gregor Kinski, Russia*

I am from Moscow and my name is Gregor. I am a sculpture student at Moscow University and live with my parents and two brothers. I had my eighteenth birthday last month and I'm enjoying my life at the moment.

In Russia, it is often difficult for men aged eighteen because they usually have to go into the army and do military service. In my opinion, military service shouldn't be compulsory. I mean, I think it should be optional, but it isn't. Luckily for me, I don't have to do military service because I've got health problems. I'm actually quite happy about that! It means it's possible to continue studying sculpture at university. Who wants to be a soldier when you can be a student?

I enjoy my studies and I also have a good social life. In my free time, I like listening to rock and hip-hop. I also like going to restaurants and bars and concerts and playing football – like teenagers everywhere, I suppose. My parents are very kind and tolerant -I can't go out every night, but I can do a lot of things I enjoy. It's difficult to get a place of my own because it's very expensive and anyway, I like living with my family. I'm preparing for my future and my parents are very supportive of that.

*(Total English (Pre-intermediate) Students' Book)*

**Task 5. You have learnt about one of the people. Find out the information about the others.**

## GRAMMAR

**Modal verbs** (should, have to, can + negatives)

**Task 6.** Read the sentences in the Active grammar box and complete the explanations

**Active grammar**

---

*I **have to** take care of them.*  
*I **don't have to** share my bedroom.*  
*You **can** earn more money abroad.*  
*My parents **can't** afford that.*  
*It **should** be the same everywhere.*  
*She **shouldn't** do this but she enjoys it.*

**Explanations**

---

Use \_\_\_\_\_ to say something is possible.  
Use \_\_\_\_\_ to say something is necessary.  
Use \_\_\_\_\_ to say something is a good idea. (opinion)  
Use \_\_\_\_\_ to say something is not possible.  
Use \_\_\_\_\_ to say something is not necessary.  
Use \_\_\_\_\_ to say something is not a good idea. (opinion)

**Task 7.** Choose the right alternative

- 1 I *can't/don't have to* go out. I'm too busy.
- 2 We *don't have to/can't* catch a taxi. I'll drive.
- 3 I *have to/can* go into the army for a year. I don't have a choice.
- 4 You *shouldn't/don't have to* smoke during meals – it's annoying.
- 5 I *should/have to* do more exercise. I'm putting on weight.
- 6 You *can/should* see the doctor at 5p.m. on Thursday. That's the earliest time she is free.

**Task 8. Complete these sentences with should(n't), can('t) or (don't) have to**

I have to get good grades so I can go to college.

- 1 You \_\_\_\_\_ spend the night at my flat. We have a spare bedroom.
- 2 Young people in my country \_\_\_\_\_ do military service. It stopped last year.
- 3 I think everyone \_\_\_\_\_ vote at elections. It's our duty as citizens.
- 4 Maria \_\_\_\_\_ come if she doesn't want to.
- 5 I think people \_\_\_\_\_ come to work in jeans. It looks really bad.
- 6 In the UK children \_\_\_\_\_ stay at school until they're sixteen. It's the law.

**Task 9. Make sentences about your country using the prompts**

people/vote

*In Poland, people can vote when they are eighteen years old but they don't have to vote. I think everyone should vote.*

- 1 children/help with the housework
- 2 people/look after their parents
- 3 teenagers/pay to go to university
- 4 children/leave school

**LISTENING AND SPEAKING**

**Task 10. Do the following task**

**5.2** Listen to two dialogues. Which statements are they discussing?

- 1 Eighteen is too young to get married.
- 2 Teenagers only worry about girlfriends/boyfriends and money.
- 3 Young people should do military service.

**Task 11. Listen again. Tick any phrases in the How to ... box that you hear**

<b>HOW TO ...</b>	<b>exchange opinions with a friend</b>	
	1 Give your opinion	<ul style="list-style-type: none"> <li>: I think /I don't think ...</li> <li>: In my opinion ...</li> </ul>
	2 Explain why	<ul style="list-style-type: none"> <li>: because ...</li> <li>: I mean ...</li> </ul>
	3 Ask for an opinion	<ul style="list-style-type: none"> <li>: What do you think?</li> <li>: Don't you think so?</li> </ul>
	4 Agree/ disagree	<ul style="list-style-type: none"> <li>: I don't know.</li> <li>: I'm not so sure ...</li> <li>: You're probably right ...</li> </ul>

**Task 12. Go to [LearnEnglishTeens](#).**



**Do Task 13 first. Then, watch the video and do [the exercises](#).**



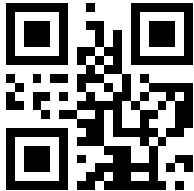
**Task 13. Check the vocabulary. Match the words with explanations**

1. to settle in	A. to become comfortable with a new way of life
2. two dozen	B. to have a good relationship
3. to let go	C. the people you share your room with
4. to get along	D. new university students
5. stereotypical	E. twenty-four
6. roommates	F. to relax and not be shy
7. an ambassador	G. an official representative of a particular group or country
8. freshers	H. based on an oversimplified or false idea that people have about the characteristics of a person or group

How does it feel coming from abroad to study in the UK? Students from the United States share their experiences of settling in to UK student life.

- What is the common topic for all?
- What do you know about education in the UK?

**Task 14.** Check your understanding of the video. Do [the exercises.](#)

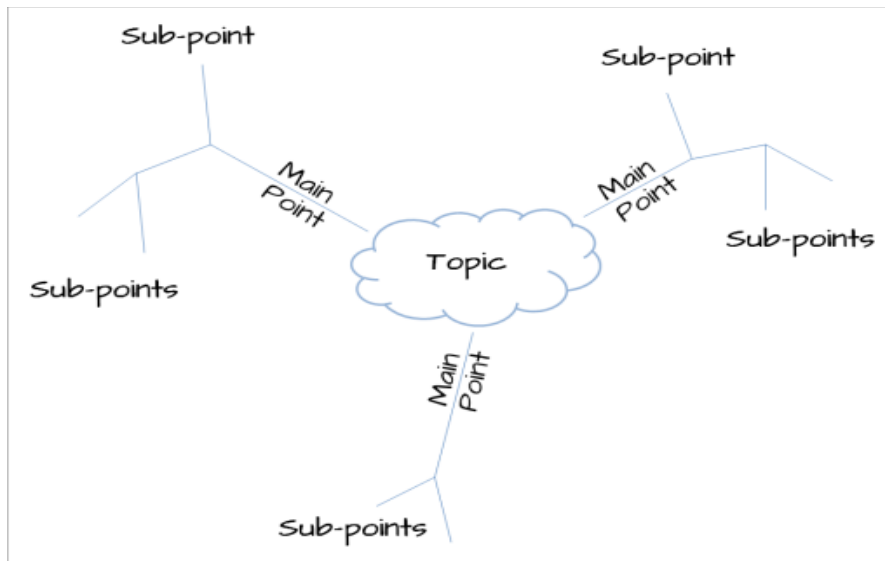


## LESSON 2.

### Education. University life

#### LEAD-IN

**Task 1.** Think about problems at your university. Use a mind mapping method. Discuss your points with the group.



#### SPEAKING

**Task 2.** Answer the question using the speech patterns bellow.

What should we do to cope with the problems you have identified?

Speech patterns:

*We should...*

*We have to...*

*We can ...*

*... can be done*

*... should be done*



## READING

### **Task 3. Answer the questions:**

- What problems did you face when you became a student?
- What was the most difficult thing for you?

### **Task 4. Read the text and answer true or false questions**

## **7 Common Problems Students Face During University Life**



Starting university is like starting a new life. When students leave home for university, they embark on a new journey, one that of self-reliance and self-discovery, which largely shapes up their outlook on life in the longer run.

Most students are not prepared for the challenges of university and end up being overwhelmed, which results in them taking extra time to adjust to their new life. That is fine, as long as you eventually get comfortable with university life, but a far better course of action would be to prepare yourself, mentally and emotionally, for any problem you may face at college and university level.

Here are a few issues you should be ready to deal with as a university student.



## **1. Adjustment to New Life**

Whether you are a student experiencing the campus environment for the first time or going back to the campus life after spending the vacation at home, there will be a period of adjustment, more so in the first scenario.

The first year of university is always extra hard when it comes to adjustment to university life so you should be expecting to at least get a culture shock because of how different things would be compared to home or school. Additionally, it is important to not get in a frenzy over getting everything right. Give yourself some time, and expect to get a little bamboozled, but always stay confident that eventually you will come to love the university life.

## **2. Homesickness**

Since it is the first time being away from home for most students, homesickness can strike very hard. However, thanks to the modern means of communication, most students feeling homesick can stay connected with their parents, family members and friends over the internet.

## **3. Pressure of Studies**

Most students are paying their education expenses themselves so the pressure on them to get good grades is immense. Even if it is not them paying, there are still massive social and educational repercussions of not succeeding in the studies. Students should expect the studies to be much harder than before, and at the same time, should focus more on learning rather than getting a good GPA.

## **4. Cost of Education**

Ever since the most recent increase in the cost of higher education in the UK, the number of students seeking professional counseling has significantly increased. Mental health issues are surfacing more than ever in students according to a survey by the National Students Union (NUS).

You should realize that the only way you can avoid mental anxiety and make the expenses worth is when you enjoy your time in the university, focus on your studies and keep a nice balance between the two.

## **5. Finding New Friends**

It is difficult to make friends at a new place, but don't make the mistake of thinking that you will have to fit in with people who have different interests in order

to make new friends at university. You can be yourself and find friends at the same time, you just have to be patient and involve yourself in activities that you like.

## **6. Housing Problems**

You may get a place in the hostel or dorm, but it is really difficult to find student accommodation that is right for you. You have to consider factors such as distance, rent rates, facilities, roommates etc. Students face housing problems all the time so if you can, have a place ready before you leave home. Student accommodation is a big issue in UK and you would do well to have a solution prepared.

## **7. Time Management**

From trying to study to living alone and doing the required chores, to maintaining a social life, to possibly working some sort of a job to help with expenses, students don't have the "time" to manage and think about their time. They sleep in irregular patterns and do everything at the last minute.

This kind of behavior is unsustainable and therefore, you need to at least set a rough timetable and start utilizing your time much more efficiently. You will be surprised at the amount of free time you'll start to have on your hands.

*(by Hannah Carter @ <https://www.youniversitytv.com/college-tips>)*

1) A lot of students are not ready for the challenges of university life

a) TRUE

b) FALSE

2) Adjustment to a new life at university happens quickly as students get immersed into a new reality from the very beginning

a) TRUE

b) FALSE

3) Homesickness is easy to cope with thanks to modern technologies.

a) TRUE

b) FALSE

4) Getting good grades is not very important once you are a student.

a) TRUE

b) FALSE

5) The best way to make new friends at university is to be yourself and do what you like.

a) TRUE

b) FALSE

6) Time management skills are vital for university students.

a) TRUE

b) FALSE

### Task 5. Answer the questions:

- Who is this website for?
- Are there any useful tips for you?

## VOCABULARY

Task 6. Study a 'DO vs. MAKE' rule. Try to remember word combinations with both verbs.

### DO vs. MAKE

The difference between Do and Make

<b>Work, Jobs and Tasks</b> Do the housework Do your homework Do a good job Do your chores <b>DO</b>	<b>Product Material / Origin</b> Made of gold Made from grapes Made in China Made by me <b>MAKE</b>
<b>Non-Specific Activities</b> Do something Do nothing Do anything Do everything <b>DO</b>	<b>Produce a Reaction</b> Make your eyes water Make you happy Make you sleepy Make you smile <b>MAKE</b>
<b>Replace Verb when Obvious</b> Do your hair Do the dishes Do the exam Do the laundry <b>DO</b>	<b>Plans and Decisions</b> Make arrangements Make a decision Make a choice Make a plan <b>MAKE</b>
<b>Food, Drink and Meals</b> Make a cake Make breakfast Make dinner Make a cup of coffee <b>MAKE</b>	<b>Speaking and Sounds</b> Make a noise Make a comment Make a speech Make a suggestion <b>MAKE</b>

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

# DO vs. MAKE

### DO vs. MAKE

**DO** is used to refer to non-specific activities in general. In these cases, we normally use words like *thing, something, nothing, anything, everything* etc.

- Hurry up! I've got **things** to **do**?
- Don't just stand there - **do** something.
- Is there **anything** I can **do** to help?

www.woodwardenglish.com

## LESSON 3

### Pets

### LISTENING & SPEAKING

#### **Task 1. Answer the questions:**

- Who has a pet?
- What is it?
- Why do people keep pets?

#### **Task 2. Watch the video at [LearnEnglishTeens](https://www.youtube.com/watch?v=Ugkz3pUW8j0)**



#### **Task 3. Write down the reasons why Oliver doesn't want to buy a pet.**

#### **Task 4. Discuss each animal they are talking about using modal verbs, e.g.**

*Why doesn't he want this shepherd's dog? – He'll **have to buy** a lot of plastic bags.*

#### **Task 5. Discuss the questions:**

- Have you got a pet? If you haven't got one, what kind of pet would you like?
- What are the advantages and disadvantages of having that particular animal?

### READING

**Task 6. Read the article. Think about a possible headline**

**[YOUR HEADLINE COULD BE HERE]**



Welcome to the New Zealand village of Omaui, a seaside community steeped in historical and natural landmarks. Unless you happen to be a cat. Then you should probably just keep moving along.

In fact, Omaui may soon become the first town in the world to ban cats entirely. Under its newly unveiled Pest Management Plan, Environment Southland — the agency tasked with protecting the local biosphere — is calling for all house cats to be neutered, microchipped and registered. And when those cats die, they can't be replaced. That could change the dynamic of this village, which as The New York Times spells out consists of "35 people and seven or eight much-loved cats."

Officials say they have nothing against cats personally. It's just that whole decimating-local-wildlife thing. "There's cats getting into the native bush; they're preying on native birds, they're taking insects, they're taking reptiles — all sorts of things," biosecurity operations manager Ali Meade told the Newshub news service.

Omaui wouldn't be the only place looking to curb the damage cats inflict on local ecosystems. In fact, free-roaming house cats in the U.S. kill as many as 4 billion wild animals every year — from birds to mammals to reptiles to amphibians.

And, as far as the toll on native species goes, Omaui need only look to neighboring Australia, where feral cats have pushed several kinds of reptiles to the brink of extinction.

That's not to say cats are at fault for doing what comes naturally. Instead, experts argue, the burden of blame lies squarely on owners who let their cats engage in a little destructive "freedom."

"Cats make wonderful pets — they're spectacular pets," Peter Marra of the Smithsonian Migratory Bird Centre told the BBC. "But they shouldn't be allowed to roam outside. It's a really obvious solution. "We would never let dogs do that. It's about time we treat cats like dogs." Part of the problem, he added — and a big reason for opposition to the plan — is that it's hard to set limits on animals that are just so plain adorable.

Not surprisingly, many Omaui residents are opposed to the proposal, vowing to fight it, *err*, tooth and claw. Cat owner Nico Jarvis told the Otago Daily Times she likens it to the beginning of a "police state." "It's not even regulating people's ability to have a cat," she said. "It's saying you can't have a cat."

Paw Justice, a New Zealand animal rescue and cat-advocacy group also questioned the ban. "Decisions affecting our pet loving community should be made based on research and fact, not by conjecture and without full transparency being given to those that the decision will adversely affect," the group noted on its Facebook page.

But Environment Southland claims to have plenty of proof — including recordings from trail cams showing cats ravaging the flora and fauna. "We're not cat haters, but we'd like to see responsible pet ownership," John Collins of the Omaui Landcare Trust told Newshub. "And this really isn't the place for cats."

(by Christian Cotroneo @ <https://www.mnn.com/earth-matters/animals/stories/cat-ban-new-zealand-omaui>)



**Task 7. Suggest your headline to the article you have just read**

**Task 8. What hashtags could you use on social networking sites to help others see this post and join the discussion?**



## LESSON 4

### Survival in the UK

#### LEAD-IN

**Task 1.** What do you know about the UK? Discuss some interesting facts about the UK with each other

#### READING

**Task 2.** What words come to mind when you think about the English?

**Task 3.** Read the text. Circle the topics in the box which are mentioned

drinking tea   football   English food  
driving habits   being polite   libraries  
the weather

## LOOKING AT .... ENGLAND



There are ideas about England and the English which are just not true. England does not stop for afternoon tea every day, although the English do drink a lot of the liquid (hot, with milk) and although the weather is very changeable, it doesn't rain all the time. Also, there's lots of good food in England. No, really! In the major cities you'll be spoilt for choice, with the cuisine of almost every nationality on offer. Indian food is a particular favourite of the English. To find proper English food, try eating in a traditional pub.

The famous English politeness is everywhere! The English use 'Please', 'Thank you' and 'Sorry' more than most nationalities. For example, if you step on someone's foot, they'll probably say 'Sorry' to you! If you make a complaint, it's also usual to begin with 'Sorry' as in: 'I'm sorry, but this soup is cold.' You might think it strange on the London Underground that people don't talk to each other even when crowded together in the rush hour. Silence is usual as people read their books or newspapers. That doesn't mean English people are unfriendly. It just means you might have to get to know them first!

**Task 4. Read the text again. Mark the statements true (T) or false (F).**

- 1) The English don't take their tea to be hot.
- 2) You get a lot of different types of weather in England.
- 3) Indian food is very popular in England.
- 4) You can only find typical English food in good English restaurants.
- 5) The English often use 'Sorry' to begin a complaint.
- 6) The English like to talk to people they don't know on the underground.

**Task 5. Did anything in the text surprise you? Tell your partner.**

**Task 6. Discuss in pairs if you can 'survive' in the UK. What do we need to know?**



## PRESENTATION

**Task 7.** You are to give a short presentation on the topic ‘The Portrait of a Typical British Person’. Before you get started, read the text below and take notes about some famous stereotypes.

### SOME FAMOUS STEREOTYPES ABOUT BRITISH PEOPLE: TRUE OR FALSE?



When moving to another country, we always have some fears and preconceptions about the foreign cultures. So for you to be more relaxed about your moving in England, here are some stereotypes about British people. But wait, are all of them false?

- **The British have never seen the sun:** not completely true. If the weather is actually bad most of the time, between a cold rain and a freezing cloudy day you will be able to see some sunshine, mostly during summer.
- **The British are always very polite:** true. British are polite and proud about it, which makes them pretty nice to everyone. Be prepared to say “sorry”, “please” and “thank you” more often than usual.
- **British people love to drink tea:** OK this one is completely true. They actually prefer a good cup of tea over coffee. So the sooner you learn what “put the kettle on” means the better.
- **The British frequently wear hats:** false, not since the 60s.

- **British people eat terrible food:** not completely false. Besides the famous fish and chips that they British actually almost never eat, their food is not considered as tasty. But thanks to the globalization, you will always find something you know and like, thus you're not doomed to starve for your whole stay.
- **British people like queuing:** kind of true. And they don't understand why the rest of the world doesn't like to do the same. So learn the rule "first in time, first in line" if you want to fit in.
- **The British are obsessed with their Royal family:** it depends. Many of them are proud of the Royals, others don't really care. But they all seem to agree about how much elegant their Princess Kate is.
- **The British know how to party:** completely true. Just go to a random bar on a Saturday and you will understand.

Ready to enjoy your stay among the British?

( <http://ukstudentresidences.com/famous-stereotypes-british-people-true-false/> )



**Task 8.** Use paper and markers and draw a collage image of a typical British person. Present your ideas to the group.



## **SPEAKING**

### **Task 9. Read the text.**

## **DOS AND DON'TS IN BRITAIN**

### **UK Don'ts**

- Do not use first names, unless you are asked to. Use last names with appropriate courtesy titles such as "Mr", "Mrs", "Ms" or academic or professional title. The title Sir is reserved for only those who have been knighted. You have to address the person as Sir and his first name.
- Do not talk loudly in public. When in Scotland make an effort to speak in a low, moderate tone of voice. Talking too loudly in public is sometimes considered offensive and embarrassing.
- Do not pick your nose in public. Use a handkerchief instead. Do not spit. Spitting in the street is considered very bad manner.
- Do not throw any rubbish or cigarette puffs on the floor in the street or anywhere.
- Do not stare. Privacy is highly regarded in the UK. It is impolite to stare at anyone in public.
- Do not greet people with a kiss. Kiss is normally used between close friends and relatives.
- Do not burp in public. If you can not stop a burp from bursting out, cover your mouth with your hand and say 'excuse me' afterwards.
- Do not pass wind in public. Go somewhere private and let it out. If you accidentally pass wind in company say 'pardon me'.
- Do not be offended when you are called by different 'affectionate' names, such as dear, honey, love, mate, guy, son, etc, this is quite normal.
- Do not wear hats inside buildings if you are a man. It is impolite for men to wear hats indoors including restaurants and churches.
- Do not chew with your mouth open. No one wants to see food being chewed or hearing it being chomped on. It is impolite to have your elbows on the table while you are eating.
- Do not reach over someone's plate for something, ask for the item to be passed. Do not take food from your neighbours' plate. Never pick food out of your teeth with your fingernails.
- Do not blow your nose on a napkin (serviette). Napkins are for dabbing your lips and only for that.
- Do not ever eat off a knife when having a meal, nor lick or put your knife in your mouth.
- Do not ask personal or intimate questions such as "How much do you earn?" "How much do you weigh?" or "Why aren't you married? Respect others privacy.
- Do not wear striped ties of any kind in Scotland. This is because British "regimental" neckties appear in a variety of striped patterns, each representing a

different institution, such as a public school or military unit. Your wearing a tie that resembles a striped regimental pattern could be perceived as a crass affectation.

- Do not group the Scots with the English, as the Scots are very proud of their distinctive heritage.

## **UK Dos**

- Do maintain reserve and grunt hello when greeting someone for the first time. British people are quite reserved. Handshake is the most common form of greeting and is customary when you are introduced to somebody new. Kiss is normally used between friends and relatives. In Britain one kiss is generally enough.
- Do get familiar with the word of 'cheers' which are quite commonly used instead of 'thank you' and 'goodbye'.
- Do bring a gift for the host and hostess when being entertained at someone's home. A bottle of wine, bunch of flowers or chocolates are all acceptable.
- Do eat with fork in the left hand and the knife in the right. The British pay much attention to good table manners. Even young children are expected to eat properly with knife and fork.
- Do wait until your host starts eating or indicates you should do so if you are a guest. It is impolite to start eating before everyone has been served unless your host says that you do not need to wait.
- Do chew and swallow all the food in your mouth before taking more or taking a drink. Never talk with food in your mouth. Always say thank you when served something. It shows appreciation.
- Do break off a piece of bread before buttering when eating rolls. It is good manners to take some butter from the butter dish with your bread knife and put it on your side plate, then butter pieces of the roll using this butter.
- Do place your knife and fork together on your plate to let others know that you have finished eating.
- Do be punctuating. British people place considerable value on punctuality. They are very time conscious, If you are unable to keep an appointment, it is expected that you call the person you are meeting. Some general tips follow.
- Do stand in line if there is a queue, and wait patiently for your turn. 'Queue jumping' is frowned upon.
- Do say "Excuse Me" if someone is blocking your way and you would like them to move out of your way.
- Do cover your mouth with your hand when yawning or coughing.
- Do say sorry if you accidentally bump into someone. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.
- Do drive on the left side of the road.
- Do open doors for other people. Men and women both hold open the door for each other. It depends on who goes through the door first.

- Do stand on the right-hand side of an escalator while travelling on the Tube, so that others can pass over from left-hand side.
- Do pay for drinks at the counter as you order them in pubs and other types of bars  
Do buy one back when your new friends and someone buys you a drink at the pub.
- Do give a 10-15% tip if it is not included in the bill. Gratuity is usually included in restaurant bills.
- Do get out into the countryside and appreciate Scotland's unspoiled beauty.

(<http://www.traveltaboo.com/uk-travel-tips-dos-and-donts/>)



**Task 10. Work in groups of 2 or 3 people. Choose most prominent Dos and DON'Ts and arrange them as polite recommendations using modal verbs and modal expressions.**

## LESSON 5

### Cross-cultural Communication

#### LEAD-IN

**Task 1.** Look at the photos. What countries can you see in the photos? Do you know any amazing (interesting) facts about these countries?



**Task 2.** What other countries would you like to learn about (to go to)?

#### READING

**Task 3.** Work in pairs and discuss the following questions:

- 1 What do you think it's important to know about another country if you are going on holiday or if you are going to work or study there?
- 2 What do you know about Japan?



**Task 4. Read this information for visitors to Japan. Is it for tourists, business people or students?**



- a. When you meet someone in Japan, it is normal to bow. However, it's OK to shake hands, particularly with people who work in international companies. It's not a good idea to hug people.
- b. Always use chopsticks with your right hand. Place them on the side of a dish after you have started eating, not on the table. And never leave them standing in the rice bowl – it's bad luck.
- c. Your business card should state your name, company and position in your language and (on the back) in Japanese. Always give and receive cards with both hands. Treat other people's cards with respect – look at them carefully before putting them away. Never write or make notes on them.
- d. Send an agenda in advance and make it clear what the meeting is about. Also, send any documents – translated into Japanese. Try to find out who will attend, and check if your hosts speak English. If not, you will need an interpreter.
- e. Allow time for proper introductions and small talk as a friendly atmosphere is helpful. If there is silence during the meeting, don't worry – this is thinking time. Always take notes, and write to thank your hosts and confirm any decisions.
- f. You shouldn't use someone's first name until you have you have met several times and know each other well. Be sure to use titles such as Mr, Ms, or -san, but never use -san when referring to yourself.
- g. Japanese businessmen wear a blue or grey suit, a white or blue shirt and dark tie. Businesswomen should also wear a suit and use only a little jewellery and make-up. In summer when it's hot and humid, it's a good idea to pack several changes of clothes.

*(Business Commerce Workshop 2011)*

**Task 5. Read the text again. Match the headings (1-7) with the paragraphs (a-g).**

1. What to wear. 2. Business cards. 3. Eating out. 4. Greetings. 5. During and after meetings. 6. Talking to others. 7. Before a meeting.

## VOCABULARY

**Task 6. Use these phrases to make sentences with the information you found in Exercise 4.**

<i>Dos</i>	<i>Don'ts</i>
<i>You should ...</i>	<i>You shouldn't ...</i>
<i>Always ...</i>	<i>Never ...</i>
<i>It's OK to ...</i>	<i>It's not OK to ...</i>
<i>It's a good idea to ...</i>	<i>It's not a good idea to ...</i>
<i>It's important to ...</i>	<i>It's important not to ...</i>
<i>It's polite to ...</i>	<i>It's not polite to ...</i>

## SPEAKING

**Task 7. Work in pairs. Make a list of dos and don'ts for visitors to your country.**

## WRITING

**Task 8. Use your list to write some information like the article in Exercise 4.**

## LISTENING

**Task 9. Discuss with the group what your plans for the weekend are?**

**Task 10. [Go to Examen English](#) and listen to the text. Do the quiz and check your understanding**





**Task 11.** Discuss other options how these people could spend the weekend.

## GRAMMAR

**Task 12.** Study the indirect questions.

### Active grammar

We use indirect questions when we want to be polite. We begin with an indirect phrase, e.g. *Can you tell me ... ?/Could you tell me ... ?/Do you know ... ?/Do you mind ... ?/Is it OK with you ... ?*

A *Wh-* questions: verb *to be* ☐

Direct: question word + *to be* + subject

Indirect: indirect phrase + question word + subject + *to be*

B *Wh-* questions: main verbs ☐

Direct: question word + *do/does/did/can/could* + subject + verb

Indirect: indirect phrase + question word + subject + verb

C *Yes/No* questions ☐

Direct: *do/does/did/can/could* + subject + main verb

Indirect: indirect phrase + *if* + subject + main verb

**Task 13.** Make the direct questions indirect. Use the words in brackets.

How long does the journey take? (Do/know?)

*Do you know how long the journey takes?*

- 1 What's the time, please? (Can/tell?)
- 2 Can I borrow your pen for a minute? (Do/mind?)
- 3 Do you have any 1<sup>st</sup> class stamps? (Could/tell?)
- 4 Is there a post office near here? (Can/tell?)
- 5 Where can I get an application form, please? (Do/know?)

**Task 14.** Write your own indirect questions about activities, holidays, shopping, food, favourite films, etc.

## LESSON 6

### REVISION

**Task 1.** Answer the questions using the speech patterns:

*I suppose, I think, I assume, etc.*

- 1) What three adjectives would you use to describe today's youth?
- 2) What's the biggest problem with today's youth?
- 3) What's the thing you enjoy/hate most about your youth?
- 4) Do old people understand today's youth?
- 5) Herbert Asquith said: "Youth would be an ideal state if it came a little later in life." What did he mean? Do you agree?

**Task 2.** These do vs. make tests quiz you on the difference between the two verbs. Do you know when to use each? Find out with the exercises below

#### Test 1



#### Test 2



#### Test 3



**Task 3. Use different situations and practise giving advice using the speech patterns below**

Speech patterns:

**You should** take some exercise.

**You ought to** eat more fruit and vegetables.

**Why don't you** go jogging?

**How about eating** less sugary food?

**I suggest taking** a holiday.

**I recommend going** to bed earlier.

**Test 4**



## LESSON 7

# UNIT 2 TEST

### GRAMMAR and VOCABULARY

#### A. Insert the modal verbs (must, have to, should, can, need (or their negative forms))

1. I'm sorry. We \_\_\_\_\_ come to your party on Saturday.
2. It's too late. I \_\_\_\_\_ go home now.
3. The car isn't dirty. You \_\_\_\_\_ wash it.
4. I don't like to get up early, but I \_\_\_\_\_ do it.
5. This dog is so big. I'm afraid you will \_\_\_\_\_ buy a lot of plastic bags.
6. Have you seen my phone? I \_\_\_\_\_ find it.
7. Your cough is very bad! You \_\_\_\_\_ see the doctor.
8. This coat is too big for you. I think you \_\_\_\_\_ buy it.

#### B. Translate into English using modal verbs

1. Можно одолжить ваш карандаш? – Да, пожалуйста!
2. Тебе не стоит выключать свет, если ты боишься темноты.
3. Каждый человек должен помогать своим родителям.
4. Я должен встретить своего друга в аэропорту.
5. В понедельник я не смогу дать вам ответ на ваш вопрос.
6. Не нужно волноваться из-за этой проблемы.
7. Я должен сделать это сегодня? – Нет, вы можете сделать это завтра.
8. Вам приходится много работать, не так ли?

#### C. Complete the sentences using the words do or make. You will need to use the words in the correct grammar form

1. I need \_\_\_\_\_ my homework before the start of the week.
2. We \_\_\_\_\_ our project last night.
3. Are you planning \_\_\_\_\_ a cake for dessert tomorrow?
4. They \_\_\_\_\_ the exam already this week.
5. My brother really \_\_\_\_\_ a mess in the kitchen today.
6. You \_\_\_\_\_ 5 mistakes! Look at your paper!
7. Can you \_\_\_\_\_ me a favour?
8. I \_\_\_\_\_ exercises tomorrow in the morning.

## USE OF ENGLISH

**D. Mr. Wrong often gets into trouble. His life is a mess. Give him advice that can actually help him improve his life and karma. Use modal verbs and special expressions. Write at least 6 sentences. (You can write sentences in the second or third person, e.g. You should .... or He should....)**

Mr. Wrong gets up late because he goes to bed too late. He often watches TV till 3.00 a.m. When he gets up, he is always in a hurry. He rarely has breakfast because he has no time to cook it.

He often misses his bus to the downtown. He is often late. No wonder, his boss is angry at him. The lift in the office often breaks down and Mr. Wrong has to walk upstairs. He can hardly do that as he is too fat. He eats too many hamburgers.

Mr. Wrong is absent-minded and forgetful. He often forgets to take an umbrella with him. When it rains, the man often gets soaking wet. Mr. Wrong often eats chips and cookies for dinner as he forgets to do the grocery on his way home. When a new billing period starts, he forgets to pay the Internet fees on time. Since he has no access to the Internet on these days, he can't watch his favourite videos on YouTube.

**E. Who would you like to interview? Choose one of the photos. Write at least 6 indirect questions**







# UNIT 3. FAST MODERN WORD

## LESSON 1

### Fast Modern World

#### LEAD-IN

##### Task 1

What fast things in the modern world do you know?

What about speed dating? Have you heard about it?

#### READING

##### Task 2

###### a. Pre-reading

Look at the photo. What do you think “speed dating” is?



###### b. Reading.

**Read the letter and check your answers.**

Dear Rachel,

Thank you for booking a place at our next speed-dating event.

###### **What to expect:**

Speed dating is a fast way to meet a new partner. There are twenty men and twenty women and you have *just three minutes* to talk to each person. After three minutes, if you like the person, put a tick by his or her name on your



card. Then move on and talk to the next person. At the end, give us your card. If you tick someone who also ticked you, we will give you each other's email addresses.

**A few tips:**

Don't start every conversation with "What do you do?" This gets very boring. And don't ask too many questions which can be answered with "yes" or "no".

Ask interesting questions, like "How would your best friend describe you?" or "What was the last CD you bought?"

**When?**

Saturday 16<sup>th</sup> January. Arrive at 7.00 p.m.

**Where?**

Attica Club, 24 Hawkley Steet, London.

Happy dating!

Julia Jones

Manager

**c. Read the letter again and answer the questions.**

1. How many people are there at this event?
2. How long do you get to speak to each person?
3. What should you do with your card?
4. Whose email addresses will you get?
5. What type of question shouldn't you ask?
6. What questions should you ask?

**d. Discuss with other students.**

1. What do you think about speed-dating?
2. Do you think it might be a good way to get a boy/girl friend?

## GRAMMAR

### PHRASAL VERBS

#### **Task 3**

a) Phrasal verbs – revision and introduction *R. Murphy Essential Grammar In Use. 2019 (Unit 137, pp. 274-275)*

## Phrasal verbs 1 Introduction



**We often use verbs with:**

***In out on off up down away back by through about along over forward  
round or around***

**So you can say** look out / get on / take off / run away etc. These are phrasal verbs. We often use ***on/off/out*** etc. with verbs of movement. For example:

*get on*                      *The bus was full. We couldn't get on.*

*drive off*                      *A woman got into the car and drove off.*

*come back*                      *Sarah is leaving tomorrow and coming back on Saturday.*

*turn round*                      *When I touched him on the shoulder, he turned round.*

Often the second word (on/off/out etc.) gives a special meaning to the verb. For example:

*break down*                      *Sorry I'm late. The car broke down. (= the engine stopped  
working)*

*find out*                      *I never found out who sent me the flowers. (= I never discovered)*

*take off*                      *It was my first flight. I was nervous as the plane took off. (= went  
into the air)*

*give up*                      *I tried many times to contact her. In the end I gave up. (= stopped  
trying)*

*get on*                      *How was the exam? How did you get on? (= How did you do?)*

*get by*                      *My French isn't good, but it's enough to get by. (= enough to  
manage)*

Sometimes a phrasal verb is followed by a preposition. For example:

***phrasal verb    preposition***

*look up                    at                    We looked up at the plane as it flew above us.*

*run away                from                Why did you run away from me?*

*keep up                with                You're walking too fast. I can't keep up with you.*

*look forward            to                Are you looking forward to your trip?*

Sometimes a phrasal verb has an object. For example:

*I turned on the light. (the light is the object)*

Usually there are two possible positions for the object. You can say:

*I turned on the light. or I turned the light on.*

object   object

But if the object is a pronoun (it/them/me/him etc.), only one position is possible:

*I turned it on. (not I turned on it)*

In the same way, you can say:

*take off my shoes.*

*I'm going to*

*take my shoes off.*

*but These shoes are uncomfortable. I'm going to take them off. (not take off them)*

*wake up the baby.*

*Don't*

*wake the baby up.*

*but The baby is asleep. Don't wake her up. (not wake up her)*

*throw away this box.*

*Don't throw this box away. but I want to keep this box, so don't throw it away. (not throw away it)*

**b) Complete the sentences. Use the word in brackets.**

1 Don't throw away this box . I want to keep it. (away)

2 I don't want this newspaper. You can throw it away . (away)

3 These books are Lisa's. I have to give to her. (back)

4 We can turn . Nobody is watching it. (off)

5 Shh! My mother is asleep. I don't want to wake . (up)

6 It's cold today. You should put if you go out. (on)

7 It was only a small fire. I was able to put easily. (out)

8 It's a bit dark in this room. Shall I turn ? (on)

9 a: The hotel is more expensive than when we stayed here last year.

B: Yes, they've put . (up)

10 a: How did the vase get broken?

B: I'm afraid I knocked while I was cleaning. (over)

**c) Vocabulary : Phrasal verbs – relationships**

*Total English, p. 78. Ex. 1,*

2.

**1. Write the phrasal verbs in the questions next to the correct definitions.**

1. Do women ever ask men out in your country?

2. What do you think is the minimum time you should go out with someone before you get married?

3. Do you think couples who marry young often grow apart? Why/Why not?

4. If your partner never did housework, would you put up with it? Why/Why not?

5. For what reasons do people usually split up with their partner?

6 What different ways do people use to get over the end of a relationship?

2.

PHRASAL VERB	DEFINITION
A	be someone's partner
B	stop being someone's
C	slowly stop having a good relationship
D <i>ask someone out</i>	invite someone to go on a date with you
E	stop feeling sad about an ex-partner
F	accept a bad situation without complaining

**Task 4. Listening:** *Total English*, p. 79. Ex. 7. (Track 8.4)+ **revision of questions.**

a) Listen to two dialogues at a speed-dating event. Which pair followed the advice in the letter?

b) Listen again and write the name of the person (Melanie, Steve, Rachel and Kieron) who ...

1 is a teacher.

2 is an architect.

3 likes his/her job.

4 has never done speed dating before.

5 is friendly.

6 has a teach-yourself Italian CD.

7 loves Italy.

## GRAMMAR

### Questions

**These are two main types of questions:**

*Yes/No questions, e.g. Do you enjoy your job?*

*Wh-/How questions, e.g. How would your best friend describe you?*

**Task 5. Reading** – KWL activity with the text from the source (page 2)

- a. <http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/speaking-speed-dating-lesson-plan/147706.article>



<u>KNOW</u>	<u>WANT</u>	<u>LEARNT</u>
<u>1.</u>	<u>1.</u>	<u>1.</u>
<u>2.</u>	<u>2.</u>	<u>2.</u>
<u>...</u>	<u>...</u>	<u>...</u>

## Pre-reading vocabulary

**Match the words on the left with the definitions on the right:**

1 A craze	a. To replicate
2 To spawn	b. A slow way of getting to know someone romantically
3 Mr or Ms Right	c. To become widely dispersed
4 Courtship	d. Something that rapidly becomes popular
5 To spread	e. A suitable partner
6 Rabbi	f. Obsession
7 a good match	g. In Judaism, is a religious teacher and, in modern times, the leader of a synagogue.

### b. While reading:

1. Find phrasal verbs in the text and explain their meanings.

### The origin of speed dating

The concept of speed-dating originated in Los Angeles, California in 1999. It was invented by a rabbi to help singles in the Jewish community find a partner. Originally singles were given eight minutes together, to make an impression before moving on to the next potential partner. At the end of the rotation they wrote down who was hot and who was not, and in the case of a good match contact details were exchanged. The concept was soon exported, and took off in London in 2000. The craze soon spread all over the UK, and spawned Speed Dating Agencies and an Internet Site for finding Mr. or Ms Right. The eight minute limit is supposedly based on science. It is the time required for our hormones to tell us whether the person opposite us is a

potential mate. In our increasingly busy lives, where traditional courtship rituals are disappearing this time limit has now been further reduced to only three minutes, about the same time it takes us to brush our teeth.

## 2. KWL chart.

<u>KNOW</u>	<u>WANT</u>	<u>LEARNT</u>
<u>1.</u>	<u>1.</u>	<u>1.</u>
<u>2.</u>	<u>2.</u>	<u>2.</u>
<u>...</u>	<u>...</u>	<u>...</u>

### c. After reading:

1. Would you like to take part in this type of event? Why, why not?
2. What type of questions would you ask?
3. How would you present yourself?

### Homework: Summary writing

Imagine you went on a date with one of your classmate's profiles. Write about the experience.



## LESSON 2

### Fast Food – Junk Food

#### **Task 1**

#### **Revision of asking questions**

1. Role play: <http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/speaking-speed-dating-lesson-plan/147706.article>



#### **Task 2**

**You are going to take part in a speed-dating event with your class. Your teacher will give you a profile sheet with your personal details. The speed dating session will follow the following format:**

1. You have three minutes to impress a partner, ask questions and test the chemistry. Your teacher will circulate and take notes.
2. After three minutes you will change partners. When you have spoken to everybody in the class, you will write down on a piece of paper your chosen date or dates.
3. Let's find out if we have any matches! Your teacher will provide feedback on your use of language.

You now have 10 minutes to study your profile sheet or photograph and prepare for your three minute presentation. Think about the type of questions you might ask, or be asked. Ask your teacher for any words you do not understand.

**These are the profiles you can choose from:**

MEN Seeking Women

Profile A: REX

You are in your thirties but you don't want to settle down yet. You take great care about your appearance. You like sports and action films. You work for an advertising agency. You like going to the pub, restaurants and the cinema. You smoke 20 cigarettes per day, but don't admit to it easily. (You can add some of your own ideas.)

#### Profile B: ANDY

You are an engineer and a workaholic (you love your work and spend about 14 hours a day there.) You like travelling, when you have the time. You are forty years old and you are divorced. You are looking to find a permanent partner. (You can add some of your own ideas.)

#### Profile C: PETER

You work for a bank, and you are a little bit shy. You are 25 years old. You like long walks in the countryside and yoga. You would like to start a family. (You can add some of your own ideas.)

#### WOMEN seeking Men

##### Profile A JANE

You are recently divorced. You have 2 children, so you would like to find somebody who likes children. You are 30 years old, sporty and attractive. Your ex-husband was a workaholic so you want a man who is less committed to his job. (You can add some of your own ideas.)

##### Profile B SANDRA

You are 25 years old, but you find men of your own age immature. You like going to the cinema and theatre. You do amateur dramatics and are attracted to outgoing (extrovert) men. You hate smoking. (You can add some of your own ideas.)

##### Profile C HELEN

You are 35 years old, dynamic and definitely a career woman. You don't want your new boyfriend to interfere with your work too much. You like going to the gym and buying the latest fashions. (You can add some of your own ideas.)

## GRAMMAR

### Task 3

#### PHRASAL VERBS (2)

Exercises: English Vocabulary in Use (Pre-Intermediate) – Unit 16 (Printed and handed out).

Practice: - “Make up some sentences of your own with the verbs from the list”.

### Task 4

**Listening/video watching and reading. Topic “Fast food – Junk food”.**

<http://learnenglishteens.britishcouncil.org/uk-now/film-uk/real-junk-food>



#### **a) Pre-listening:**

- 1) What is healthy eating?
- 2) What is your attitude to fast food?
- 3) How do you understand the term ‘junk food’?

#### **Watching video about the Real Junk Food project.**

Delicious, healthy food, without any waste! But would you eat it if it had been in the bin? Watch this video to find out more about the Real Junk Food project.

a. Pre-watching. Preparation: matching.

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- 1..... a skip a. to fail to use something valuable
- 2..... to waste b. to decide to do something
- 3..... to see fit c. a large metal container for rubbish
- 4..... a regular d. to survive by eating food and other things that people have thrown away
- 5..... to be rolled out e. someone who goes to a shop, restaurant, etc. regularly

- 6..... to live out of skips f. to be introduced
- 7..... hygienic g. a variety of different people
- 8..... people from all walks of life h. clean in a way that prevents illness

**Skipchen** <http://learnenglishteens.britishcouncil.org/uk-now/film-uk/real-junk-food>

**While listening:**

What is “Skipchen” and what it does?

*Suggested new words:*

Skips (go into the skips)

Bin

Waste

Bakery

Chain restaurant

Charity

Donation

Sausage stew

Dunno

Cos

**The script:**

(from: <http://learnenglishteens.britishcouncil.org/uk-now/film-uk/real-junk-food>).



**Ed:** So have you heard about the Skipchen?

**Interviewer:** No, I haven't.

**Ed:** It is, where, you have food that's been, just gone into the skips and we take it out.

**Interviewer:** OK, but it has been in the bin?

**Ed:** For a short while, yeah.

**Interviewer:** OK. But like, intercepted it on the way to the bin, which means it should have been in the bin and they've just taken it. What did you first think of the idea of it then?

**Ed:** I thought it was a good idea ... a bit different ... yeah.

**Interviewer:** But would you eat there?

**Ed:** Probably not, no.

**Interviewer:** Do you know what happens to the food we waste or like, how much we waste?

**Ed:** I dunno.

**Interviewer:** Or do you not think about that?

**Ed:** No, not really.

**Interviewer:** No?

**Ed:** I just eat it and then if it goes to waste don't really think about it any more.

**Interviewer:** What's the point in doin' it all? Like, does it get many people in the restaurant or is it always empty?

**Ed:** I dunno. Erm, let's go and find out.

**Interviewer:** Let's go find out!

**Sam:** So, in the café we operate a completely pay as you feel ... erm ... system which means that people are free to pay whatever they see fit. We are really putting ourselves in the hands of the people but at the moment, people are paying and it does look as if we can succeed. As soon as we put a fixed price on something, then if we didn't sell it, we'd be creating waste ourselves. The food that we ... erm ... source in the Skipchen comes from lots of different places ... erm ... we have deals with local restaurants and cafés and bakeries, we've got deals with chain restaurants, we've got deals with other food charities. We also take food that has been wrongly discarded by supermarkets, so when supermarkets have thrown food away, we will take that food as well. There is a huge amount of food waste in the world. It's estimated that thirty to fifty per cent of the food we produce globally never makes it onto someone's plate. It gets wasted. So that's a good size meal per day per person that we're wasting in this country. The Skipchen is staffed entirely by volunteers. I myself am a volunteer and everyone else who is involved are volunteers. There's a big, big cohort of volunteers. Every day we have to come in and we have different stuff and sometimes we have, sometimes we have too much stuff and sometimes we have not enough so .. each ... like .. it's never simple. The type of people that ... erm ... eat at the Skipchen are really, really varied. Erm ... the whole ethos and concept behind the, the café is to

create spaces where people from different walks of life can come and share a meal regardless of what they've got in their wallets.

**Customer 1:** We had, like, a sausage stew, it was really tasty, like, potatoes, carrots, cabbage, like, really good, really good.

**Customer 2:** The food's great! Yeah, really tasty and it tastes fresh as well.

**Customer 3:** Yeah I'm a regular actually, I mean I work two minutes down the road so I come here daily. Ha, ha. It saves me a lot on food bills.

**Customer 2:** What do I think about food waste? I think it's, like, criminal, like the amount that we as a public manage to waste. And initiatives like this, projects like this, should be rolled out all over the country. It's fantastic what they're doing here.

**Customer 3:** Yeah, I'll be back tomorrow most likely. Ha, ha.

**Ed:** So about the name, with the skip involved in the name, what ... yeah ... why did you put that?

**Sam:** A lot of us who started this movement, have, you, know, we've lived out of skips for years and years. Erm ... now, now the food that's actually in the Skipchen, like, most of it doesn't come from skips cos we get it before it goes into the skips.

**Ed:** So what do I say about my friends who are doubtful about this?

**Sam:** I'd just tell them to, like, come down to have a chat and like we're like, really open and we'll, you know, talk to them about everything. They can, they don't necessarily have to eat the food straight away they can come and just talk to us about where it's from about like how we know it's safe and like about and kind of see everyone else that's eating here. But yeah it is difficult to change mindsets you know, because often, you know, the people that do come in they're already converted they already understand and the people that kind of are a bit more fearful about it they won't come in so, it is, it's really difficult you know, it's really difficult. If you come up with any, any ways of convincing your mates let me know cos that'd be great.

**Ed:** Things I learned about the Skipchen, it's not all about ... erm ... the skip and how they get it from the skip it's more about how they make the food and how it's hygienic and how everything is done properly. And it's a nice place to be and I think it's a really good idea to start really. I learnt quite a lot about food waste in the process ... erm ... there's not ... there should be more done about it and there should be better laws about it.

## **b) Comprehension tasks**

### **Task 5**

**Check your understanding: true or false Circle True or False for these sentences.**

1. The boys don't know much about the Skipchen. True False
2. All the Skipchen food has been in the bin. True False
3. Not many people work in the Skipchen. True False
4. The first customer says he ate soup. True False
5. Ed asks Sam how the Skipchen got its name. True False
6. At the end of the film, Ed thinks the Skipchen is a good idea. True False

### **Task 6**

**Check your understanding: multiple choice**

1. Skipchen food has ...
  - a. never been in the bin.
  - b. not been in the bin very long.
  - c. been in the bin for a while.
2. At the beginning of the film, Ed says he would ...
  - a. never eat in the Skipchen.
  - b. like to eat in the Skipchen.
  - c. most likely not eat in the Skipchen.
3. The boys ...
  - a. think the restaurant will always be empty.
  - b. think the restaurant will always be full.
  - c. want to find out how popular the restaurant is.
4. In the Skipchen, customers ...
  - a. don't pay for food.
  - b. pay whatever amount they think is fair.



c. pay low prices for food.

5. The food in the Skipchen ...

a. comes from a variety of places.

b. does not come from supermarkets.

c. only comes from skips.

6. Thirty to fifty per cent of the food we produce globally ...

a. is actually eaten.

b. is left on people's plates.

c. is thrown away before someone can eat it.

7. The customers of the Skipchen are ...

a. mainly students.

b. a variety of different kinds of people.

c. often volunteers who work there as well.

8. Two customers say ...

a. the food tastes good.

b. they come to the Skipchen every day.

c. they save money by going to the Skipchen.

9. The Skipchen got its name because ...

a. the people who started it used to get things from skips.

b. most of the food comes from skips.

c. the volunteers who work there look for food in skips.

10. Sam says ...

a. it's hard to change people's minds about the Skipchen.

b. lots of people change their minds when they visit the Skipchen.

c. he wishes more young people came to the Skipchen.

## READING / SPEAKING

### **Task 7**

**Before you read take part in a discussion / opinion poll on Skipchen and the matter.**

(- Would you like to eat in Skipchen? - Why/Why not? ...).

### **Task 8**

**Follow this link to do the tasks:**

<https://learnenglishteens.britishcouncil.org/magazine/life-around-world/waste-not-want-not-food-projects-uk>



***Waste not want not: Food projects in the UK:*** by ChloeBlogger

Do you ever throw away food at home? Have you ever thought about what happens to the food that shops and supermarkets don't sell? Well, you might be shocked to find out that approximately one third of food produced for human consumption gets lost or wasted. What's more, around 800 million people in the world do not have enough food to lead a healthy life.

Many people in the UK and across the world are trying to do something about this imbalance and make use of thrown-out food that is perfectly edible. For example, there is a café in Leeds (UK) whose meals are all created using unsold food from supermarkets, including a lot of vegetables, fruit, fish and other items. This unwanted food is turned into delicious soups, casseroles, sauces and curries that feed the hungry people of Leeds. Customers simply pay what they can afford, or help with the washing up. In just ten months, 10,000 people were fed at this café, using twenty tonnes of unwanted food!

Also, last year the UK's first food waste supermarket opened. The supermarket is near Leeds and works on a 'pay as you feel' basis; customers pay whatever they want for the produce. The stock changes daily but you can usually find things such as pasta, fresh vegetables, sauces, fruit and milk there. Some low-income families have said that it has changed their lives.

'Fuel for School' is another food waste project. Surplus food from supermarkets such as dairy, vegetables, fruit and bread is used to feed hungry schoolchildren whose families may not be able to afford to buy them lunch or snacks.

Some people in the UK practise 'skipping', which means going to bins and skips and finding food in there to eat. Often the food is packaged, within its use-by date and is perfectly fine to eat!

I have always been very conscious of the amount of food we waste, and I very rarely throw food away. I lived in Leeds for three years, and have had lunch at a food waste café, and it was delicious. I couldn't believe that it was all food that supermarkets had thrown away! I have also participated in projects such as 'Foodcycle', using supermarkets' unwanted food to cook meals for refugees and asylum seekers.

More cafés like this are being opened in other parts of the UK such as Bristol and Manchester, and it is now becoming a worldwide phenomenon. I think this is an amazing initiative as food waste is one of the world's biggest problems. I also believe that the law should be changed, so that supermarkets don't throw away so much perfectly good food!

## **Task 9**

**Home assignment: find some information about freegans and report about your findings to the class**

## LESSON 3

### Freegans

#### LEAD-IN

**Task 1.** Freegans. Who are they?

Present your ideas. If you guess right, then present arguments *For* and *Against*

#### GRAMMAR (REVISION)

*Your teacher will give you a card with one of the phrasal verbs.*

**Task 2:** Make up sentences using your card with the phrasal verbs.

#### SPEAKING

**Task 3.** Discussing advantages and disadvantages of Skipchen

- a). What are the advantages of the Skipchen project? Would you like to take part in it? Why/Why not?
- b). What are disadvantages of the Skipchen project? Would you like to take part in it? Why/Why not?

#### WRITING

**Task 4.** Writing a paragraph.

1) Read the information about some of the strategies of writing a paragraph. Read the guidelines and learn how to take your paragraph writing skills from good to great!

Use this link: Wikiphow advice for work at home: <https://www.wikihow.com/Write-a-Paragraph>



2) Write your own paragraph using this Paragraph Template for writing:

### **Paragraph Template**

Make sure your paragraph has 3 distinct parts.

#### *1. Topic sentence:*

This sentence is the first sentence of a paragraph and summarizes the main idea of the paragraph.

All of the following sentences will add information that expands upon or supports the idea stated here.

#### *2. Supporting sentences:*

The second sentence identifies the first major supporting detail.

The third sentence brings up a second supporting detail.

Similarly, the fourth sentence mentions a third supporting detail.

Additional sentences can be added here for additional supporting details or to divide one lengthy *supporting detail* into separate, easier-to-read sentences.

#### *3. Conclusion:*

The last sentence of your paragraph is your concluding sentence, which quickly ties your supporting thoughts together.

It also might restate your first topic sentence using different terms.

**Task 5. Home assignment: 1. Writing a paragraph. 2. Be ready to read your paragraph out loud or ask someone else to read it and give you feedback.**

## LESSON 4

### Developing Critical Thinking Skills

#### READING/ SPEAKING

##### **Task 1. Round Table Discussion**

1. Read your paragraph out loud or ask someone else to read it and give you feedback.

Report on your fellow student's paragraph. What are the pluses and minuses of his/her writing?

2. Developing Critical thinking skills.

Dialectical notebook on Skipchen

**Dialectical notebook** is a tool for mastering critical thinking skills in class. Here is some general information about it if you want to learn more about it:

- 1) <https://www.nettelhorst.org/ourpages/auto/2015/8/17/44806298/Guide%20to%20Dialectical%20Journaling.pdf>



- 2) <https://study.com/academy/lesson/what-is-a-dialectical-journal-definition-example.html>



An easy and productive way of practicing this tool is as follows:

- a) Make a table using this plan:

Text	Answer 1	Answer 2	Answer 3
<i>Word, phrase, paragraph...</i>			

1. In the first column (Text) you should write any part of the text that seemed important and meaningful to you. It may be the text of any size from one word to a single paragraph.
2. In the second column (Answer 1) you should write your comments on this text. What do you think and feel about the text?
3. In the third column (Answer2) you should write some comment about Answer 1.
4. In the fourth column student 1 should write the response to Answer 2.
5. Read your notes out loud.

## WRITING

### **Task 2. Link words and conjunctions (English Vocabulary in Use (Pre-Intermediate): Unit 34.**

**You will need this grammar material for writing cohesive essays.**

## ADDITION AND CONTRAST

### **In addition, moreover, etc. (X and Y)**

When you add a second piece of information in a sentence to support the first piece of information, you often use **and**, e.g. The food is excellent **and** very good value. When you put this information in two sentences, these link words and phrases are common:

The food is usually very good. **Furthermore**, it is one of the cheapest restaurants in town.

The set menu is £10, which is excellent value. **In addition**, you get a free glass of wine.

The restaurant has a reputation for excellent food. It's **also** very good value.

The food is excellent in that restaurant. It's very good value **as well** (or **too**).

You get very good food in that place. **What's more**, it's excellent value.

*Note:* The first two examples are more formal and more common in written English. The last two examples are more common in spoken English.



## **B Although, in spite of, etc. (X but Y)**

When you want to contrast two pieces of information in a single sentence and say that the second fact is surprising after the first, you can use these link words:

She still won the game **although** / **though** / **even though** she had a bad knee.

They still went for a walk **in spite of the fact that** it was pouring with rain.

The service is worse **despite the fact that** they have more staff.

*Note:*

In these examples you can also begin the sentence with the link word:

**Although** she had a bad knee, she still won the game.

It is very common to use **still** in these sentences to emphasise the surprise (as in examples).

In the last two example sentences you can use a noun or -ing form:

They went for a walk **in spite of** the rain. The service is worse **despite** having more staff.

After **although**, you can only have a noun/pronoun + verb (i.e. although she had a bad knee / her knee was bad).

## **Whereas**

This word is used to connect a fact or opinion about a person, place or thing, with something different about another person, place or thing (you can also use **whilst**). In other words, the second fact is a contrast with the first, but not always a surprise (as in B above).

John is very careful **whereas** Christopher makes lots of mistakes.

The south is hot and dry **whereas** the north gets quite a lot of rain.

## **However**

You can use **however** to contrast two ideas in two sentences, and say that the second sentence is surprising after the first (as in B); and you can use **however** or **on the other hand** to make a contrast between different people/places or things (as in C above):

I don't agree with a lot of his methods. **However**, he is a good teacher.

We didn't like the hotel at all. **However**, we still enjoyed ourselves.

Marcel thought it was a great film. Joe, **however** / **on the other hand**, thought it was stupid.

Most big cats, such as tigers and leopards, are very solitary creatures. Lions, **however** / **on the other hand**, spend much of their time in groups.

## **Task 3. Home assignment: Practice using link words. Do the following exercises**

## Exercises

Cross out the incorrect answers. Both answers may be correct.

- 1 Although / in spite of we left late, we still got there in time.
- 2 It was a fantastic evening although / in spite of the terrible food.
- 3 We have decided to go in spite of / despite the cost of the tickets.
- 4 They enjoyed the course even though / whereas it was very difficult.
- 5 I love the sea furthermore/whereas most of my friends prefer the mountains.
- 6 We found a lovely villa near the lake that we can rent. In addition / Moreover it has its own swimming pool, and we have free use of a car provided by the owners.
- 7 We both told John the car was too expensive. However / On the other hand, he still decided to buy it.
- 8 Most people we met tried to help us. They were very friendly too / as well.
- 9 During the week the town centre is very busy. At the weekend on the other hand / whereas, it is very quiet and almost empty.
- 10 My uncle is the owner of the factory opposite. He also/however runs the restaurant next door and the car hire company down the road.

### 34.2 Combine parts from each column to form five short texts.

A	B	C
He went to school today	even though	the pay isn't very good.
He always did his best at school	in spite of	he's the most experienced.
He's got the right qualifications.	However	the help I gave him.
He didn't pass the exam	whereas	he didn't feel very well.
He decided to take the job.	What's more	most of his schoolfriends were very lazy.

### 34.3 Fill the gaps with a suitable link word or phrase.

- 1 ..... taking a map, they still got lost.
- 2 It took me two hours to do it ..... the others finished in less than an hour.
- 3 The hotel has a very good reputation. ...., it is one of the cheapest in the area.
- 4 She managed to get there ..... she had a broken ankle.
- 5 It's not the best dictionary you can buy; ....., it's better than nothing.
- 6 She's younger than the others in the group, and she's better than most of them .....

### 34.4 Complete these sentences in a logical way.

- 1 I was able to follow what she was saying even though .....
- 2 I was able to follow what she was saying whereas .....
- 3 We enjoyed the holiday in spite of .....
- 4 If you buy a season ticket, you can go as often as you like. Furthermore, .....
- 5 The exam was very difficult. However, .....
- 6 Although it was a very long film, .....

### 34.5 Answer the questions and test yourself on these different link words and phrases.

- 1 Write down all the link words and phrases from the opposite page that you can remember.
- 2 Organise them into groups according to their meaning.
- 3 Write your own examples for each one and keep them on one page in your notebook. In future, you can add more examples as you meet them.

## LESSON 5

### Digital Footprint

#### WRITING 1

**Task 1.** Study the materials about writing a short essay on the site:  
<http://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay>



a) Do the preparation exercise first. Then do other exercises. Pay attention to highlighted words and expressions as well as the structure of paragraphs.

#### WRITING 2

**Task 2.** Link words and conjunctions 2 (English Vocabulary in Use (Pre-Intermediate): Unit 35.

##### **A** Similarities

These are ways of saying that two or more things are similar, or have something the same.  
Peter is **similar to** (= **like**) his brother in many ways. Peter and his brother are very **similar**.  
Peter and his brother are quite **alike**.  
Maria and Rebecca **both** passed their exams. (= Maria passed and Rebecca passed)  
But **neither** wants to go to university. (= Maria doesn't want to go and Rebecca doesn't want to go either)  
The two boys **have a lot in common**. (= they have many things e.g. hobbies, interests, beliefs, that are the same or very similar) See also section B.

##### **B** Differences

These are ways of saying that two or more things are different.  
His early films are **different from** his later ones.  
Paula is **quite unlike** (= very different from) her sister.  
They **have nothing in common**. (= they have no interests or beliefs that are the same)

### **C** Using 'compare'

We want to **compare** the prices of all the televisions before we decide which one to buy.  
They made a **comparison** of average salaries in different parts of the country.  
Our new flat is very big **compared with/to** our old one. (= if you compare it with the other)  
If you **compare** this one **with** the others, I'm sure you'll see a difference.

### **D** Exceptions

When we make a general statement about things or people and then say that one thing or person is not included or is different from the others, we use these words and phrases:

It snowed everywhere **except** on the west coast.

The two girls are very similar **except** that Louise has slightly longer hair.

The museum is open every day **except (for)** / **apart from** Sunday(s).

Everyone heard the fire alarm **except (for)** / **apart from** the two boys in room 7.

*Note:* **Except** can be followed by different words (nouns, prepositions, etc.), but **except for** and **apart from** are followed by nouns or noun phrases.

### **E** Conditions

Here are some words/phrases which introduce or connect conditions. Like 'if', they are used with certain tenses, and the rules are quite difficult. For the moment, notice the tenses underlined in the examples, and use them in this way until you meet other examples.

We will be late **unless** we hurry. (= we'll be late if we don't hurry)

**Unless** the weather improves (= if the weather doesn't improve), we won't be able to go.

I must go now **otherwise** (= because if I don't) I'll miss the last bus.

You can borrow it **as long as** (= **on condition that**) you bring it back by Thursday.

*Note:* The meaning is very similar to **if** here, but the use of **as long as** shows that the condition is very important to the speaker.

Take your umbrella with you **in case** it rains. (= because of the possibility it may rain later)

I brought food **in case** we get hungry. (= because of the possibility we may be hungry later)

## **Task 3. Discussing the topic DIGITAL FOOTPRINT for further writing.**

Every time you do anything on the internet you leave a trail behind you, in the same way you leave a footprint when you walk on sand or mud. Do you know how to take care of your digital footprint? **Here are some tips.**

### **READING 1**

**Task 4. Do the preparation exercise first. Then read the article and do the other exercises.**

You can find the text and exercises at:

<http://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/your-digital-footprint>



**a) Preparation Match the words with similar meanings and write a–h next to the numbers 1–8.**

1..... suitable	a. a track
2..... a trail	b. to show
3..... details	c. to leave
4..... to abandon	d. complicated
5..... to reveal	e. a purpose
6..... a function	f. information
7..... complex	g. an employer
8..... a recruiter	h. appropriate

**b) Read the text, say whether these tips are useful or not.**

### **Your digital footprint**

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint

Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!

Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.

Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.

Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.

Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

**c) Check your understanding: multiple choice Circle the best answer to these questions.**

1. When you go online, you ...
  - a. can choose what information is recorded about you.
  - b. leave a trail showing where you've been and what you've been doing.
  - c. send information to recruiters.
2. If people search for information about you, they can find your ...
  - a. bookmarked websites.
  - b. passwords.
  - c. digital footprint.
3. Someone could pretend to be you if you don't log off when ...
  - a. abandoning a site.
  - b. posting a comment.
  - c. sharing a photo.
4. You should make your passwords difficult to guess by ...
  - a. using all capital letters.

- b. making them complex.
- c. including a symbol.

5. If a user reports inappropriate content, ...

- a. web managers usually react immediately.
- b. recruiters often respond.
- c. other users want to read what they've said.

6. You should report abusive remarks on the internet ...

- a. if you think they are really serious.
- b. in all cases.
- c. if you can find the contact and have time.

7. To remember your favourite websites, you can use the ...

- a. browser.
- b. bookmark function.
- c. mobile device.

8. Think carefully before ...

- a. sharing your favourite website online.
- b. sharing your comments online.
- c. sharing personal information online

**Read the comments on the text at the site. Which one do you agree/disagree with? What do you think about the issues discussed?**

## **READING 2 /LISTENING**

**Task 5.** Read the text “Your Digital Footprint Matters” at

<https://www.internetsociety.org/tutorials/your-digital-footprint-matters/>



## **- to find more information about this topic:**

Your digital footprint paints a picture of who you are.

Make sure it's accurate. Learn how in a few easy tutorials.

Every day, whether we want to or not, most of us contribute to a growing portrait of who we are online; a portrait that is probably more public than we assume.

This portrait helps companies target content at specific markets and consumers, helps employers look into your background, and helps advertisers track your movements across multiple websites. Whatever you do online, you might be leaving digital footprints behind.

So no matter what you do online it's important that you know what kind of trail you're leaving, and what the possible effects can be.

While it's not possible to have ZERO footprints, the first steps toward reducing your digital footprint and managing your digital identity are not that hard.

Here are some things that can help!

### **1. Learn The Basics: What's A Digital Footprint?**

Your digital footprint is all the stuff you leave behind as you use the Internet. Comments on social media, Skype calls, app use and email records- it's part of your online history and can potentially be seen by other people, or tracked in a database.

How Do We Leave Digital Footprints? This happens in many ways.

Here are some of them:

#### **Websites And Online Shopping**

Retailers and product review sites often leave cookies on your system which can track your movement from site-to-site, allowing targeted advertisements that can show you products you've been recently reading about or looking at online.

#### **Social Media.**

All those +1s, Retweets, and Facebook comments (even private ones) leave a record. Make sure you know what the default privacy settings are for your social media accounts, and keep an eye on them. Sites often introduce new policies and settings that increase the visibility of your data. They may rely on you just clicking "OK" to whatever terms they are introducing, without reading them.

#### **Mobile Phones, Tablets, or Laptops.**

Some websites will build a list of different devices you have used to visit those sites. While this can often be used as a way to help secure your account, it is important to understand the information being collected about your habits.

### **2. Know Why Should You Manage Your Digital Footprint.**

Make no mistake about it – the web is listening every time you use it! It's important that you understand what you're leaving behind when you visit a website.



*Here's a short video on why you should care about managing your digital footprint...*

## **WATCHING / LISTENING**

**Task 6.** Watch the video “Digital footprint” in step 2 (8 minutes) - video (in the text): *Four Reasons to Care About Your Digital Footprint*,

[https://www.youtube.com/watch?v=Ro\\_LlRg8rGg](https://www.youtube.com/watch?v=Ro_LlRg8rGg)



**Make sure you know these words. Consult the dictionary or your teacher:**

To be used to

Social sharing

Tablets

Tutorial

Privacy

Out of sight – out of mind

Third party

Tracking

Leak

Surveillance software

**What Internet threats are mentioned in the video? Write them down.**

**Task 7. A self-study task for further development of the topic.**

Listen to the song ‘Electric Eye’ by a British heavy-metal band *Judas Priest* from the video at <https://www.youtube.com/watch?v=A9bWRGCq3zI>



**Read the lyrics while listening, pay attention to highlighted words:**

- Underlined words will be explained by the teacher, if you don't know them.
- **Blue** are the words to be discussed as key words and expressions. How do you understand them? Are they really keys for understanding the song? Can you suggest some other words as key ones?
- **Green** refers to the link to a Russian language article about machine and robot vision (<https://meduza.io/feature/2019/03/30/cto-takoe-mashinnoe-zrenie-i-chem-ono-otlichaetsya-ot-chelovecheskogo-seychas-ob-yasnim-ponyatno>).



Read it if you want to get deeper into the topic.

Lyrics:

Up here in space  
I'm looking down on you  
My lasers trace  
Everything you do

You think you've **private lives**  
Think nothing of the kind  
**There is no true escape**  
I'm watching all the time

I'm made of metal  
My circuits gleam

I am perpetual  
I keep the country clean  
I'm elected electric spy  
I'm protected electric eye

Always in focus  
You can't feel my stare  
I zoom into you  
You don't know I'm there

I take a pride in probing all your secret moves  
My tearless retina takes pictures that can prove

**Note: This song was recorded in 1982. This is how people imagined the drawbacks of digital future. Now, can we say that such surveillance devices exist? Are we already living in the world of “electric eyes”?**

**How good are you at memorizing things? Listen once again and fill in the gaps in the lyrics:**

*Up here in space*  
*I'm ----- on you*  
*My lasers trace*  
*Everything you do*  
*You think you've ----- lives*  
*Think nothing of the kind*  
*There is no ----- escape*  
*I'm watching -----*  
*I'm made of -----*  
*My circuits gleam*  
*I am -----*

*I keep the ----- clean*

*I'm elected ----- spy*

*I'm ----- electric eye*

*Always in focus*

*You can't feel ----- stare*

*I zoom into you*

*You don't know I'm -----*

*I take a pride in probing all your ----- moves*

*My tearless retina ----- that can prove''*

**Task 8. Here are some questions for further discussion:**

- What do you know about modern surveillance technologies? Do you really believe the gadgets are watching and listening to us? What about direct ads according to your search history in Google? Have you noticed that?
- Do you believe that such spying technology from science fiction might become true? Or has it already become?
- Does this situation bother you? How can one hide from it? Or should we do it at all?
- Have you heard about 'digital detox'? Do you practice it? Would you like to if you don't?

## LESSON 6

### REVISION

1. Revise the rules about writing a FOR and AGAINST essay and discuss the details of the topics to prepare for the final task in the unit.
2. Write an essay on digital foot print (300 words) using the materials of the unit.
3. Discuss your works in class after reading them out loud.

### HOME ASSIGNMENT:

**Be ready to write an essay for the final test 3 of the unit.**

## LESSON 7

### UNIT 3 TEST

**\*Writing an essay (opinion / for and against).**

The topics should refer to the ones studied. This will help prevent plagiarism.

Suggested topics reflect the content of all the previously studied materials:

- **Freegans and Freeganism (opinion / for and against essay).**
- **Can “Skipchen” dishes help save our planet?**
- **Modern technologies: digital heaven or hell?**
- **Gadgets are spying.**

### Requirements:

1. *Clear structure – Introduction, body, conclusion.*
2. *300-400 words.*
3. *Use phrasal verbs.*
4. *Use cohesion words and conjunctions.*

# UNIT 4. MONEY

## LESSON 1

### LEAD-IN

**Task 1.** Look at the picture and answer the questions:

- Money. What is it? What comes into your head when you hear the word "money"?
- What is it for you? Suggest a metaphor. Money is like ... , because ...
- How important is money?
- How attractive are people with lots of money?
- How often do you think about money?
- What does the expression, "money doesn't grow on trees" mean? What would life be like if money grew on trees?
- What is the best way of making a lot of money?
- What would life be like without money?
- What can you do with the money?



## VOCABULARY AND LISTENING

**Task 2.** Now let's see what we have forgotten to say...

Make up sentences using new words from: [Money Vocabulary](#)



**Task 3.** Listen to the song “Ka-ching” and complete the lyric with some missing words. What is “Ka-ching”?

afford      blow      greedy      loan      broke  
mall      earn      mortgage  
spend      credit card

<https://youtu.be/iEe3hBXZEyI>



**Ka - Ching**

We live in a <sup>1</sup>\_\_\_\_\_ little world  
that teaches every little boy and girl

to <sup>2</sup> \_\_\_\_\_ as much as they can possibly,  
then turn around and spend it foolishly.  
We've created us a <sup>3</sup> \_\_\_\_\_ mess,  
we <sup>4</sup> \_\_\_\_\_ the money that we don't possess.  
Our religion is to go and <sup>5</sup> \_\_\_\_\_ it all,  
so it's shopping every Sunday at the <sup>6</sup> \_\_\_\_\_

### Chorus

All we ever want is more,  
a lot more than we had before.  
So take me to the nearest store.  
Can you hear it ring?  
It makes you want to sing.  
It's such a beautiful thing - Ka-ching!  
Lots of diamond rings,  
the happiness it brings,  
you'll live like a king,  
with lots of money and things.

When you're <sup>7</sup> \_\_\_\_\_ go and get a <sup>8</sup> \_\_\_\_\_  
Take out another <sup>9</sup> \_\_\_\_\_ on your home,  
consolidate so you can <sup>10</sup> \_\_\_\_\_  
to go and spend some more when you get bored.

### Chorus

Ka-ching!



**Task 4.** Now look at words 1-10 in the song and match them with their meanings.

A. _____ (verb)	to give or pay money for something
B. _____ (noun)	money that a person or a bank lends you
C. _____ (verb)	to have enough money to buy something
D. _____ (noun)	a shopping centre (US)
E. _____ (adj)	having no money (informal)
F. _____ (noun)	a small plastic card you use to buy things
G. _____ (verb)	to get money by working
H. _____ (adj)	wanting more money, etc. than you really need
I. _____ (verb)	to spend a lot of money on something (informal)
J. _____ (noun)	the money a bank lends you to buy a house

**Task 5.** Listen again and read the lyrics. What do you think the song is saying?

1. Money always makes people happy.
- 2 The world has become obsessed with money.
- 3 The singer would like to have more money.

## READING AND SPEAKING

**Task 6.** Before reading the text below, match these words and phrases with their definitions.

1. a minimum wage	a. to work some hours a day for getting money
2. pocket money	b. to do some work about the house required to be done as a duty or for a specific fee
3. part-time	c. the lowest compensation that employers can legally pay their workers
4. bank account	d. is a particular thing, person, or <a href="#">situation</a> that is not included in a general <a href="#">statement</a> , <a href="#">judgment</a> , or rule.
5. to do chores	e. an <a href="#">amount</a> of <a href="#">money</a> that <a href="#">parents regularly</a> give to <a href="#">their child</a> to <a href="#">spend</a> as they <a href="#">choose</a>
6. an exception	f. financial account maintained by a bank for a customer

### **Task 7. Answer the questions:**

- What do you do with your money?
- Do you spend it or save it?
- Do you keep money in a piggy bank or do you have a bank account?
- Do you get pocket money from your parents or do you work to earn money?

### **Task 8. Read the text and answer true or false questions:**

## **Pocket money**

Most teenagers in Britain receive pocket money from their parents. A report by the Bank of Scotland interviewed over 1,000 young people in Britain and found that 77 per cent get pocket money. They might have to do chores to get their pocket money, helping at home with tasks like cleaning, cooking, washing up, taking out the rubbish and ironing.

Different families give different amounts and the average for eight- to fifteen-year-olds in the UK is about £6 a week. Children in Scotland receive more than the national average and Londoners get the most. Teenagers, logically, get more money than younger children do. Some fifteen- to nineteen-year-olds receive more than £100 a month. The report found that many children save at least a quarter of their weekly pocket money and that more boys than girls save their money.

I get £80 a month. I have to buy my own clothes with that too.

**Chris, 17, from London**

I get £5 a week. I get it on Saturday after I clean my bedroom.

**Charlie, 13, from Edinburgh**

## **Part-time work**

A part-time job is an option for teenagers who don't have pocket money or who want to earn extra money. About 15 per cent of teenagers have a job. Only children over 13 can work but there are some exceptions, for example, for actors. Popular part-time

jobs for teens include babysitting, delivering newspapers to houses, shop work and restaurant or café work.

There are strict government laws about children working. They can work a maximum of two hours a day on a school day but not during school hours. At weekends and during school holidays, they can work longer hours. As for wages, the national minimum wage for under-18s is around £4 per hour and it increases every year. The minimum wage is higher if you are older.

I babysit for my neighbours. Looking after young children in their home when their parents have gone out for the evening is a popular job for teenagers. You get paid for watching children and television all at the same time!

**Sam, 16, from Chesterfield**

I work in a greengrocer's shop on Saturday mornings. I get £5 an hour. Not much but it means I can buy new clothes or whatever I want.

**Amber, 15, from Aberdeen**

## **Banks**

In Britain, some children and teenagers have a bank account. There is no legal age limit at which you can open a bank account but a bank manager can decide whether to allow a child or young person to open an account. Parents can put pocket money directly into their child's bank account. Some banks have a prepaid bank card designed for young people. Parents can add pocket money to the card then children can use it to pay for things, without carrying money.

It's good for kids to have a bank account so that they can learn about how to save money and how to be responsible for their own money. I've had a bank account for ages.

**Jana, 16, from Canterbury**

I don't need a bank account – I keep my money in my piggy bank at home. I'm saving up for some new football boots. My dad says that it's not the safest place to keep money but at least the bank isn't making a profit from my money!

**Ruth, 13, from Warwick**

So, many teenagers are getting experience of working part-time, dealing with banks and deciding whether to save or spend their money. These are all steps towards

becoming a financially independent adult and earning and looking after your own money.

([UkMoney](#))



1. The average amount of pocket money for eight- to fifteen-year-olds in the UK is about £100 a month.

- a) TRUE
- b) FALSE

2. About 15 per cent of British teenagers work to earn money.

- a) TRUE
- b) FALSE

3. Young people sometimes look after children to earn money.

- a) TRUE
- b) FALSE

4. There isn't a minimum wage for workers under 18.

- a) TRUE
- b) FALSE

5. Some parents pay money directly into their child's bank account.

- a) TRUE
- b) FALSE

6. Some banks have a special bank card for young people.

a) TRUE

b) FALSE

**Task 9. Discuss in pairs how much pocket money a teen needs. And why?**

### GRAMMAR

**Task 10. Answer the following questions using I would ...**

- Do you think 100 pounds a month is enough? Imagine you have 100 pounds. What would you do?

- I would build...
- I would give...
- I would buy...
- I would fly...
- I would go...
- I would visit...

**Task 11. Match the beginning of each sentence with the most suitable ending.**

1. *If I had 100 pounds*

a. *I would take a medicine*

2. *If I had more free time*

b. *I would spend my whole life their*

3. *If I had a house in Mexico*

c. *I would go to the cinema*

4. *If I had a day off*

d. *I would go in for basketball*

5. *If I had a headache*

e. *I would buy a new gadget*

**Task 12. Study the difference between Conditional 1 and Conditional 2**

## FIRST v. SECOND CONDITIONAL

If John **runs** fast, he **will win** the race.

This is still possible to happen.

If John **ran** fast, he **would win** the race.

This is unlikely to happen because John doesn't run fast.

### **THE DIFFERENCE: FIRST and SECOND CONDITIONAL**

Both conditionals refer to **the present** and **future**.

The difference is about **probability, not time**.

First conditional: real and possible situations

Second conditional: unlikely to happen

**Task 13. Study Unit 112 (R. Murphy *Essential Grammar in Use, Elementary*). Do all the exercises.**

## LESSON 2

### LEAD-IN

#### Task 1. Answer the questions:

- - Money. What do you remember about it?
- What do you know about money in Britain? Shillings, twopence, pound, crown  
– What's that?

#### Task 2. Go to [MoneyOld](#),



#### [BritishDominations](#)



...and learn about **British money**.

#### Task 3. Match the first halves of the proverbs on Money to the second halves

a) **Time is**

1. has no smell

2. makes the world go round

5. cannot buy happiness

4. talks

3. money

6. grow on trees

b) **Money doesn't**

1. has no smell

2.makes the world go round

4. talks

3. is money

5. cannot buy happiness

6. grow on trees

c) **Money has**

1. no smell

2. makes the world go round

5. cannot buy happiness

4. talks

3. is money

6. grow on trees

d) **Money cannot**

1. has no smell

2. makes the world go round

5. buy happiness

4. talks

3. is money

6. grow on trees

e) **Money**

1. has no smell

2. makes the world go round

5. cannot buy happiness

4. talks

3. is money

6. grow on trees

f) **Money makes**

1. has no smell

2. makes the world go round

5. cannot buy happiness

4. talks

3. is money

6. grow on trees

a)	b)	c)	d)	e)	f)



**Task 4. Match the proverbs with their definition**

a) Save it for a rainy day	1) Nothing is really free. You will have to pay somehow.
b) Beggars cannot be choosers.	2) Money can disappear easily.
c) There is no such thing as a free lunch.	3) Save your money for the future. For emergency.
d) A fool and his money are soon parted.	4) If you have money, it will serve you and work for you well. But if you owe money to other people, that money will control you in an unpleasant way.
e) You get what you pay for.	5) If someone gives you something for free, do not complain about it.
f) Money is the root of all evil.	6) If you don't pay a lot, it is probably bad quality
g) Money is a good servant, but a bad master	7) People will do anything to get money, even criminal things
h) Riches have wings	8) Foolish people make bad decisions about money.

a)	b)	c)	d)	e)	f)	g)	h)

**Task 5. Find Russian equivalents for these proverbs.****GRAMMAR****Task 6. Revise the use of Conditional 2. Work in groups, start a chain story using the Conditional 2 and continue it:**

S1: *T: If I had a million, I would...*

S2: *If I had a million, I would buy a castle/*

S3: *If I bought a castle, I would be a king.*

S4: *If I were a king...*

**Task 7. Some people are very calm. Others are nervous. Some people can stay calm in a crisis. Other people panic. What about you? Are you a survivor? Try this personality quiz.**

a) If you were on a hijacked plane, would you

- 1) attack the hijackers?    2) sit still and do nothing?    3) scream?    4) try to escape?

b) If you won a million pounds, would you

- 1) put it all in a bank?    2) spend it as fast as possible?    3) hide it?    4) tell everyone about it?

c) If you were shipwrecked on a desert island, what would you do first? Would you

- 1) shout for help?    2) build a hut?    3) look for food?    4) look for fresh water?

d) If a robber attacked you a dark street, would you

- 1) give him the money?    2) grab his weapon?    3) scream?    4) run away?

e) If you smelt smoke in the middle of the night, would you

- 1) go back to sleep?    2) run into the street and shout 'Fire'?    3) look for the fire?    4) telephone the fire brigade?

f) If you saw a car crash, won't you

- 1) faint?    2) telephone the police?    3) help the people in the cars?    4) walk away?

g) If a dog bit your leg, would you

- 1) forget about it?    2) kill the dog?    3) go straight to hospital?    4) look for the owner of the dog?

**Task 8. Choose the correct alternative.**

- 1 If I miss / ~~I'll miss~~ lunch, I'll get a sandwich later.
- 2 We'll have to leave without John if he doesn't arrive / he won't arrive soon.
- 3 They won't refund / didn't refund your money if you haven't kept your receipt.
- 4 Will you send me a text when you reach / you'll reach Mexico City?
- 5 If I make some coffee, do you cut / will you cut the cake?
- 6 Did you work / Would you work harder if you were better paid?
- 7 If you don't complain / didn't complain so much, you might be more popular.
- 8 Weren't my friends / Wouldn't my friends be envious if they could only see me now!

**Task 9. Write questions using if for the following answers.**

- |  |                                       |
|--|---------------------------------------|
| 1 <u>What would you do if someone gave</u><br><u>you a diamond necklace</u> .....? | I'd probably give it to my mother.    |
| 2 .....?   | I'd share it with my friends.         |
| 3 .....?   | I'd call the police.                  |
| 4 .....?   | We'd get out as fast as we could.     |
| 5 .....?   | I'd ask my teacher's advice about it. |
| 6 .....?   | He'd be extremely angry.              |
| 7 .....?   | She'd probably fall over.             |
| 8 .....?   | I'd be late for work.                 |
| 9 .....?   | We'd sail around the world.           |
| 10 .....?  | They'd never make any money.          |
| 11 .....?  | There'd be no more wars.              |
| 12 .....?  | I'd stay at home all day.             |

## LISTENING AND SPEAKING

### **Task 10. Discuss the questions:**

- Can you imagine your life without money?
- What would it be?

### **Task 11. Go to [DeepEnglish](#). But complete task 12 first.**



### **Task 12. Check the vocabulary. Match the words and phrases with explanations:**

1. belongings	a. <a href="#">insurance</a> for the <a href="#">cost</a> of <a href="#">medical treatment</a> if you are <a href="#">ill</a>
2. to own	b. the money that you pay for a journey in a train
3. accommodation	c. to begin a course of action or a journey
4. health insurance	d. personal things
5. railway fare	e. to lose
6. to be stripped of	f. to have something
7. fortune	g. places to live
8. a swap shop	h. moving around from place to place
9. to embark	i. a very <a href="#">large amount</a> of <a href="#">money</a> or <a href="#">property</a>
10. nomadic	j. a shop where people can exchange their things

**Task 13.** While listening, write down the notes about the woman who lives without money, Heidemarie Schwermer, using KWL-Chart.

**K.W.L. Chart**

Topic: \_\_\_\_\_

<b>K</b> What I Already Know	<b>W</b> What I Want to Know	<b>L</b> What I Have Learned

## READING

**Task 14.** Read the text and answer the question:

- What is different in Mark's life compared to Heidemarie's?

# THE MONEYLESS MAN



For most of us it seems that money makes the world go round. However, not for Mark Boyle who has turned his life into a radical experiment.

Mark Boyle was born in 1979 in Ireland and moved to Great Britain after getting a degree in Business. He set up his own business in Bristol. For six years, Mark Boyle managed two organic food companies, which made him a good profit.

However, in 2008, he decided to give up earning money. He vowed to live without cash, credit cards, or any other form of finance.

Mark Boyle began to realise that many of the world's problems are just symptoms of a deeper problem. He thought that money gave people the illusion of independence.

Mark sold his house and started preparing himself for his new life. He posted an advert on a website asking for a tent, a caravan (a vehicle for living or travelling) or any other type of a house. Soon an old lady gave him a caravan for free. At least he then had a roof over his head!

After that, with his pockets empty, Mark was ready to go. He didn't even carry keys as he decided to trust the world a bit more and not lock his caravan. On November 28th (International Buy Nothing Day 2008), he became the Moneyless Man for one whole year.

Everything was different from then on. Mark lived in his caravan on an organic farm where he worked as a volunteer three days a week. In return he got a piece of land to live on and grow his own vegetables. His food was cooked on a stove, and he washed in a shower made from a plastic bag hanging from a tree, and warmed by the sun.

Even breakfast was different. With no morning coffee to brew, Mark had to find an alternative drink to start the day with. So he drank herbal teas, sometimes with some fresh lemon verbena that he could find near the caravan. «It's all very good for you: iron, calcium, anti-oxidants», Mark said.

Food was the first thing to consider. Mark discovered that there were four ways to find it: looking for wild food, growing his own food, bartering (exchanging his grown food for something else), and using loads of waste food from shops.

Public interest in his project was divided. While a huge number of people supported him, there was criticism of him, particularly on Internet forums.

“People are either very positive about what I'm doing or very negative; I think it's about 70 percent/30 percent. It's funny, if you don't have a massive plasma TV these days, people think you are an extremist,” Mark said.

People tend to ask Mark what he learnt from a year of a moneyless life. “What have I learned? That friendship, not money, is real security,” he answers.

Mark's remarkable journey is described in his new book “The Moneyless Man”, which shows in a detailed way the challenges he faced on the road to his new world.

## **SPEAKING**

**Task 15. Work in pairs. One of you is Mark or Heidenarie, the other is a journalist from “ECOLIFE Foundation” magazine. Take an interview about his/her life.**

## LESSON 3

### GRAMMAR

**Task 1. Revise the use of Conditional 2. Answer the question using the speech pattern below:**

- What would you do if you had not enough money to live?

#### Speech pattern

*If I ..., I would ...*

**Task 2. Find and correct mistakes in the second condition sentences. Some sentences are correct.**

1. How could mother go on living with him if it were like this!
2. I would be grateful if Jack will distribute this text.
3. I should be grateful if this text would have been circulated as a document.
4. Even if I remember them, whom could they interest?
5. If Mike were to challenge you to a duel, what should you do?
6. But if wind energy can be more efficiently stored, wind power could compete with other types of electricity generation.
7. if Katerina did really come first to Tatyana's lodgings, Marya could have detain her.
8. If six of us had to die on the way, what was to keep me from crying?
9. I should have ship as a loafer if ever I shipped at all.
10. Montezuma would be very angered, if I were sacrificed in such a far-off town.

**Task 3. Translate the second conditional sentences into English.**

1. Если бы я был актером, я бы ненавидел это.
2. Я была бы очень признательна, если бы Вы дали мне какую-нибудь чистую тряпочку, чтобы завязать палец.
3. Билли злился бы еще больше, если бы Моли не заплакала.
4. Если бы даже я и была влюблена в Грега, то вы были бы последним человеком, которому бы я призналась.
5. У нас было бы даже больше шансов, будь мы на острове
6. Во всем можно было бы разобраться, если бы люди говорили бы друг с другом.
7. Убийца бы даже сильно удивился, если бы полицейские не вели за ним пристального наблюдения
8. Может, Катя была бы добрее к мужчине, будь он её родственником.



**Task 4. Complete the sentences using words and phrases from the box.**

would it help    ~~will she say~~    will you do  
will it cost    would you buy    would you say

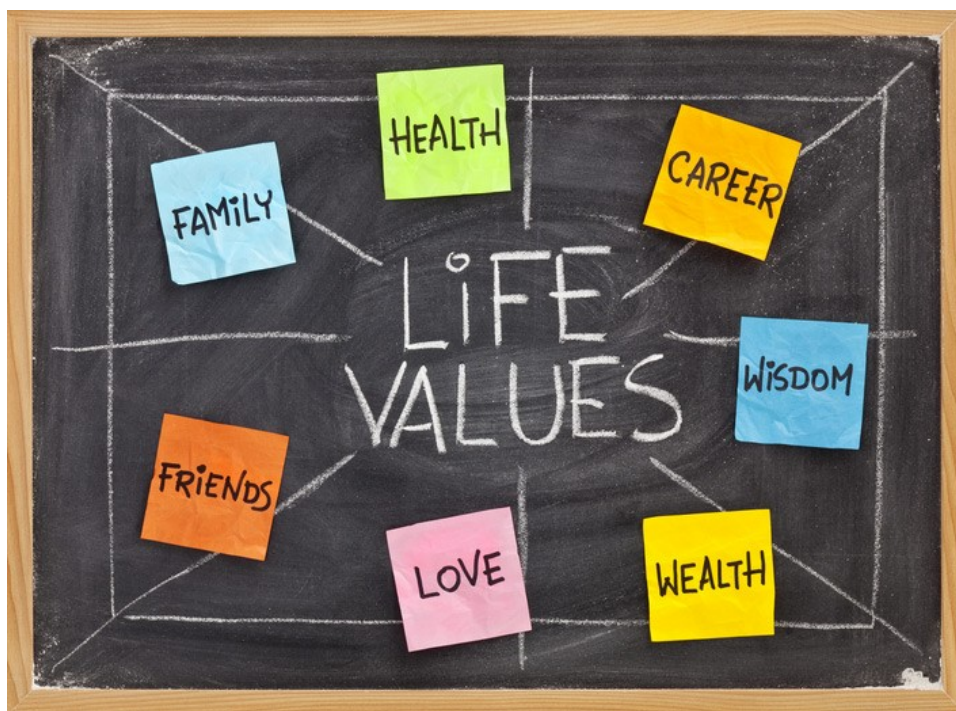
- 1 EVA: I don't know what's happened to the bag I borrowed from Jo.  
SUE: What will she say if you don't find it?  
EVA: I suppose she'll be very annoyed.
- 2 TIM: I'm thinking of applying to do my MSc abroad.  
ANN: Really? What ..... if you do that?  
TIM: About 10,000 Euros, I think.
- 3 MAY: I don't know how I'm going to pay my rent this week.  
LEE: So, ..... if I lent you some money?  
MAY: Well, yes, of course. But I can't borrow from you.  
LEE: Don't be silly. How much do you want?
- 4 PAUL: I wish I could afford a new car.  
TINA: What ..... if you could afford one?  
PAUL: Oh, I wouldn't mind what it was – as long as it didn't keep breaking down.
- 5 BILL: I don't think I'm going to pass my driving test next week.  
BEN: What ..... if you don't?  
BILL: I'll have to take it again. I need it to get the job I want.
- 6 JO: Where's my bag? You know, the one I lent to you.  
EVA: Oh. What ..... if I'd lost it?  
JO: I'd tell you to get me a new one!

**SPEAKING**

**Task 5. Work in groups. Make a project "The World without Money" and present it to the others.**

**READING**

**Task 6. Look at the picture. What are your values? What is worth living for, and what is worth dying for?**



**Task 7.** Before reading the text “Islander Eats: Is This \$900 Giant Wagyu Burger Worth The Price?” check the vocabulary. Match the words and phrases with explanations

1. enormous	a. to be <u>important</u> or <u>interesting</u> enough to <u>receive</u> a <u>particular action</u>
2. to be worth something	b. extremely (very, very) large
3. heritage	c. the <u>liver</u> of a <u>goose</u> or <u>duck</u>
4. foie gras	d. something belonging to the culture of a particular society, such as traditions, languages, buildings and etc.

**Task 8.** Learn what a [ForbesBurger](#) is.



**...read and answer the questions:**

- Is this burger worth its price?
- Why?
- Why not?
- What does it consist of?

**Task 9. Work in groups of 2 or 3 people. Imagine a very expensive common thing and discuss the following question:**

- What should be done with it to make it very valuable?

## GRAMMAR

**Task 10. Watch <http://youtube.com/watch?v=bGvDiycGoOg>, study or revise the use of the Past Perfect Tense.**



**Task 11. Fill in past simple or past perfect simple.**

1. After they  (see) the Tower, they  (go) to Westminster Abbey.
2. He  (ask) me which animals I  (see) in Africa.
3. After Columbus  (discover) America, he  (return) to Spain.
4. Before they  (move) to Liverpool, they  (sell) everything.
5. After he  (work) very hard, he  (fall) ill.

**Task 12. Study Unit 15 (R. Murphy *Essential Grammar in Use, Intermediate* Murphy Grammar Book). Do all the exercises.**

## LESSON 4

### GRAMMAR

#### Task 1. Revise the use of the Past Perfect Simple.

##### Past Perfect - Use

- This tense indicates that an action was finished at some point in the past before something else happened.
- In this case use Past Perfect vs. Simple Past

USE 1 Completed Action Before Something in the Past



#### Task 2. Complete the sentences. Decide if you need to use the simple past or the past perfect.

1. Yesterday, Mandy (go)  to a café after work.
2. She (sit)  down at a table outside the café and (look)  at the menu.
3. When the waiter (come)  to take her order, she (be)  surprised.
4. It (be)  James, an old friend from school.
5. They (see/not)  each other for at least five years.
6. So they (tell)  each other what (happen)  in the past five years.

### **Task 3. Choose correct alternatives**

**From:** Nonna@zapnet.com  
**To:** GHL@zapnet.com  
**Cc:** Margo35@kwikmail.co.uk  
**Subject:** INTERNATIONAL STUDENT CONFERENCE

Hi!

Thought you'd like to know that the conference was very successful. 😊 The talks  
(1) were / had been really interesting and all the speakers (2) had prepared / prepared  
their material very thoroughly. Everyone agreed we should do the same next year.

However there were some problems with the conference centre. 😞 When we  
(3) arrived / had arrived, we (4) discovered / had discovered that the manager  
(5) reserved / had reserved the wrong room for us. This meant that we (6) didn't have /  
hadn't had enough space. Unfortunately, he couldn't let us have the larger room because  
he (7) gave / had given it to another group, which was even bigger than ours. 😞 😞

He (8) also misunderstood / had also misunderstood the letter explaining what food  
we (9) wanted / had wanted. In fact, we (10) suspected / had suspected that he  
(11) lost / had lost it. I don't recommend using that place again!

CU

Nonna



**Task 4. There are mistakes in all of these sentences. Correct the sentences.**

- 1 I was pleased to see my friends from uni at the conference last week as we didn't see each other since graduation. as we hadn't seen each other
- 2 By the time we reached the stadium, the match ended and the spectators were leaving. ....
- 3 At the end of the meal, he found he couldn't pay his share of the bill because he didn't bring his wallet with him. ....
- 4 We were pleased that Gary was having his laptop with him, but we were less pleased when we discovered that he hadn't charged the battery. ....
- 5 When I came out of the cinema, I had found that a thief had taken my phone from my bag. ....
- 6 At frst the authorities thought the athlete had been using drugs, but they soon realised the lab mixed up the test results. ....
- 7 When my cousin came into the room, I didn't recognise him because I didn't see him since he was at primary school. ....
- 8 We couldn't find anywhere central to stay when we arrived in Rome, so we had decided to book a hotel room the next time. ....

**Task 5. Look at the picture and answer the questions:**



- Is it morning or evening? Why do you think so?
- What season is it?
- What city is it? Why?
- Who could be the main character?
- Where is she/he going? And why?
- What do you think he/she is feeling?

## WRITING

**Task 6.** Work in groups of 2 or 3 and complete the table:

(Your partner's name) said that	(Your partner's name) said that

## SPEAKING

**Task 7.** John has a row with his girlfriend, Julie. His friend Mark tried to help them to get back together and talked to Julie for John.

MARK: Julie, John's asked me to talk to you.

JULIE: I don't want to speak to him.

MARK: Look Julie, John's really upset.

JULIE: I'm upset too.

MARK: Will you just let me tell you his side of the story?

JULIE: I'm not interested. He promised to meet me at the restaurant, but he didn't turn up. I don't want to see him again.

MARK: But Julie, his car had broken down.

JULIE: So? I had my phone with me.

MARK: But that's the point. He tried to phone, but he couldn't get through.

JULIE: I don't believe he tried.

MARK: Yes, he did. His phone wasn't working, so he came to my flat and tried on my landline. Do you believe me?

JULIE: OK, I'll talk to him. Listen, I'm going to be late for work. I'll meet him at six o'clock in the square.

MARK: Thanks, Julie. He'll be really happy. And I promise he'll be there.



## Complete the conversation Mark had later with John

JOHN: What did Julie say?

MARK: She said she (1) didn't want to speak to you.

JOHN: Well, what did she say when you told her I was really upset?

MARK: She said she (2) ..... too, so I asked her to let me explain your side of the story. She said she (3) .....  
You (4) ..... to meet her at the restaurant, but you  
(5) ..... She said she  
(6) ..... again.

JOHN: Did you explain about the car?

MARK: Yes, and she said she (7) ..... her phone with her. So I explained you couldn't get through, but she said she (8) .....  
you (9) ..... Then I told her you  
(10) ..... to my flat and  
(11) ..... on my landline. I asked her  
(12) ..... me. I think she did. Anyway, she said  
she (13) ..... to you. Then she said she  
(14) ..... late for work, so we had to finish. You have to meet her in the square at six o'clock.

JOHN: Thanks, Mark. I really appreciate what you've done for me.

MARK: That's OK. Just don't be late this evening.

## GRAMMAR

### Task 8. Rewrite the sentences beginning in the way shown.



- 1 'Where are you going?' asked Tom.  
Tom asked (me) where I was going .....
- 2 'Where are you going to spend the holiday?' asked Mike.  
Mike asked .....
- 3 'What will you do when you leave school?' asked Jennifer.  
Jennifer asked .....
- 4 'How did you know my name?' the journalist asked the security guard.  
The journalist wanted to know .....
- 5 'Do you have an appointment?' asked the clerk.  
The clerk asked .....
- 6 'Have you seen the blue memory stick?' Bernard asked his wife.  
Bernard wondered .....
- 7 'Why didn't Isobel phone me?' asked her brother.  
Isobel's brother wanted to know .....
- 8 'Will you carry my laptop for me please, Rosemary?' Richard asked.  
Richard asked .....
- 9 'When can I see the doctor?' Charles asked the receptionist.  
Charles asked .....

**Task 9. Study Unit 49 (R. Murphy *Essential Grammar in Use, Elementary*). Do all the exercises.**

## LESSON 5

### SPEAKING

**Task 1.** Work in groups of 2 or 3 people and discuss the statement:

- Gossip is good because you can learn interesting things about other people.



### LISTENING AND SPEAKING

**Task 2.** Look at the picture and answer the questions:

- What do you know about the human body?
- Any amazing facts?



**Task 3.** Go to [LearnEnglishTeens](https://www.learnenglish-teens.com). Do Task 4 first. Then, listen to the text and **do the exercises** after it. Remember you can read the transcript at any time.

**Task 4.** Check the vocabulary. Match the words with explanations

1. loads	a. to <a href="#">change food</a> in <a href="#">your stomach</a> into <a href="#">substances</a> that <a href="#">your body</a> can use
2. cells	b. a lot
3. digest	c. the <a href="#">smallest basic unit</a> of a <a href="#">plant</a> or <a href="#">animal</a>
4. mite	d. any of the <a href="#">short hairs</a> that <a href="#">grow</a> along the <a href="#">edges</a> of the <a href="#">eye</a>
5. eyelashes	e. a very tiny creature that lives on plants or animals

**Task 5.** Prepare a short report on amazing facts about the human body using the following speech partners:

- I've learnt that...
- It is said that...

**Task 6.** Speaking activities: <https://www.dist8tm.org/assets/tm--365-sample-table-topics-questions.pdf>



### **365 Table Topics**

**Choose some topics together with the teacher and group mates and discuss them.**

## LESSON 6

### LISTENING AND READING

**Task 1.** Follow the link <http://bookfi.net/book/1205416>



...and study / revise Units 23-24

**Task 2.** Follow the link [LearnEnglishTeens](#)



...listen, read write down all phrasal verbs from the dialogue

**Task 3.** Check your understanding of the video. Do [all exercises](#)



...after the video.

**Task 4.** Make up sentences with the following phrasal verbs:

- take after
- take down
- look after

- give up
- look for

**Task 5. Answer the questions:**



- Have you ever lent something to your friends? Or borrowed something from them?
- How do you feel when you lend or borrow something?
- Who can we borrow money from?
- What is the “golden rule” about borrowing?

**Task 6. Work in groups of two or three and discuss:**

- “Lending something to a friend is a good thing to do”
- “If you borrow you must always give it back”

**LISTENING AND SPEAKING**

**Task 7. Work in pairs and discuss the questions about the weekend:**

- What time do you usually wake up on the weekend? What time do you usually go to bed?
- What is your idea of perfect weekend?
- Do you have any hobbies that you like to do on the weekend?
- Do you usually go out to eat on the weekend?
- When it rains on the weekend, what do you usually do?
- What do you like to do on the weekend in the summer? What about in the winter?
- What is the most memorable weekend have you had in the past years?

- What would life be like without weekends?
- How do you feel when your weekend is over?
- What are you going to do?
- What did you do the previous one?

**Task 8.** Follow the link [LearnEnglishTeens](#).



Do Task 9 first. Then, watch the video and [do the exercises after the video](#).



Remember you can read the transcript at any time.

**Task 9.** Look at the pictures and guess the meaning of the following words:



Four - nil

Makayla



Blue Tigers

**Task 10. Work in pairs; perform a survey asking about plans for the weekend and report about the results in class.**

## LESSON 7

### Test Yourself

# UNIT 4 TEST

## GRAMMAR and VOCABULARY

### A. Write 5 sentences with these phrasal verbs.

- look after
- give up
- take off
- run out of
- get through

### **B. Translate the following sentences:**

1. Ты уже купил билеты? – Нет, я еще не успел.
2. Как дела? – Я устал. Я только что написал тест.
3. Я никогда не был в Лондоне.
4. Сейчас ноябрь. Становится холодно. Вчера я купил новое пальто. – А я еще не купил.
5. Когда я в четверг приехал в университет, то понял, что вся группа приехала раньше меня.

### C. Write 7 sentences with if:

1. If I had a ticket to London, I would ....
2. If I ...
3. ...



**D. Use reported speech.**

*Example: Tim likes chocolate – **I thought you said** Tim didn't like chocolate.*

1. I'm going to the Post Office.
2. She doesn't go abroad very often.
3. Jack doesn't have time now.
4. He has talked to Boris.
5. We will see Jill tomorrow.

**E. Write a short paragraph (50 -100 words). Start with: If there was a world without money...**

## APPENDIX – SUPPLEMENTARY EXERCISES AND READING

### UNIT 2

#### SUPPLEMENTARY GRAMMAR MATERIALS AND EXERCISES

#### DO and MAKE

1. Study the supplementary grammar material. Do the exercises and tests below using the links

 <p><b>collocations make</b> <small>often creating something</small></p>	 <p><b>collocations do</b> <small>often a part of a routine</small></p>
<ul style="list-style-type: none"><li>an appointment</li><li>breakfast, lunch, dinner</li><li>a change</li><li>a choice, a decision</li><li>a complaint</li><li>a difference</li><li>an effort</li><li>an exception</li><li>an excuse</li><li>a fortune, money</li><li>friends</li><li>love</li><li>a mess, a mistake</li><li>a noise, a sound</li><li>a phone call</li><li>plans</li><li>progress</li><li>a profit/loss</li><li>the bed</li><li>a speech</li><li>a wish</li></ul>	<ul style="list-style-type: none"><li>badly, well</li><li>your best</li><li>business</li><li>a course, an exam</li><li>damage, harm</li><li>the dishes, the washing up</li><li>a drawing</li><li>an exercise, exercise</li><li>a favour</li><li>good</li><li>your hair, your make-up</li><li>homework, housework</li><li>a job</li><li>the laundry, the washing</li><li>research</li><li>something right/wrong</li><li>the shopping</li><li>something, nothing, anything</li><li>sport</li><li>work</li></ul>
	 <p>  <b>CORK ENGLISH TEACHER</b></p>



# Collocations in English

## MAKE

- make a fortune
- make charge
- make money
- make an efforts
- make friends
- make a decision
- make fun of sby
- make breakfast
- make love
- make lunch
- make a mess
- make dinner
- make a mistake
- make a choice
- make an exception
- make a sound
- make an excuse
- make a phone call
- make plans
- make a mistake
- make progress
- make a profit
- make the bed
- make a suggestion
- make a wish
- make an attempt
- make a point
- make an offer

## DO

- do business
- do nothing
- do the cooking
- do the housework
- do the shopping
- do your best
- do your hair
- do home work
- do damage
- do laundry
- do the dishes
- do harm
- do good
- do the exam
- do the exam
- do anything
- do a good job
- do your chores
- do everything
- do sport
- do well
- do the ironing
- do the cleaning
- do badly
- do business
- do exercises
- do a job
- do an interview

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## 2. Do vs Make expressions (sentence examples)



## 3. Do or Make online exercises



## 4. Do or Make quiz



## 5. Do or Make grammar exercises



## 6. Do or Make exercises and tests



## 7. Do or Make test



## MODAL VERBS

### 1. Revise the use of modal verbs in different situations and do the exercises

MODAL VERBS		TYPES and USES
TYPE and USE	Modal Verb	Examples
ABILITY	Can, Could	<ul style="list-style-type: none"><li>I can speak English.</li><li>He could run 10 km, now he has lost practise.</li></ul>
PERMISSION	Can, Could, May	<ul style="list-style-type: none"><li>You can't go out tonight.</li><li>May I sit here?</li><li>Could you help me?</li></ul>
ADVICE	Should	<ul style="list-style-type: none"><li>You should do your homework.</li><li>I shouldn't drink alcohol.</li></ul>
OBLIGATION	Must, Have to	<ul style="list-style-type: none"><li>People mustn't smoke in class.</li><li>We don't have to go to the party if we don't want to.</li></ul>
POSSIBILITY	Might, May, Could, Can	<ul style="list-style-type: none"><li>It might rain today.</li><li>Rachel may come to the party if she feels better.</li></ul>

## can, could and be able to

### 2. Choose the correct alternative

- 1 Why did you walk from the station? You could phone / could have phoned me for a lift.
- 2 I loved staying with my grandparents when I was a child. They let me read all their books and told me I could go / was able to go to bed as late as I wanted.
- 3 This carpet was priced at £500, but I could get / was able to get a discount because of this little mark in the corner.
- 4 I couldn't have got / haven't been able to get online all morning. It's making my life impossible!
- 5 I've no idea where my brother is now. He can be / could be at the North Pole for all I know.
- 6 It's hard to imagine how scientists cope with the Antarctic climate. I'm sure I can't / couldn't.
- 7 We could cook / could have cooked in our holiday flat, but we preferred to eat out.

### 3. Tick the best sentence or tick both if both are possible

- 1 *a* I broke my new necklace but luckily my sister could fix it for me. ✗  
*b* I broke my new necklace but luckily my sister was able to fix it for me. ✓
- 2 *a* Emily was with Tom when her phone was stolen, so she could use his to call me.  
*b* Emily was with Tom when her phone was stolen, so she was able to use his to call me.
- 3 *a* I didn't enjoy the match because I forgot my glasses. I couldn't see the ball.  
*b* I didn't enjoy the match because I forgot my glasses. I wasn't able to see the ball.
- 4 *a* In the end, Marion could come with us because her meeting was cancelled.  
*b* In the end, Marion was able to come with us because her meeting was cancelled.
- 5 *a* Toby couldn't speak Dutch when he arrived in Holland, but he's almost fluent now.  
*b* Toby wasn't able to speak Dutch when he arrived in Holland, but he's almost fluent now.
- 6 *a* I'd planned to get a taxi after the party, but luckily I could have a lift with Kate.  
*b* I'd planned to get a taxi after the party, but luckily I was able to have a lift with Kate.
- 7 *a* We really wanted to buy a new car last year, but we just couldn't afford it.  
*b* We really wanted to buy a new car last year, but we just weren't able to afford it.
- 8 *a* My brother could read well by the age of seven, but he had problems with maths.  
*b* My brother was able to read well by the age of seven, but he had problems with maths.
- 9 *a* Last night we heard a noise outside our window and when we turned off the light inside, we could see a fox by the rubbish bin.  
*b* Last night we heard a noise outside our window and when we turned off the light inside, we were able to see a fox by the rubbish bin.
- 10 *a* One day last week I locked my sister out of the house by mistake, but luckily she could get in through an open window!  
*b* One day last week I locked my sister out of the house by mistake, but luckily she was able to get in through an open window!

## may and might

### 4. Complete the sentences which explain why you should follow this advice

- 1 You should reserve a seat on the train for long journeys.  
If you don't, you might have to stand all the way
- 2 You'd better not leave your laptop in the garden.  
If you do, someone might steal it
- 3 You should use a satnav when you drive in London.  
If you don't, .....
- 4 You should allow plenty of time to go through security checks at the airport.  
If you don't, .....
- 5 You ought not to eat too much fast food.  
If you do, .....
- 6 You'd better revise thoroughly before your exam.  
If you don't, .....
- 7 You should have your car serviced regularly.  
If you don't, .....
- 8 You shouldn't stay out late the night before you start a new job.  
If you do, .....
- 9 You ought to arrive punctually for meetings with your boss.  
If you don't, .....
- 10 You shouldn't shout at your brother.  
If you do, .....

## can, could, may, might, must and can't

### 5. Match the beginning of each sentence with the most suitable ending.

- |   |  |
|---|--|
| 1 You must have met some fascinating people     | a after all your hard work.                    |
| 2 You must know Tokyo is expensive              | b for your next holiday.                       |
| 3 You can't have lived in Tunisia for ten years | c because you've lived there.                  |
| 4 You can't be tired                            | <del>d during your trip to Africa.</del>       |
| 5 You must be exhausted                         | e when you've just had a nap.                  |
| 6 You may find it difficult to settle down      | f without learning some Arabic.                |
| 7 You couldn't have gone on a big holiday       | g to the airport tomorrow.                     |
| 8 You might think about going to Spain          | h because you had no money.                    |
| 9 You could take a taxi                         | i after travelling around the world for years. |



## 6. Complete the email using the word from the box

could be coming    could have fallen    couldn't have left  
may be seeing    may be visiting    may have found    ~~may have left~~

From: Robin Nicholas  
To: Helena Shakespeare  
Subject: Seeing you again

Hi Helena,

Thanks for your email.

It was good to see you last week and show you our research facilities here. Sorry to hear you lost your phone on the journey home. I've looked for it, but it definitely isn't in our office. I think you (1) may have left it on the train. Why not phone the lost property office? It (2) ..... down the side of your seat. Someone (3) ..... it and handed it in. Anyway, as far as I remember, you (4) ..... it here, because you were using a map on your phone to get to the station.

And now my news. Guess what? I (5) ..... to your part of the world next month for a conference! My professor wanted to attend it, but now he's heard that some important scientists (6) ..... our laboratory at that time. So, you and I (7) ..... each other sooner than we expected. I'll email as soon as I know for certain.

All the best,  
Robin

**can, could, may, might, must and can't**

## 7. Choose the right alternative

- 1 You must be / can't be very proud of your daughter winning the race.
- 2 I expected my boyfriend to call after work last night, but he didn't. I suppose he must be / must have been too tired.
- 3 That group is so famous now, it must be / can't be easy to get tickets to see them perform.
- 4 I'm sure we can get online here if we try. We must be using / can't be using the right password.
- 5 I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they may have / may be having a break in the yard.
- 6 I don't know why you wanted to stay at that party. You might have enjoyed / can't have enjoyed talking to all those boring people.
- 7 I can't go out now. We're getting a new TV and the store may be delivering / must be delivering it this morning.
- 8 Please check these figures again. They're not accurate. You might have been concentrating / can't have been concentrating when you added them up.
- 9 You must be / must have been thirsty after playing tennis all afternoon. Shall I get you a drink?

## must(n't), need(n't), should(n't) and don't have to

### 8. Match the beginning of each sentence with the right ending

- |   |  |
|---|--|
| 1 Lucy should be having breakfast,        | a when she was supposed to be studying.    |
| 2 Millie shouldn't stay up all night      | b because she woke up early anyway.        |
| 3 Jenny shouldn't have gone out           | <del>c but she's too nervous to eat.</del> |
| 4 Megan mustn't oversleep                 | d when she has an exam the next day.       |
| 5 Nicky doesn't have to get up yet        | e if she's not going to work today.        |
| 6 Natalie didn't need to hurry            | f or she'll be late for her interview.     |
| 7 Sharon needn't have set the alarm clock | g because she wasn't late.                 |

### 9. Complete the sentences with must(n't), need(n't) or should(n't).

- Oh no – my phone's dead. I must find my charger straight away!
- You ..... finish that essay tonight if you're too tired. Midday tomorrow is the deadline.
- What are you doing here? ..... you be at college?
- He really ..... have told his brother about this present. It was supposed to be a secret.
- You ..... pay to go into this exhibition because I've got my membership card with me.
- You ..... make so much noise. We'll be asked to leave the restaurant if you don't stop shouting.
- I'm going to be in trouble. I ..... have texted my mum earlier this afternoon and I completely forgot.
- You ..... have gone to the bus station, you can book tickets online.

should

### 10. Complete the conversation with should where necessary. Leave out should where possible.

- BEN: We've got a review of the company's environmental footprint today and I can't find our latest energy consumption figures. What (1) should I do (I / do)?
- SUE: I really don't know. It's odd that (2) ..... (the figures / disappear) just when you need them. Did you ask Rose?
- BEN: Yes. She insisted that (3) ..... (I / check) all the files myself.
- SUE: She's so unhelpful.
- BEN: And where's Jack? He promised to update me on new machinery costs.
- SUE: I saw him printing off some figures a few minutes ago.
- BEN: It's important (4) ..... (we / discuss) his report before the meeting.
- SUE: Shall I go and find him?
- BEN: No, (5) ..... (I / not / bother). He's probably on his way.
- SUE: OK. Are you going to stay in the office over lunchtime?
- BEN: Yes. It's vital (6) ..... (I / find) these figures for this



afternoon's meeting.

SUE: Oh, right. Well, I'm going out to give a talk to some new graduates about our industry this afternoon, so, if (7) .....

(anyone / call), will you say I'm not available till tomorrow?

BEN: Sure. Are we going to recruit new staff?

SUE: I'd like to, but the accountant's recommendation is that (8) .....

(we / wait) until later in the year. He says we can't afford anyone yet. He suggests

(9) .....

(we / hire) someone temporary if we really have to.

BEN: Well, I suppose it's only natural (10) .....

(he / be) cautious. But we could really do with permanent help.

SUE: Yes, quite.



### 11. [Modal verbs exercise](#)



### 12. [Modal verbs exercises](#)



### 13. [Grammar Exercises: Modals](#)



## UNIT 3

### Unit 3. Supplementary Reading

#### **MAGPIE**

*You are going to read an excerpt from the novel “MAGPIE” by Jill Dawson (Chapter 2 “Two for Joy”).*

*1. Read the information about the author and a short review of the novel below.*

#### **Jill Dawson**

Jill Dawson is an English poet and novelist. She was born in Durham and grew up in Staffordshire, Essex and Yorkshire. She began publishing her poems in pamphlets and small magazines. Her first book, *Trick of the Light*, was published in 1996. She **read** American Studies at the University of Nottingham, then took a series of short-term jobs in London before studying for an MA in Writing at Sheffield Hallam University. In 1997 she was the British Council Writing Fellow at Amherst College, Massachusetts. ...

Jill Dawson is the author of several other novels: **Magpie** (1998), for which she won a London Arts Board New Writers Award; **Fred and Edie** (2000, Whitbread Novel of the Year and Orange Prize Award); **Wild Boy** (2003); **Watch Me Disappear** (2006); **The Great Lover** (2009); **Lucky Bunny** (2011); and, most recently, **The Telltale Heart** (2014).

#### **Magpie**

In the dead of night, Lily Waite and her 5-year-old son, Matthew, arrive at their new home on a council estate in East London; their only possessions, two suitcases and a bag of charred remains. Their past is a mystery, Matthew's father nowhere in evidence, and Lily resolute in her need for privacy. But Lily has to come to terms with the events that precipitated her flight from Yorkshire and, as she relaxes enough to allow new relationships into her and her son's life, the secrets of the past finally begin to relinquish their hold on the future.

When Lily, young and optimistic, puts Yorkshire behind her and arrives in London with her son, she's mysteriously lacking in home, husband or belongings. At first she's in at the deep end (here: в безвыходном положении), newly broke, newly a single parent, but soon things are going swimmingly and, after surprising herself by falling in love with her Jamaican neighbour, she eventually learns that losing everything can be a great place to start.

‘Lily walks between loneliness and defiance, wretchedness and quiet triumph; it's a delicate **line** and **Jill Dawson** achieves it with style, humour and honesty.’ – Roddy Doyle. ‘

*2. Read the excerpt from the novel where Josh, Lily's Jamaican neighbor, makes up his mind to introduce himself to Lily.*

*Would you use a similar way of getting to know a person? Why/why not? What way would you use? What would your reaction be if you were Lily?*

... Josh takes the stairs up to the girl's flat, not the lift. It's not that he's trying to be sneaky, there's no particular reason, he just takes the stairs. The wooden door is unpainted and she's the only one in the entire block not to have a metal security – door in front of it. He wonders

whether to mention that to her, how she would take it. She might think he was trying to scare her. He knocks once, knuckles drumming a hollow rap. He puts his ear to the door. Then he realizes she has a bell, so he presses hard, jamming his finger on the bell until she opens it, only a crack.

He can see one arm, some blonde hair, one bare foot with wide, flat toes, a particularly bare foot, somehow, like a child's. He swallows hard.

'All right?' Josh says, and nods to her. Neighbourly.

'Yes thank you', the girl says, cautiously, in her strange accent. He grins. It might be a nervous grin, maybe not. And then the boy has run down the corridor, pulled the door further open, is blinking his huge grey-blue eyes at Josh.

'What does he want?' the child says.

She rushes to cover for her boy's bad mouth.

'Matthew, don't be cheeky! He's our neighbor. He's just – visiting- '

Now she is forced to invite Josh in. He sees it at the same moment she opens her mouth to say, 'Um, would you like to come in?', her need to overcompensate, to squash any suggestion that his being black has anything to do with it. Comes in handy sometimes. He continues smiling to himself, gives the boy a playful tweak on the nose. Although her feet are bare, the rest of her is well covered. A thick wool sweater, down to her knees practically, and long dark leggings. She has a cigarette in one hand and draws on it as she walks down the corridor in front of him, motions him into the kitchen.

'Can I get you anything/ Cup of tea? Cigarette?'

'You have a beer?'

'No, I am sorry.'

Her eyes stray to a lone bottle of wine by the kitchen window. It's clear she's not going to mention that. She leans against the cooker, Josh pulls out a chair at her kitchen table and sits on it the wrong way round, so that he faces her, his legs jutting out on either side like the big folded legs of an insect.

'What's your name?' the boy says, standing very close to Josh, staring at his hat.

'Josh. What's yours?'

'Your hat looks like a sock. Why do you have so much hair in there?'

'Matthew!' The girl sounds nervous, like she would like to control the conversation, have it travel some where personal. Josh laughs, both to show he's not offended and because he's amused, genuinely, by her discomfort.

'That's my locks, them. You want to see?'

He takes off the woolly hat and spidery hair tumbles out. The child widens his eyes, stands, a little closer, as if he would like to touch.

'You get the sweets then?' Josh asks, suddenly, smiling at the girl.

His expression is startled. He thinks she is about to say she didn't know they were from him, but then she smiles for the first time, showing all her teeth. Before she can say anything the child interrupts, his tone accusing.

'What sweets?'

'Here, Matthew. I was saving these for you.'

She opens a cupboard and hands Matthew a Kit-Kat from the shoebox inside it, closing the cupboard quickly as if she doesn't want Josh to see.

'Thank you,' she says quietly.

'You knew they were from me?'

'The girl downstairs told me. Sherry.'

'You know Sherry?'

‘A little. I mean, we just met.’

An awkward silence. The girl draws noisily on her cigarette, Josh watches her, Matthew unwraps his chocolate bar.

‘So what’s your mum’s name?’ Josh asks Matthew, realizing that he still doesn’t know it.

‘Lily,’ the boy says, his mouth full of chocolate.

‘Well, Lily, I will have a cigarette, if you still offering, Josh says, his eyes fixed on Lily’s mouth, a small O shape, blowing smoke.

She offers him the packet. Her hand is shaking, but her voice is controlled: ‘Go ahead. Help yourself.’

He accepts a cigarette and she places the ashtray (an empty household matchbox) on the kitchen table.

‘You settling in okay?’ Josh asks, conversationally.

‘Truth is, he thought it would be easier than this. He figured her for the chatty type, a bit lonely, keen for company. You’re getting rusty, old man, for true, he says to himself. He was never one to be lost for words.

‘What do you do? You on your own? You working?’

‘I’m – I don’t do anything much at the moment. I suppose I’ll sign on the dole...’

Josh sighs, without meaning to. Something slumps in him. What the fuck’s he doing here? He’d better get to the point and quickly, before he loses it all together.

‘Is your mum smart the, Matthew?’ he asks the boy, resurrecting his playful tone with some effort.

‘Yes,’ the child answers. ‘My mum’s a brainbox. She’s a librarian.’

‘I was a librarian. I worked in Boston Spa Lending library – it’s a really a library that lends to other libraries. Have you heard of it?’

‘Boston. In Lincolnshire?’

‘No, Yorkshire.’

‘No’.

Josh lights his cigarette. He takes time over this. Then he reaches into his back pocket, unfolds a piece of paper. He coughs, several times, and Lily goes to fetch him a glass of water. He gets a waft of her when she comes back, she smells smoky of course, but beneath that he can still smell clean hair, her newly-bathed skin, baby talc, something like that. He doesn’t know what it is but she smells encouraging, like a fresh sheet of paper...

## ABOUT A BOY

*You are going to read a few passages from the novel “About a Boy” by a famous English writer Nick Hornby.*

*1. Below is some information about his literary career and a short review of the novel.*

### Nick Hornby

Nicholas Peter John Hornby (born 17 April 1957) is an English writer and lyricist, novelist, essayist, columnist and screenwriter whose work and creativity is mostly inspired from pop culture, music and sports. He is a writer of many famous books that were later turned into famous movies like: ‘**About a boy**’, ‘**High Fidelity**’ and ‘**Fever Pitch**’. Many famous American actors like Hugh Grant, Colin Firth, John Cusack, etc have worked in movies adapted from his books. His books have sold more than 5 million copies worldwide as of 2018. In a 2004 poll for the BBC, Hornby was named the 29th most influential person in British culture.

### About a Boy

Marcus was a twelve-year old boy who had problems at school because his mother, Fiona, bought him clothes that were not modern. Marcus’s mother was divorced and depressed. The boy was upset because he didn’t know why his mother was so sad. The third main character of the story, Will, a 36-year old man, was very selfish because he didn’t know anything about real life, he was very rich because his father had written a famous song and Will received royalties. .. At first, the reader is sorry for Marcus because he has a lot of problems in his life and no friends to help him. But the story is enjoyable. Marcus is trying to solve his problems and live a normal life.

**Read a passage from the novel where Marcus and Will are getting to know each other. Why do you think Marcus chooses this adult for his friend?**

“Marcus wasn't really worried about leaving his mum. She was still in a strange, calm mood. But he wanted her to come so that she and Will could meet, and after that, he thought, it should be easy. His mum was pretty, and Will seemed quite rich. They could go and live with him and his kid, and then there would be four of them, and four was twice as good as two. Then if one of them died, it wouldn't matter so much. Marcus wasn't even sure whether he liked Will or not, but it didn't matter. He could see that Will wasn't bad, or drunk, or violent, so he would be OK. And Marcus knew a little about Will. One day on his way home from school, he had seen Will out shopping and had followed him home like a private detective. He hadn't really found out much about him except where he lived. But Will seemed to live alone - no girlfriend, no wife, no little boy. Perhaps the little boy was with his girlfriend at home? But if Will had a girlfriend, why was he trying to get friendly with Suzie? When Will arrived on Saturday, his mum was looking good, Marcus thought. She was wearing her best trousers and a hairy jumper, and she was wearing make-up for the first time since the hospital, and a pair of brightly coloured earrings from Zimbabwe. 'Thanks for everything you did last weekend,' she said. 'I'm very grateful.' 'It was a pleasure. I hope you're feeling ... I hope you've ...' 'My stomach's fine. I suppose I must still be a bit crazy though. That sort of thing doesn't get better quickly, does it?'”

## 2. Read a passage from Chapter 3 where Will meets a young woman, Angie.

***Why did Will feel embarrassed (uncomfortable) at the beginning of the conversation with the woman in a café on Upper Street?***

«Will first saw Angie – or, as it turned out, he didn't see her – in Championship Vinyl, a little record shop off the Holloway Road. He was browsing, filling up the time, vaguely trying to hunt down an old R & B anthology he used to own when he was younger, one of those he had loved and lost; he heard her tell the surly and depressive assistant that she was looking for a Pinky and Perky record for her niece. He was trawling through the racks while she was being served, so he never caught a glimpse of her face, but he saw a lot of honey-blond hair, and he heard the kind of vaguely husky voice that he and everyone else thought of as sexy, so he listened while she explained that her niece didn't even know who Pinky and Perky were. 'Don't you think that's terrible? Fancy being five and not knowing who Pinky and Perky are! What are they teaching these kids!'

She was trying to be jolly, but Will had learnt to his cost that jollity was frowned upon in Championship Vinyl. She was, as he knew she would be, met with a withering look of contempt and a mumble which indicated that she was wasting the assistant's valuable time.

Two days later, he found himself sitting next to the same woman in a café on Upper Street. He recognized her voice (they both ordered a cappuccino and croissant), the blond hair and her denim jacket. They both got up to get one of the café's newspapers – she took the Guardian, so he was left with the Mail- and he smiled, but she clearly didn't remember him, and he would have left it at that if she hadn't been so pretty.

'I like Pinky and Perky,' he said in what he hoped was a gentle, friendly and humorously patronizing tone, but he could see immediately that he had made a terrible mistake, that this was not the same woman, that she didn't have the faintest idea what he was talking about. He wanted to tear out his tongue and grind it into the wooden floor with his foot.

She looked at him, smiled nervously and glanced across at the waiter, probably calculating how long it would take for the waiter to hurl himself across the room and wrestle Will to the floor. Will both understood and sympathized. If a complete stranger were to sit down next to you in a coffee shop and tell you quietly that he liked Pinky and Perky as an opening conversational gambit, you could only presume that you were about to be decapitated and hidden under the floorboards.

'I'm sorry,' he said. 'I thought you were someone else.' He blushed, and the blush seemed to relax her: his embarrassment was some kind of indication of sanity, at least. They returned to their newspapers, but the woman kept breaking into a smile and looking across at him.

'I know this sounds nosy,' she said eventually, 'but I've got to ask you. Who did you think I was? I've been trying to come up with some kind of story, and I can't.'

So he explained, and she laughed again, and then finally he was given a chance to start over and converse normally. They talked about not working in the morning (he didn't own up to not working in the afternoon either), and the record shop, and Pinky and Perky, of course, and several other children's television characters. He had never before attempted to start a relationship cold in this way, but by the time they had finished their second cappuccino he had a phone number and a date for dinner."

**3. Read a passage from Chapter 13 where Will meets Fiona.**

***Why wouldn't Will like to go out with Fiona?***

Will knew that Fiona was not his type. For a start, she didn't look the way he wanted women to look – in fact, he doubted whether looks were important to her at all. He couldn't be doing with that. People, women and men, had a duty to care, he felt, even if they didn't have the requisite raw material – unless they weren't interested in the sexual side of life at all, in which case, fair enough. You could do what you wanted then. Einstein, for example... Will didn't know the first thing about Einstein's private life, but in his photos he looked like a guy with other things on his mind. But Fiona wasn't Einstein. She might have been as brainy as Einstein, for all he knew, but she was clearly interested in relationships, judging from the conversation they had had over lunch, so why didn't she make more of an effort? Why didn't she have a decent hair cut, instead of all that frizz, and why didn't she wear clothes which looked like they mattered to her? He didn't get that at all. And she was just too hippy. He could see now why Marcus was so weird. She believed in alternative things, like aromatherapy and vegetarianism and the environment, stuff he didn't care much about, really. If they went out they'd fight terribly, he knew, and that would upset her, and the last thing he wanted to do at the moment was upset her.

**4. Watch the film “About a Boy” and describe the way the relationships between Marcus and Will are developing. What makes Will, a weak and selfish man, change himself and improve?**

**Film review**

“About a Boy” is a 2002 romantic comedy-drama film directed by Chris Weitz and Paul Weitz and written by them and **Peter** Hedges. It is an adaptation of the 1998 novel by Nick **Hornby**. The film stars Hugh Grant, Nicholas Hoult, Toni Collette, and Rachel Weisz. The film at times uses double voice-over narration, when the audience hears both Will's and Marcus's thoughts.

**5. Write your own film review.**

*Учебное издание*

**Гринько Елена Николаевна**  
**Гриценко Елена Александровна**  
**Клочко Константин Александрович**  
**Полякова Светлана Валентиновна**  
**Снегова Светлана Васильевна**  
**Фирстова Мария Юрьевна**

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614990, г. Пермь, ул. Букирева, 15