

ПЕРМСКИЙ
ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

ENGLISH FOR SOPHOMORES



Пермь 2023

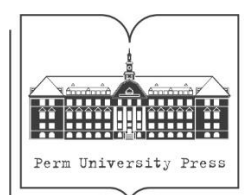
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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

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ENGLISH FOR SOPHOMORES

*Допущено методическим советом
Пермского государственного национального
исследовательского университета в качестве
учебно-методического пособия для студентов, обучающихся
по направлениям подготовки бакалавров и специалистов
2 курса филологического, историко-политологического,
философско-социологического, юридического, экономического
и географического факультетов*



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Настоящее пособие предназначено для студентов бакалавров и специали-
стов 2 курса филологического, историко-политологического, философско-
социологического, юридического, экономического и географического факуль-
тетов всех направлений подготовки. Пособие призвано подготовить студентов
к элективным дисциплинам на английском языке, иностранному языку профес-
сиональной коммуникации.

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ОТ СОСТАВИТЕЛЕЙ

Данное пособие предназначено для студентов ПГНИУ 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 и состоит из четырёх разделов.

В первом (**Hobbies and Interests**), помимо заявленной темы, представлен ряд речевых образцов для выступления с презентацией, ведения дискуссии, обсуждения проблемных вопросов. Раздел содержит материал для повторения времен английского глагола, степеней сравнения прилагательных и других грамматических тем.

Во втором разделе (**Youth Problems. Education**) представлен грамматический материал для повторения модальных глаголов, ряда прошедших времен английского языка, правил формулирования косвенных вопросов, представлена также подборка текстов по теме, в том числе текстов о родном университете, содержится культурологическая информация. Раздел призван развивать навыки сотрудничества, в нём представлены фразы и задания для советов и рекомендаций.

Третий раздел (**Fast Modern World**) нацелен в основном на формирование навыков письма, поскольку они понадобятся для дальнейших курсов иностранного (английского) языка в профессиональной сфере, обязательного курса академической и профессиональной коммуникации в магистратуре. Раздел содержит большую подборку текстов, аудио и видео по теме с упражнениями. Здесь есть материал для повторения фразовых глаголов.

В четвёртом разделе (**Money**) акцент сделан на активизации грамматического материала (условных предложений, некоторых речевых образцов), обучение иноязычной монологической речи.

Пособие 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 не 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, которые призваны 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 аргументированно 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 смысл при восприятии устных и письменных аутентичных текстов;
- грамотно и аргументировано строить речь в конкретной ситуации устного и письменного общения;
- переводить новые слова и тексты с применением электронных словарей и справочников.

ВЛАДЕТЬ:

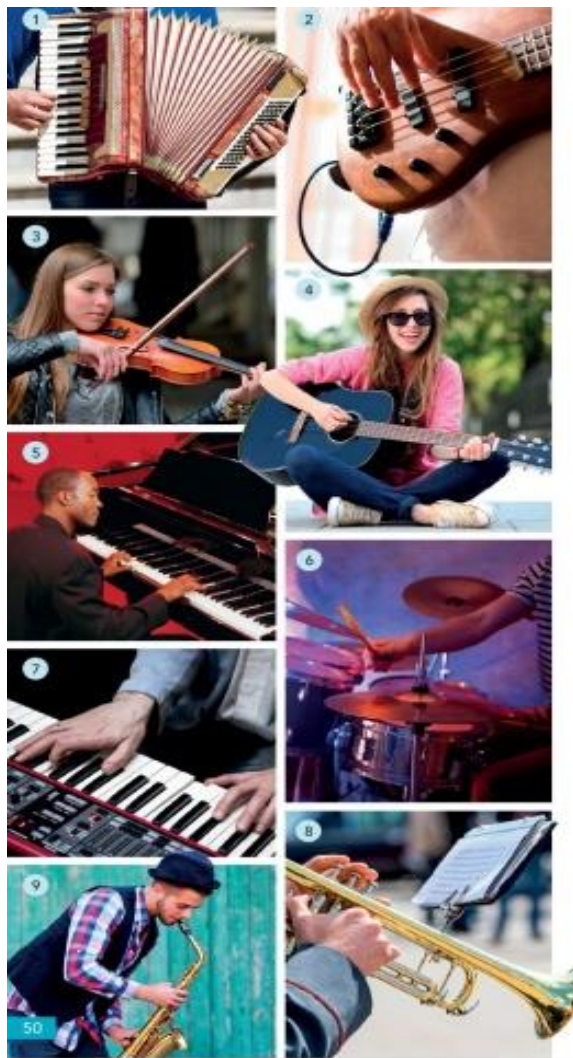
- навыками использования цифровых технологий для академических целей.
- основными навыками работы с лексическим и грамматическим материалом.

В качестве используемых информационных технологий применяется:

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

UNIT 1. HOBBIES AND INTERESTS

LESSON 1. MUSIC



Vocabulary

Musical instruments and musicians

Ex. 1a. What musical instruments do you know?

Ex. 1b. Look at the words in the box below. Check that you know their meaning.

accordion bass drums guitar
 keyboard piano saxophone trumpet
 violin

Ex. 1c. Look at the photos of musical instruments. Write the correct word in the **instruments** column.

instruments	musicians
1	
2	
3	
4	
5	
6	
7	
8	
9	

Ex. 1d. Listen and complete the **musicians** column (recording 6.17).

Ex. 1e. Cover the chart in **ex. 1c**. Listen to the music and say the name of the instrument and the musician (recording 6.18).

Source:

Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Kate Chomacki. *English File Elementary Student's Book*. Fourth edition. Oxford University Press. 2020.

Ex. 1f. Do you play a musical instrument? How good are you? Do you have any favourite musical instrument? If so, why do you like it?

Grammar box 1

Be in the Present Simple

+	–	?
I am a student. (<i>I am = I'm</i>)	I am not a student. (<i>I am not = I'm not</i>)	Am I a student? Yes, I am / No, I'm not .
You are a student. (<i>You are = you're</i>)	You are not a student. (<i>are not = aren't</i>)	Are you a student? Yes, you are / No, you aren't .
She is a student. (<i>She is = She's</i>)	She is not a student. (<i>is not = isn't</i>)	Is she a student? Yes, she is / No, she isn't .
He is a student. (<i>He is = He's</i>)	He is not a student.	Is he a student? Yes, he is / No, he isn't .
It is a book. (<i>It is = It's</i>)	It is not a book.	Is it a book? Yes, it is / No, it isn't .
We are students. (<i>We are = we're</i>)	We are not students. (<i>are not = aren't</i>)	Are we students? Yes, we are / No, we aren't .
You are students.	You aren't students.	Are you students? Yes, you are / No, you aren't .
They are students. (<i>they are = they're</i>)	They aren't students.	Are they students? Yes, they are / No, they aren't .

Ex. 2a. Study **grammar box 1** above. Complete the sentences with *am*, *is* or *are*.

1. I _____ a pianist.	5. He _____ an accordionist.
2. We _____ guitarists.	6. You _____ a good bass player.
3. They _____ keyboard players.	7. It _____ a trumpet.
4. She _____ a violinist.	

Ex. 2b. Make the sentences above negative.

Ex. 2c. Play the game “What’s my job?”

One student thinks of a musician. The other students should ask him / her **Yes/No questions** to guess the job.

E.g: Student A: Are you a guitarist?

Student B: Yes, I am / No, I’m not.






Grammar box 2

Present Simple

<i>We use the Present Simple for things that happen regularly or are habits.</i>		
Positive sentences	Negative sentences	Questions
I work.	I don’t work.	Do I work? – Yes, I do / No, I don’t.
You work.	You don’t work.	Do you work? – Yes, you do / No, you don’t.
He works.	He doesn’t work.	Does he work? – Yes, he does / No, he doesn’t.
She works.	She doesn’t work.	Does she work? – Yes, she does / No, she doesn’t.
It works.	It doesn’t work.	Does it work? – Yes, it does / No, it doesn’t.
We work.	We don’t work.	Do we work? – Yes, we do / No, we don’t.
They work.	They don’t work.	Do they work? – Yes, they do / No, they don’t.
Spelling rules for <i>he / she / it</i>		
I work / play / live.	He works / plays / lives.	
I watch / finish / go / do.	She watches / finishes / goes / does.	
I study.	She studies.	

Ex. 3. Study **grammar box 2**. Make sentences about the people in the pictures. Use the Present Simple.

E.g.: Helen plays the trumpet.

				
Helen / play the trumpet (+)	Ron and Mike / play the violin (-)	John / play the guitar (?)	Vickie / play the accordion (-)	Nick and Ann / play the piano (+)

Ex. 4. Complete the sentences by putting in the verbs in the Present Simple. You have to decide if the verb is positive or negative.

1. My friend is finding life in Paris a bit difficult. He _____ (speak) French.
2. Most students live quite close to the college, so they _____ (walk) there.
3. I've got four cats and two dogs. I _____ (love) animals.
4. No breakfast for Rob, thanks. He _____ (eat) breakfast.
5. Don't try to ring the bell. It _____ (work).
6. Mathew is good at badminton. He _____ (win) every game.
7. We always travel by bus. We _____ (have) a car.
8. Helen is very sociable. She _____ (know) lots of people.

Grammar box 3

Present Continuous: be + verb + *-ing*

- We use the Present Continuous to talk about ongoing situations and projects.
*He's **reading** a book now.*
*We're **planning** to spend our next holiday in Greece.*
- We use the Present Continuous to talk about temporary situations.
*She's **working** as a waitress until she finds a better job.*

Ex. 5. Complete the sentences with the Present Simple or Present Continuous of the verbs.

1. It (snow) outside. It (come) down quite hard, look.

2. Normally I (start) work at eight o'clock, but I (start) at seven this week. We're very busy at the moment.

3. I haven't got a car at the moment, so I (go) to work on the bus this week. Usually I (drive) to work.

4. The sun (rise) in the east, remember. It's behind us so we..... (travel) west.

5. **A:** Don't make a noise! Your father (sleep)!

B: Is he OK? He (usually not sleep) in the afternoon.

6. **A:** Hello. Is Martin at home?

B: No, he isn't. He (play) football with his friends.

SPEAKING

Ex. 6. Read the questionnaire below and think about your answers. Then interview a partner with the questionnaire. Ask for more information. Do you have similar musical tastes and habits?

My music

1. What kind of music do you like?

classical music / folk / hip hop / jazz / pop / reggae / other

2. How often do you ...?

go to concerts or gigs / go dancing / watch music videos online / download music / look for song lyrics on the internet

3. How do you usually listen to music?

on the radio / online / on my phone / on CDs

4. When you're in a car, what do you prefer listening to?

the radio (which station?) / my own music / nothing

5. When do you listen to music?

When I'm exercising.

When I'm travelling on public transport.

When I'm walking around town.

When I'm working or studying.

When I'm relaxing.

6. What kind of music do you like listening to when you are...?

sad / happy

7. Are you listening to a particular song or piece of music a lot at the moment?

8. Do you sing in a group, e.g. a choir or band? What kind of music do you sing or play?

Ex. 7. Write the names of six musicians and bands: three you love and three you hate. Then, in pairs, ask your partner *What do you think of ...?*

E.g.: Student A: What do you think of Philipp Kirkorov?

Student B: I like him. He's funny.

VIDEO LISTENING

Ex. 8a. Read the definition. Do you have buskers where you live? Do you give them money? Why (not)?

busker /'bʌskə/ *noun* a person who performs music in a public place and asks for money

Ex. 8b. Watch a documentary *A London busker*. Do you think Charlotte likes her job?

Source Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Kate Chomacki. English File Elementary Student's Book. Fourth edition. Oxford University Press. 2020.

Ex. 8c. Watch again and mark the sentences **T** (true) or **F** (false). Correct the false ones.

1. Charlotte only busks in the morning.
2. Buskers usually play pop or folk songs.
3. Buskers can't play anywhere they want to.

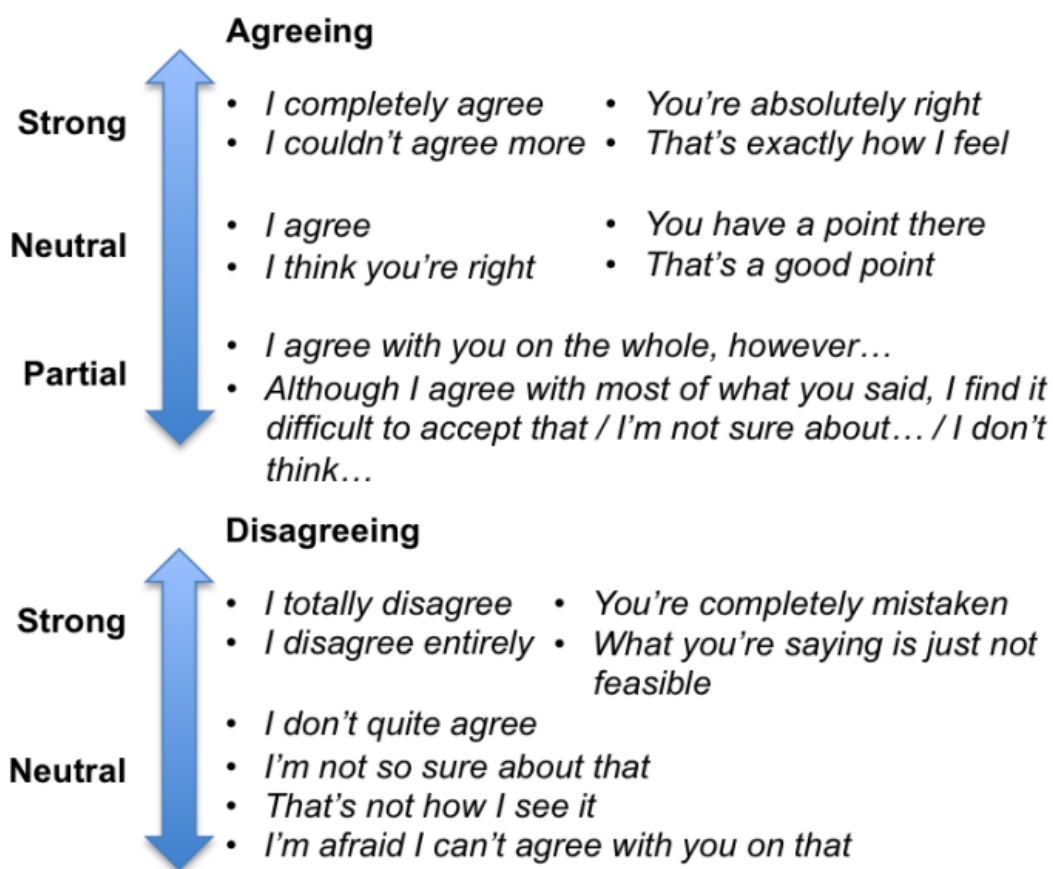
4. *Charlotte always plays in the same area of London.*
5. *She only plays other people's songs.*
6. *Charlotte prefers busking in the summer to busking in the winter.*

Ex. 8d. Do you think Charlotte is a good musician? Would you give her money?

Skills

Showing agreement and disagreement

Ex. 9a. Study the phrases for agreeing /disagreeing below.



Ex. 9b. In pairs, discuss the statements below. Show agreement / disagreement and give your reasons.

1. *Music makes people happy.*
2. *Classical music is old-fashioned. Young people do not listen to this kind of music.*
3. *All young people are into rock music.*
4. *Studying music at school is a waste of time.*
5. *Musicians are well-paid.*

HOMEWORK

Ex. 10. Get ready to give a two-minute talk on the following topic.

Describe a concert you went to.

You should say:

- where and when the concert took place
 - what kind of music was played
 - who the headliners were
- and explain how you felt about the concert.

EXTRA MATERIAL

Ex. 11a. Read the article “The Importance of Music in Our Life” on <https://www.musiccrowns.org/news/the-importance-of-music-in-our-life/> and write down 10 benefits of music for people. Then work in pairs and compare your lists. Are the benefits on your lists the same? In what ways are the lists different?

Ex. 11b. Explain the meaning of the following words. Then learn the words.

a) humankind (n)	g) behaviour (n)
b) provide (v)	h) mindset (n)
c) boost (v)	i) inspiration (n)
d) affect (v)	j) chase (v)
e) imagination (n)	k) witness (v)
f) mood (n)	

Ex. 11c. Complete the sentences with the words in *ex. 11b*. Use correct forms of the verbs.

1. The artist took his _____ from African art.
2. The company is looking for ways to _____ sales in Asia.
3. Many people complained about the _____ of some fans, who were very loud.
4. This booklet _____ useful information about local services.
5. Her _____ seemed to change during the course of the conversation.
6. I can never make up stories – I have absolutely no _____ .
7. It's a disease that _____ mainly older people.
8. Did anyone _____ the riots?

LESSON 2. HOLIDAYS

Vocabulary 1. Phrases with *GO*

Ex. 1a. Match the phrases and pictures.

1 	2 	a) go abroad b) go away for the weekend 1 c) go by bus / car / plane / train d) go camping e) go for a walk f) go on holiday g) go out at night h) go sightseeing i) go skiing / walking / cycling j) go swimming / sailing / surfing
3 	4 	
5 	6 	
7 	8 	
9 	10 	

Ex. 1b. Work in pairs. Cover the phrases and look at the pictures Test your partner.

Vocabulary 2. Other holiday activities

Ex. 2. Complete the phrases with the verbs in the box.

book / buy / have / hire / rent / spend / stay / sunbathe / take

- | | |
|--|---------------------------|
| a) _____ in a hotel / at a campsite / with friends | f) _____ money / time |
| b) _____ photos | g) _____ an apartment |
| | h) _____ a bicycle / skis |

- c) _____ souvenirs i) _____ flights / hotels online
d) _____ on the beach
e) _____ a good time

hire or rent?

Rent and *hire* mean the same but we normally use *rent* for a longer period of time, e.g. you rent a flat or apartment, and *hire* for a short time, e.g. you hire skis, a bike, a boat, etc. With a car you can use *hire* or *rent*.

Vocabulary 3. Adjectives

Ex. 3. Match questions 1–5 and *answers A–B*.

1. What was the weather like? It was ...
2. What was the hotel like? It was ...
3. What was the town like? It was ...
4. What were the people like? They were ...
5. What was the food like? It was ...

A (+) comfortable, luxurious (–) basic, dirty, uncomfortable

B (+) friendly, helpful (–) unfriendly, unhelpful

C (+) beautiful, lovely (–) noisy, crowded

D (+) delicious, (–) nothing special, disgusting

E (+) warm, sunny (–) very windy, foggy, cloudy

SPEAKING

Ex. 4a. In one minute, write down five things you like doing when you're on holiday, e.g. *relaxing, going to museums*. Then compare with a partner.

Ex. 4b. In pairs, interview your partner with the holiday questionnaire below. Ask *Why*?

My perfect summer holiday

Which do you prefer ...?

- a) going abroad **or** going on holiday in your country
- b) going by car, bus, plane **or** train
- c) going to the beach **or** going to a city
- d) staying in a hotel (apartment) **or** going camping

- e) sunbathing, going sightseeing **or** going for walks
- f) hot, sunny weather **or** cool, cloudy weather
- g) going with friends **or** going with your family

Grammar: Past Simple

We use the Past Simple to talk about the past. We can use the Past Simple with these time expressions: *this morning, yesterday, last night, last week, last month, last year, 3 days ago.*

Grammar box 1

Past Simple: be			
Positive sentences	Negative sentences	Questions	Short answers
I was at home yesterday.	I wasn't at home yesterday.	Were you late?	Yes, I was. No, I wasn't.
He / She was in class yesterday. It was sunny yesterday.	He / She wasn't in class yesterday. It wasn't sunny yesterday.	Was she a pianist?	Yes, she was. No, she wasn't.
You / We / They were late yesterday.	You / We / They weren't late yesterday.	Were they in London last week?	Yes, they were. No, they weren't.

Ex. 5. With a partner, ask and answer the questions.

1 Where were you yesterday at	7 am	in the morning?
	10 am	
2 Where were you yesterday at	4.00	in the afternoon?
	6.30	
3 Where were you at	9.30 pm	last night?
	11.30 pm	
4 Where were you last	Friday	night?
	Saturday	

Grammar box 2

Past Simple: regular verbs			
I watched TV yesterday.	I didn't watch TV yesterday.	Did you watch TV yesterday?	Yes, I did. No, I didn't.
Past Simple: irregular verbs			
I got up late yesterday.	I didn't get up late yesterday.	Did you get up late yesterday?	Yes, I did. No, I didn't.

Ex. 6a. Write the Past Simple of the following verbs.

a) go swimming –	d) spend money –
b) buy souvenirs –	e) take photos –
c) have a good time –	

Ex. 6b. With a partner, ask and answer *Yes / No* questions with the verbs in *ex. 6a*. Use the Past Simple.

E.g. Student A: Did you go swimming yesterday?

Student B: Yes, I did.

READING AND SPEAKING

Ex. 7a. Work in pairs. **A** read about **Joe's** holiday. **B** read about **Laura's** holiday on the next page. Find the answers to questions 1–5.

1. *Where did he / she go on holiday?*
2. *Who did he / she go with?*
3. *Where did he / she stay?*
4. *What was the weather like?*
5. *Why didn't he / she enjoy the holiday?*

**The place is perfect,
the weather is wonderful,
but if you're with the wrong person, a holiday can be a disaster...**

Joe, 28, a flight attendant

Last October I went on holiday to Thailand for two weeks with my girlfriend, Mia.

The holiday began well. We spent two days in Bangkok and saw the Floating Market and the Royal Palace. But things went wrong when we left Bangkok. I wanted to stay in hostels, which were basic but clean, but Mia said they were too uncomfortable and so we stayed in quite expensive hotels. I wanted to experience the local atmosphere but Mia just wanted to go shopping. I thought I knew Mia very well, but you don't know a person until you travel with them. It was awful! We argued about everything.

For our last four days we went to Ko Chang, a beautiful island. It was like being in paradise. The weather was lovely and the beaches were wonderful, but we just sunbathed without speaking. We spent our last night in Bangkok and we went for a drink with some Australians. They were really friendly and Mia started flirting with one of the boys. That was the end. When we arrived at Heathrow airport the next day we decided to break up. I took hundreds of photos, but when I got home I didn't show them to anyone.

Laura, 26, a nurse

Last spring my best friend Isabelle and I booked a holiday in Venice. We rented a small apartment for a week with a fantastic view of the canals. At the last moment another friend, Linda, asked if she could come too. We felt sorry for her because she had problems with her boyfriend, so we said yes.

Venice was magical and the weather was perfect, but the holiday was a disaster for one simple reason: Linda was so mean! She has a good job so she's not poor, but she just didn't want to go to any museums or galleries that cost money. When we went on a gondola she complained that it was very expensive. When we went to have lunch or dinner she always wanted to go to cheap restaurants or she bought pizzas and ate them in the flat. But the night I invited her and Isabelle out on my birthday she chose the most expensive things on the menu! The worst thing was that although Isabelle and I paid for the apartment, Linda never once bought us a coffee or a drink.

I'd love to go back to Venice one day... but without Linda.

Source Christina Latham-Koenig, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

Ex. 7b. Now tell your partner about the holiday you read. Use questions 1–5 to help you. Whose holiday was worse? Why?

Ex. 7c. Have you ever had a holiday that you didn't enjoy very much? What happened?

LISTENING

Ex. 8a. You are going to listen to Mia and Linda talking about the holidays. First listen to Mia (recording 1.34). Does she agree with Joe about the holiday?

Ex. 8b. Listen again. What does Mia say about...?

1) *her relationship with Joe before they went*

2) *the places where they stayed*

- 3) *talking to other travellers*
- 4) *photos*
- 5) *going on holiday with a boyfriend*

Ex. 8c. Now listen to Linda (recording 1.35). What's her opinion of the holiday? Then listen again. What does she say about...?

- 1) *Venice*
- 2) *what they did there*
- 3) *the cost of her holiday*
- 4) *her next holiday*

Ex. 8d. Who do you sympathize with most, Joe or Mia? Laura or Linda?

Source Christina Latham-Koening, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

SPEAKING

Ex. 9a. Look at **Your last holiday** below. What are the questions?

Your last holiday

- 1. *Where / go?*
- 2. *When / go?*
- 3. *Who / go with?*
- 4. *Where / stay?*
- 5. *What / the food like?*
- 6. *What / the weather like?*
- 7. *What / do during the day?*
- 8. *What / do at night?*
- 9. */ have a good time?*
- 10. */ have any problems?*

Ex. 9b. Get ready to speak about your last holiday using the questions.

Ex. 9c. Work in pairs. Ask your partner about his / her holiday. Show interest in what he / she says, and ask for more information. Then swap roles.

Useful language for showing interest

(+) *Really? Wow! Fantastic! Great! etc.*

(-) *Oh no! How awful! etc.*

(?) *Was it expensive? Why? What happened? etc.*

HOMEWORK: Giving a presentation

Imagine that you work for a successful travel agency. In order to attract more customers, the head of the company has asked all his employees to come up with unusual and exciting holidays. The best project will be awarded. Individually, prepare a 5 min presentation about a holiday you offer. Cover the following: *destination / transport / accommodation / food and drinks / entertainment*. Use the *Useful language* below.

Useful language for giving presentations

1. Introducing yourself	Hi, everyone, I'm Marc Hayward. Good to see you all.
2. Giving the topic of the presentation	Today I'm going to offer you an exciting holiday in Greece.
3. Giving a plan of your talk	My talk is in three parts. I'll start with some basic information about the place, move on to the accommodation we offer, and finish with the entertainment included in the tour. I've divided my talk into 3 parts. First I'll tell you about... Second I'll speak about ... Finally, I'll say a few words about...
4. Inviting questions	I'd be grateful if you could leave any questions to the end. At the end of my talk (presentation) I'll be happy to answer your questions.
5. Signposting a presentation	OK, let's start. First about the sights ... Now about the accommodation we offer... Finally about entertainment.
6. Referring to the audience's knowledge	As you know, ...
7. Referring to visuals	If you look at the graph ...
8. Concluding	To sum up, I can say that ... / we've analysed ...
9. Ending	Thanks for listening to my talk. Any questions?

LESSON 3. FASHION AND SHOPPING

READING

Ex. 1a. With a partner, write down the names of three fashion designers. What nationality are they? Do they design more for men or for women? What kind of things does their company make?

Ex. 1b. Read an interview with a fashion designer below. Complete the gaps in the text with **A–F**.

- A** I absolutely hated dressing as a man.
- B** I really understand how women want to feel.
- C** My boyfriend at that time was very lucky.
- D** My feet were killing me!
- E** The only things I enjoyed there were art and sewing.
- F** They are so chic, and their sense of colour is so natural to them.

THE STYLE INTERVIEW

LINDKA CIERACH is a fashion designer. She makes very exclusive clothes for many celebrities including members of the British royal family, for example Kate Middleton and Sarah Ferguson, whose wedding dress she designed, and actresses like Helen Mirren.



DID YOU ALWAYS WANT TO BE A DESIGNER?

Not at all! When I was at school I had problems reading, and later I was diagnosed as dyslexic. ¹ _____ After school I did a secretarial course and then I got a job at Vogue magazine. I loved it, and there I realized that what I wanted to do was design clothes.

WHY DO YOU THINK PEOPLE LIKE YOUR CLOTHES?

Being a female designer has many advantages. ² _____ My customers leave the studio feeling a million dollars!

WHAT NATIONALITY DO YOU THINK HAS THE BEST FASHION SENSE?

Probably the Italians. ³ _____

HAVE YOU EVER BEEN TO A FANCY DRESS PARTY?

I hate fancy dress parties. But I can remember one, when I was ten.

WHAT DID YOU GO AS?

My mother made me and my younger sister dress as a bride and bridegroom – I was the bridegroom! ⁴ _____

HAVE YOU EVER MET SOMEONE WHO WAS WEARING EXACTLY THE SAME AS YOU?

Never, thank goodness! I'm lucky because I can choose from a large selection of our Collection each season!

HAVE YOU EVER FALLEN OVER BECAUSE YOU WERE WEARING VERY HIGH HEELS?

I've never fallen over, but once I had to take off my shoes in the middle of a reception at the House of Lords! ⁵ _____

WHAT DID YOU DO?

I walked out into the street in bare feet and jumped into a taxi!

HAVE YOU EVER DESIGNED CLOTHES FOR A MAN?

Yes, I have.

WHEN WAS IT?

It was when I was studying at the London College of Fashion. I designed my first Men's Wear collection – shirts, trousers and leather jackets. ⁶ _____ He didn't need to buy any clothes that year!

Source: Christina Latham-Koenig, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

Ex. 1c. Look at the **highlighted** words and phrases related to fashion and shopping, and guess their meaning.

GRAMMAR

Present Perfect or Past Simple?

Ex. 2. Look at the last four questions in the interview. Answer with a partner.

1. Which questions are about experiences sometime in Lindka's life?
2. Which questions are about a specific moment in Lindka's past?
3. What does *ever* mean in the questions that begin *Have you ever ...*?

Ex. 3a. Study *grammar box 1* below.

Grammar box 1

Present Perfect
<ul style="list-style-type: none">• We use the Present Perfect to talk about the recent past, not saying exactly when thing happened. <i>I've finished my homework.</i>• We often use the Present Perfect to give news. <i>2,600 workers have walked out of the Peugeot factory asking for a pay rise.</i>• We often use <i>yet</i>, <i>just</i> and <i>already</i> with the Present Perfect. <ol style="list-style-type: none">1. Use <i>yet</i> in questions and negative sentences to ask if something has happened or to say if it hasn't happened. Put <i>yet</i> <u>at the end of the sentence</u>.2. Use <i>just</i> in positive sentences to say that something happened very recently. Put <i>just</i> <u>before</u> the main verb.3. Use <i>already</i> in positive sentences to say that something happened before now or earlier than expected. Put <i>already</i> <u>before</u> the main verb.
Compare the Present perfect of <i>be</i> and <i>go</i> . Mike has been to Paris. = He went to Paris and came back. Mike has gone to Paris. = He's in Paris now.
Present Perfect or Past Simple
Conversations often begin in the Present Perfect (with a general question) and then change to the Past Simple to ask for or give specific details, e.g. <i>when</i> , <i>where</i> , <i>who with</i> , etc.

Ex. 3b. Write the sentences in the Present Perfect.

- 1 She / buy a new jacket (+)
- 2 He / find a job yet (-)
- 3 / you speak to Mr Jackson (?)

- 4 We / find a fantastic hotel (+)
5 They / finish eating (-)
6 / you see Peter this morning (?)

Ex. 3c. Write sentences or questions with *already*, *just*, or *yet*.

E.g. He / arrive. (already) *He's already arrived.*

1. I / have / breakfast. (just)
2. / you / finish / your homework? (yet)
3. The film / start. (already)
4. I / not meet / his girlfriend. (yet)
5. They / get married. (just)
6. You're late. He / go / home. (already)

Ex. 3d. Complete the dialogue with the Present Perfect or Past Simple.

Student A: Oh, no! I ¹ _____ this film before! (see)

Student B: Really? When ² _____ it? (see)

Student A: I ³ _____ to the cinema in March and it was on then. (go)

Student B: Oh, never mind. I ⁴ _____ to the cinema for ages. The last film I ⁵ _____ was *Mamma Mia*! (not be, see)

Student A: ⁶ _____ it? (enjoy)

Student B: Of course! I ⁷ _____ it! (love)

Ex. 3e. Complete with *been* or *gone*.

1. The kids aren't here. They've all _____ out.
2. Have you ever _____ to the swimming pool in town?
3. I haven't _____ to Sue's new flat yet.
4. My sister has _____ to teach in France.
5. Oh, good. Dad's _____ to the shop – the fridge is full.

LISTENING

Ex. 4a (recording 2. 26). Listen to four people answering the question *Have you ever bought something that you've never worn?* What did they buy? Write 1–4 next to the items below. (There is one item you don't need.)

a coat	some sports clothes	a skirt
some trousers	a shirt	

Ex. 4b. Listen again. What was the problem with the clothes? Write 1–4 in the brackets.

This person ...

- () bought something online, but didn't like the clothes when they arrived.
- () bought the clothes too quickly and later didn't like them.
- () wanted to look like a famous singer, but looked like another.
- () suddenly didn't need the new clothes any more.

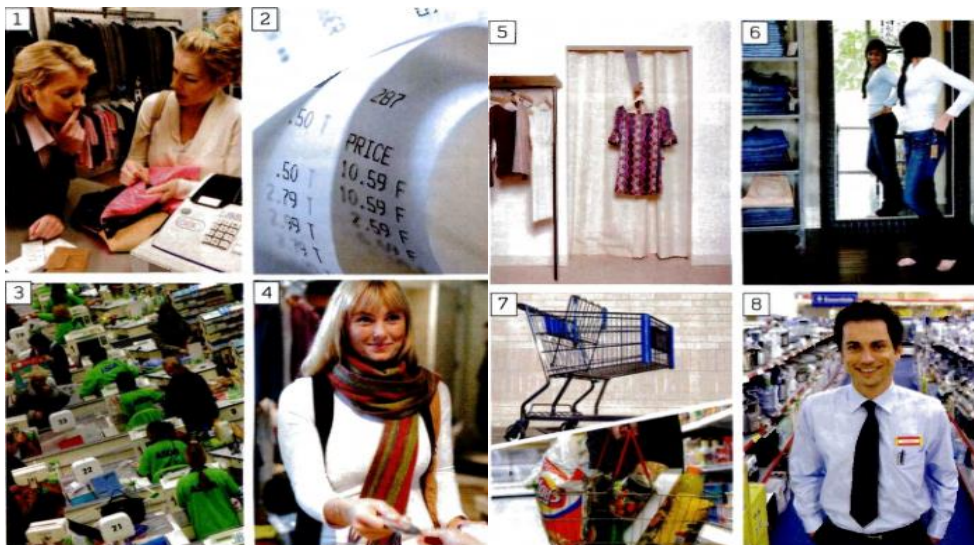
Ex. 4c. Have you ever bought something that you've never worn? What was it?

Source Christina Latham-Koenig, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

Vocabulary 1. In a shop or store

Ex. 5a. Match the words with the pictures.

- a) changing rooms
- b) checkout
- c) customer
- d) receipt
- e) shop assistant
- f) take something back
- g) trolley / basket
- h) try something on



Ex. 5b. Read the text about shopping online below. Then complete it with words from the box.

account / auction / basket / checkout / delivery / item / payment / size / website

Shopping online

When you are shopping online, first you go to the ¹ _____. The first time you use a site you usually have to **create** an ² _____, where you give your personal details. You then choose what you want to buy, and **click on** each ³ _____. If you are buying clothes, make sure you get the right ⁴ _____! Everything you buy goes into your **shopping bag** or ⁵ _____, usually at the top right of the page. When you are ready to pay you click on '**proceed**' to ⁶ _____. You then have to give your ⁷ _____ **address** where you want them to send your things, and give your ⁸ _____ **details**, for example your credit card number and expiry date. Many people today also buy and sell things online at ⁹ _____ **sites** like eBay.

SPEAKING

Ex. 6a. Complete the questions with the past participle of the verb.

1. **Have you ever** _____ (*buy*) or _____ (*sell*) anything on eBay? What? Did you pay or get a good price?
2. **Have you ever** _____ (*buy*) something online and had a problem with it? What was it? What did you do?
3. **Have you ever** _____ (*have*) an argument with a shop assistant? What was it about?
4. **Have you ever** _____ (*try*) to change something without the receipt? Were you successful?
5. **Have you ever** accidentally _____ (*take*) something from a shop without paying? What did you take? What happened?
6. **Have you ever** _____ (*buy*) shoes without trying them on? Did they fit?
7. **Have you ever** _____ (*get*) to the supermarket checkout and then found you didn't have enough money? What did you do?
8. **Have you ever** _____ (*lose*) your credit card? Where did you lose it? Did you get it back?

Ex. 6b. Ask other students question **1**. Try to find somebody who says *Yes, I have*. Then ask them the past simple questions. Do the same for questions **2–8**.

HOMEWORK

Participating in a discussion

Imagine that you work for a large fashion company and you need to plan a launch of your new collection. Think about the following: *date, venue, guests, entertainments for the guests, press coverage*. Get ready to participate in a discussion. While discussing the launch, use phrases from the **useful language** box on the next page.

Useful language

CHAIRPERSON

Beginning the meeting

Can we start, please?

Right, let's begin.

Asking for comments

What do you think?

How do you feel about this?

Clarifying

What do you mean by...?

Sorry, I don't quite understand.

Stating the aim

The main aim of the meeting is to ...

The purpose of the meeting is to ...

Changing the subject

Let's move on now to ...

The next item on the agenda is ...

Summarising

OK, let's summarise.

Right, let's recap.

PARTICIPANTS

Giving opinions

I think ...

I'm in favour of ...

Making suggestions

Perhaps we should ...

We could ...

Agreeing (lesson 1, p.7)

I think you're right.

I (totally) agree.

Disagreeing (les. 1, p.7)

I don't know about that.

(I'm afraid) I don't agree.

Interrupting

Hold on a moment.

Can I say something?

Source David Cotton, David Falvey, Simon Kent. *Market Leader. New Edition. Pre-intermediate Business English Course Book*. Pearson Education Limited, 2002.

LESSON 4. HAPPINESS

Grammar

Use of the gerund

Ex. 1a. Talk to a partner. Is there a book, a film, or a song that makes you feel happy whenever you read, watch or listen to it? What is it? Why does it make you feel happy?

Ex. 1b. Read a magazine article where different people on the magazine's staff say what happiness is for them. Who do you think said what? Match the people to the paragraphs.



Happiness is...

1 [] ...making soup. I love using leftovers in the fridge. There's something magical about making something delicious out of nothing.

2 [] ...sitting on the sofa on a winter evening with a box of chocolates, watching a feel-good film, preferably one that makes me cry.

3 [] ...getting on the scales and seeing that I've lost a kilo even though I had a big meal the day before.

4 [] ...seeing my suitcase come out first at baggage reclaim at the airport.

5 [] ...finding a real bargain in the sales. I'm still wearing a Prada jacket that I bought incredibly cheaply in a sale ten years ago.

6 [] ...listening to *Don't Stop Me Now* by Queen. As soon as I hear it I immediately feel like getting up and dancing.

Ex. 1c. Read the article again. Is there anybody you really agree / don't agree with? Compare with a partner.

Ex. 1d. Look at the **highlighted** phrases in the first paragraph. Find an example of a gerund (verb + -ing):

- 1) after another verb _____
- 2) after a preposition _____
- 3) used as a noun _____

Ex. 2a. Read more about the uses of the gerund in the box below.

Uses of the gerund

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (*not going*).
- Use the gerund
 - 1) as the subject or object of a sentence:
***Eating** outside in the summer makes me feel good.*
*My idea of happiness is **getting up** late and **not going** to work.*
 - 2) after some verbs, e.g. *like, love, hate, enjoy*, etc.:
*I love **reading** in bed. I hate **not getting** to the airport early.*
 - 3) after prepositions:
*I'm thinking of **buying** a new car.*
*He left without **saying** goodbye.*

Ex. 2b. The verbs **in bold** in the sentences below are followed by a gerund. Complete the sentences with a verb from the box in the gerund.

be / cook / do / have / make / rain / read / talk / tidy / wake up / work

1. I **enjoy** in bed.
2. Have you **finished** your room?
3. I want to **go on** until I'm 60.
4. I **hate** late when I'm meeting someone.
5. I **like** breakfast in a café.
6. I **love** on a sunny morning.
7. I **don't mind** the ironing. It's quite relaxing.
8. She **spends** hours on the phone.
9. It **started*** at 5.30 in the morning.
10. Please **stop** such a noise. I can't think.
11. I don't **feel like** today. Let's go out for lunch.

* *start* can be used with a gerund or infinitive, e.g. *It started raining. It started to rain.*

Ex. 2c. Write your own continuation for *Happiness is ...* Use gerunds.

Ex. 2d. Work in groups of four. Read the other students' texts. Do you agree with their ideas of happiness?

SPEAKING

Ex. 3a. Choose five things to talk about from the list below.
Something ...

- *you **don't mind doing** in the house*
- *you **like doing** with your family*
- *you **love doing** in the summer*
- *you **don't feel like doing** at weekends*
- *you **spend too much time doing***
- *you **dream of doing***
- *you **hate doing** at work / school*
- *you **don't like doing** alone*
- *you are **thinking of doing** this weekend*
- *you think you are **very good (or very bad) at doing***

Ex. 3b. Work in pairs. **A** tell **B** about the five things. Say why. **B** ask for more information. Then swap roles.

SPEAKING AND LISTENING

Ex. 4a. Ask and answer with a partner.

1. When you are happy do you sometimes feel like singing?

2. Do you ever sing ...?

- in the shower
- in the car
- while you're listening to music, e.g. on an iPod
- karaoke
- in a choir or band

3. Is there a particular singer whose songs you like singing? Do you have a favourite song?

Ex. 4b. In pairs, say if you think sentences 1–7 are true or false.

1. *Singing is good for your health.*
2. *If you want to sing well, you need to learn to breathe correctly.*
3. *People who sing are usually fatter than people who don't.*
4. *Not everybody can learn to sing.*
5. *You need to know how to read music to be able to sing well.*
6. *If you make a surprised face, you can sing high notes better.*
7. *It takes years to learn to sing better.*

Ex. 4c. Now listen to an interview with the director of a singing school and a student who did a course there (recording 3.32). Were you right?

Source Christina Latham-Koening, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

Ex. 4d. Listen again. Choose the right answer.

1. When you are learning to sing you need to _____ correctly.
a) stand b) dress c) eat
2. Singing well is 95% _____.
a) repeating b) listening c) breathing
3. Gemma's course lasted _____.
a) one day b) one week c) one month
4. Gemma has always _____.
a) been good at singing b) been in a choir c) liked singing
5. At first the students learnt to _____.
a) breathe and sing b) listen and breathe c) listen and sing
6. At the end of the day they could sing _____.
a) perfectly b) much better c) a bit better

Ex. 4e. Would you like to learn to sing (better)? Are there any tips from the listening that you could use?

HOMEWORK

Read the text ‘the ABC of Happiness’. Choose the five most interesting ideas from the text and give reasons for your choice.

The ABC of Happiness

A spire to reach your potential. B elieve in yourself. C reate a good life. D ream about what you might become. E xercise frequently. F orgive honest mistakes. G lorify the creative spirit. H umour yourself and others. I mage great things. J oyfully live every day. K indly help others. L ove one another. M editate daily.	N urture the environment. O rganise for harmonious action. P raise performance well done. Q uestion most things. R egulate your own behaviour. S mile often. T hink rationally. U nderstand yourself. V alue life. W ork for the common good. X -ray and carefully examine problems. Y earn to improve. Z estfully pursue happiness.
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Source:

Красавцева Н.А. Иностранный язык (Английский). *The Kaleidoscope of Different Issues, Materials and Exercises* [Электронный ресурс]: учебное пособие / Н. А. Красавцева, А. М. Гуреева ; Пермский государственный национальный исследовательский университет. – Электронные данные. – Пермь, 2021. – 8,20 Мб; 94 с. – Режим доступа: http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/gureeva-krasavceva-the-kaleidoscope-of-different-issues-materials_exercises.pdf

LESSON 5. SPORTS

PRONUNCIATION

Ex. 1a. What sports can you see in the photos?



Ex. 1b. Look at the sports in the box below. How do you pronounce them in English? Listen and check, and underline the stressed syllable (recording 4.55). Do you know the names of any other sports in English?

athletics / baseball / basketball / boxing / cycling / football / golf / handball / hockey / motor racing / rugby / skiing / tennis / volleyball / windsurfing

Vocabulary 1. Verbs with sports

1. We use **play** for sports with a ball, e.g. *I play hockey at school.*
2. With sports ending in **-ing** (cycling, skiing, windsurfing, etc.) we normally use the verb, e.g. *I cycle at weekends*, or **go +sport**, e.g. *I go cycling at weekends.*
3. We use **do** for sport and exercise in general, e.g. *I do sport at weekends*, and for martial arts, athletics, gymnastics, yoga, Pilates, etc., e.g. *I do yoga twice a week.*

Ex. 1c. Ask and answer with a partner. Give and ask for as much information as you can.

1. Do you do any sport or exercise? Why (not)?
2. Did you use to do any sports or exercise? Why did you stop?
3. Which sports do you think are the most exciting to watch?
4. Which sports do you think are the most boring?
5. Are you (or is anyone in your family) a fan of a sports team? Which one?
6. Do you (or they) watch their matches?
7. What is the most exciting sporting event you have ever seen?

Vocabulary 2. Sports, expressing movement

Ex. 2a. Put these words in the correct column. Do you know any other words connected to these sports?

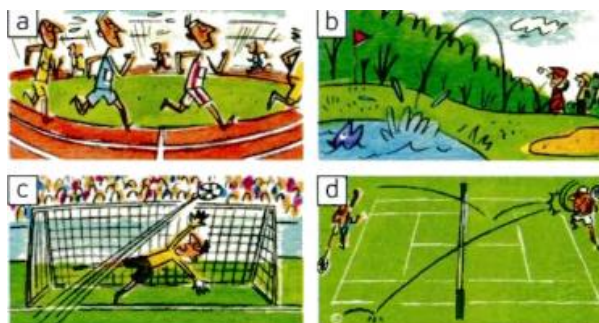
bunker / corner / hole / lap / match point / penalty / serve / track

athletics	football	golf	tennis

Ex. 2b. Listen to the sports commentaries (recording 4.56). What are the four sports?

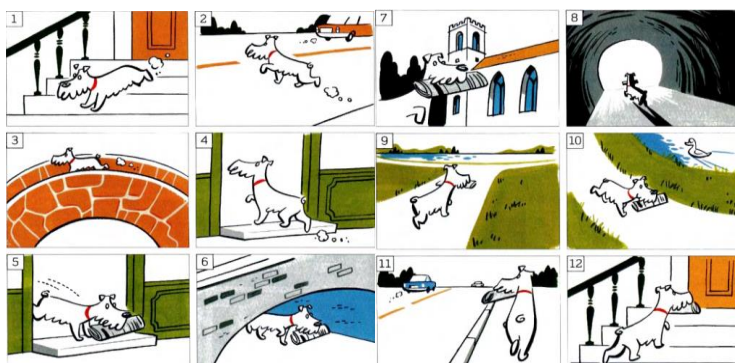
Ex. 2c. Listen again and complete the sentences with one word. Then match sentences 1–4 with pictures a–d.

- The ball has gone _____ the lake.
- The ball has gone _____ the bar.
- Now they have to run _____ the track one more time.
- That's a very hard return, but the ball has gone _____!



Ex. 3a. Match the words and pictures.

a) under (the bridge)	g) over (the bridge)
b) along (the street)	h) up (the steps)
c) round / around (the lake)	i) past (the church)
d) through (the tunnel)	j) towards (the lake)
e) into (the shop)	k) down (the steps)
f) across (the road)	l) out of (the shop)



Ex. 3b. Complete the sentences with a verb from the list.

hit / kick / run / throw

1. In basketball you have to _____ the ball through a ring with a basket.
2. In football you have to _____ the ball into a goal.
3. In tennis you have to _____ the ball over a net.
4. In the 800 metres you have to _____ twice round the track.

Ex. 3c. Look at the photos in *ex. 1a*. Say what the people are doing. Use verbs and prepositions which express movement.

GRAMMAR: Comparatives

To compare two people, places, things or actions use:

1. comparative adjectives.	3. less + adjective or adverb.
2. comparative adverbs.	4. (not) as + adjective / adverb + as.

Grammar box 1

Comparative adjectives: regular		
adjective	comparative	
short	shorter	One syllable: add <i>-er</i>
big	bigger	One vowel + one consonant: double final consonant
busy	busier	Consonant + y: <i>y</i> + <i>-ier</i>
relaxed	more relaxed	two or more syllables: <i>more</i> + <i>adjective</i>

Grammar box 2

Comparative adjectives: irregular	
adjective	comparative
good	better
bad	worse
far	further

Grammar box 3

Comparative adverbs: regular	
quickly	more quickly
slowly	more slowly
Comparative adverbs: irregular	
hard	harder
well	better
badly	worse

*After comparative + *than* or *as* ... *as* we use an object pronoun (me, her, etc.) or a subject pronoun + auxiliary verb.

E.g. *My brother's taller than me. My brother's taller than I am.*

He isn't as intelligent as her. He isn't as intelligent as she is.

Ex. 4a. Write sentences with a comparative adjective or adverb + *than*.

1. Modern computers are much _____ the early ones. (fast)
2. I'm _____ this week _____ last week. (busy)
3. Newcastle is _____ from London _____ Leeds. (far)
4. I thought the third *Men in Black* film was _____ the first two. (bad)
5. Manchester United played _____ Arsenal. (good)
6. The French exam was _____ the German. (hard)
7. My new job is _____ my old one. (boring)
8. I'm not lazy – I just work _____ you! (slowly)

Ex. 4b. Rewrite the sentences so they mean the same. Use *as ... as*.

1. Adam is shorter than Jerry.
Jerry isn't _____
2. Your bag is nicer than mine.
My bag isn't _____
3. Tokyo is bigger than London.
London isn't _____
4. Tennis is more popular than cricket.
Cricket isn't _____
5. Children learn languages faster than adults.
Adults don't _____
6. I work harder than you.
You don't _____
7. England played better than France.
France didn't _____

Ex. 4c. Write 5 sentences about sports and sportspeople. Use comparative adjectives and adverbs, and *as ... as*. Then compare your ideas with a partner.

E.g. Football is more interesting than tennis.

Watching basketball is as interesting as playing it.

READING AND SPEAKING

Ex. 5a. When you play a sport or a game with family or friends, how do you react if you lose? Are you a good or bad loser? Are any of your family or friends bad losers?

Ex. 5b. Read the text ‘Bad losers?’ and answer with a name. Which of the bad losers...?

- 1) insulted the match official
- 2) did not want to do his job after the match
- 3) became very emotional when he couldn’t take part
- 4) tried to hit somebody
- 5) said sorry after the event

Bad losers?

The hardest lesson to learn in sport is how to lose with dignity, without blaming your defeat on the referees or refusing to shake hands with your opponent. Here are some famous moments when losing was just too hard...

In 1981 at Wimbledon a young John McEnroe was serving. The umpire said that his serve was ¹_____, but McEnroe thought it was ²_____. He became furious and shouted ‘You CANNOT be serious!’ at the umpire. He also called the umpire ‘an incompetent fool!’

In the 2003 Athletics World Championship the 100 metres runner, Jon Drummond, was disqualified for a false start. Drummond lay ³_____ on the track and began to cry. Two hours later his coach told journalists: ‘He’s still crying. We’re making him drink water because he’s becoming dehydrated.’

In the 1982 German Grand Prix Nelson Piquet was winning the race. He was trying to pass Eliseo Salazar (who was last in the race), but Salazar didn’t let him go ⁴_____ him and Piquet crashed into Salazar. Piquet jumped ⁵_____ his car and started trying to hit and kick Salazar (without much success!).

South Korean footballer Ahn Jung-Hwan scored the goal that sent Italy ⁶_____ the 2002 World Cup when they beat them 2–1. But Jung-Hwan also played for the Italian football club Perugia. After the match the president of the club, Luciano Gaucci, announced that the player’s contract would not be renewed. ‘That gentleman will never set foot in Perugia again,’ Gaucci said. ‘I have no intention of paying a salary to somebody who has ruined Italian football.’ Gaucci later apologized, but Ahn Jung-Hwan left the club and never went back to an Italian club.

When England won the Rugby World Cup in 2003 by **beating** Australia in the last minute of the match, the Australian Prime minister, John Howard, was so angry that in the **medals ceremony** he almost threw the medals at the English players. His behaviour was described by a journalist as being ‘like an unhappy five-year-old at a birthday party who starts throwing toys around.’

Source Christina Latham-Koenig, Clive Oxenden, Paul Seligson. English File Pre-intermediate Student's Book. Third edition. Oxford University Press. 2012.

Ex. 5c. Read the text again and complete the gaps with the following prepositions: *down / in / out / out of (x2) / past*

Ex. 5d. Look at the **highlighted** words in the text which are all related to sport. With a partner guess their meaning.

Ex. 5e. In pairs answer the questions.

1. Who do you think was the worst loser?
2. Whose behaviour do you think was understandable?
3. Do you know any sportspeople who are bad losers?

HOMEWORK

Option 1. Get ready to give a two-minute talk on the following topic.

Describe a sportsperson you admire.

You should say:

- who the person is
 - what sport he or she does / did
 - when you first heard about this person
- and explain why you admire him or her.

Option 2. Prepare a 5 min presentation about a sport you like. Speak about

- 1) the origin of the sport,
- 2) the countries which are leaders in this sport, and
- 3) the most remarkable sportspeople doing the sport.

LESSON 6. HILLSIDE SURVIVAL SCHOOL

Ex. 1a. In one minute write down as many unusual hobbies and forms of entertainment as possible. Then in pairs compare your lists. Do you have any similar ideas on your lists? Do you do any activities that you have written down?

Ex. 1b. Look at the advert below. What do you think they teach in that school?

HILLSIDE SURVIVAL SCHOOL

Learn to cope in the wilderness!



Ex. 1c. Listen to a talk by David Johnson, the chief instructor at the Hillside Survival School (Recording 4.4). Check your answers to *ex. 1b*.

Ex. 1d. Listen again 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:

Lasts (3) _____

Takes place (4) _____

Cost: (5) _____

Extreme survival course:

When does it take place? (6) _____

Cost: (7) _____

Minimum age: (8) _____

Full payment by: (9) _____

Source Araminta C. *Total English Pre-intermediate Student's Book*. London: Pearson, 2011.

Ex. 1e. In pairs, answer the questions and give your reasons. Show agreement / disagreement with your partner.

1. *Would you like to do one of the courses at the Hillside Survival School? Why / Why not?*
2. *It is a good idea to sleep in the shelter in November?*
3. *Should a person push oneself to do something in life?*
4. *How do you feel about doing the activities you can see in the photos above?*

GRAMMAR: Superlatives

Ex. 2a. Read the comments about the courses. Are they positive or negative?

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

Hi, David
Just a quick word to say we really enjoyed the weekend. It was probably the hardest thing we've ever done but it was also one of the happiest adventures.
Thanks a lot for an experience we will never forget (even though you said our shelter was the worst you've ever seen)!
Best wishes,
James and Carla

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!
Linda

Ex. 2b. Look at the underlined words in *ex. 2a*. How do we form superlatives? Complete the grammar box below.

Grammar box (superlatives)

Short adjectives (one syllable) = the + adjective + _____
Long adjectives (two or more syllables) = the + _____ + adjective
Two-syllable adjectives ending in -y = _____
Exceptions:
1) good – better – the best
2) bad – worse the worst
3) far – further – the furthest
We often use the + superlative adjective with the present perfect + *ever*.
It's the best book I've ever read.

Ex. 3a. Complete the sentences with the superlative.

1. Thais are _____ people I've ever met. (polite)
2. Yesterday was _____ day of the year. (hot)
3. This is _____ time to drive to the city. (bad)

4. She's _____ girl at school. (friendly)
5. This is _____ part of the exam. (important)
6. _____ time to visit New England is autumn. (good)
7. Ulan Bator is one of _____ cities in the world. (polluted)
8. _____ I've ever flown is to Bali. (far)
9. That's definitely _____ film I've ever seen. (funny)
10. Rob's daughters are all pretty, but I think Emily is _____. (pretty)

Ex. 3b. Write sentences with a superlative + *ever* + the Present Perfect.

- 1 It / hot country / I be to
2. She / unfriendly person / I / meet
3. It / easy exam / he / do
4. They / expensive trousers / I / buy
5. It / long film / I / watch
6. He / attractive man / I / see
7. It / bad meal / I / eat
8. He / interesting teacher / I / have
9. It / exciting job / we / do

GRAMMAR

Speaking about similarities and differences

1. We use *so / neither* + *auxiliary* + *subject* to say that someone or something is the same. Use *so* + *auxiliary* + *subject* to respond to a statement with a positive verb, and **neither** + **auxiliary** + **subject** to respond to a statement with a negative verb.

E.g. **A:** *I love cats*

B: *So do I.*

A: *I can't swim*

B: *Neither can I.*

For more examples, look at the box.

SO DO I, NEITHER DO I, ...

CORK
ENGLISH
TEACHER

**SAME EXPERIENCE AS
POSITIVE STATEMENT**

"I love going to the beach in summer." - "So do I."

"I went to the cinema last night." - "So did I."

"We got married in 2003." - "So did we."

"I have been to Paris twice." - "So have I."

"I'm meeting John tomorrow." - "So am I."

"I'd love to visit Edinburgh." - "So would I."

"He can speak 3 languages fluently." - "So can I."

"Maria has a new boyfriend." - "So does Ana."

SO + AUX. VERB + SUBJECT

**SAME EXPERIENCE AS
NEGATIVE STATEMENT**

"I really don't like Guinness." - "Neither do I."

"I didn't go out last night." - "Neither did I."

"I couldn't answer that question." - "Neither could I."

"Patrick has never lived in Italy." - "Neither has Mike."

"I'm not going to work tomorrow." - "Neither am I."

"I wouldn't like to live there." - "Neither would I."

"We can't go to the meeting today." - "Neither can we."

"I don't like the weather in Ireland." - "Neither does Elena."

NEITHER + AUX. VERB + SUBJECT

2. To respond to a statement and say that you (or someone or something) are different, use **subject + auxiliary**:

E.g. **A:** *I love basketball.*

A: *I haven't been abroad.*

B: *(But) I don't.*

B: *(But) I have.*

Ex. 4. Complete the sentences with an auxiliary or modal verb.

1. **A:** I play the guitar.

B: So _____ I.

2. **A:** I didn't listen to music yesterday.

B: Neither _____ I.

3. **A:** What do you do?

B: I am a violinist and so _____ my mother.

4. **A:** Do you like skiing?

B: Yes, I do but my husband _____.

5. **A:** I was at home at 5 pm yesterday.

B: But I _____. I was in the park.

6. I don't like wearing skirts and neither _____ my sister.

7. **A:** I've been to Moscow three times.

B: So _____ I.

8. My parents love gardening but I _____.

9. **A:** I'd like to spend my holiday in the mountains.

B: But I _____. I'd prefer to go to the seaside.

10. **A:** I wouldn't like to be a celebrity.

B: Neither _____ I.

11. **A:** Are you a vegetarian?

B: Yes, I am and so _____ my boyfriend.

12. I really want to go to Egypt, but my boyfriend _____. He hates the heat.

Ex. 5a. Write 5 positive sentences and 5 negative sentences about yourself. In each sentence use a different grammatical structure (Present Simple, Past Simple, going to, etc.). Then work in pairs. **A** read your sentences to **B**. **B** respond with an auxiliary. Then swap roles.

Ex. 5b. Work in different pairs. Tell your new partner about similarities and differences between you and your first partner.

HOMEWORK: revise grammar and vocabulary in unit 1 in order to do test 1.

UNIT 1: TEST (sample tasks)

Task 1. Speaking (10 points)

Give a two-minute talk on a fashion item that you'd like to buy.

You should say

- what it is
- where you can get it
- how expensive it is

and explain why you would like to have the item.

You have 2 minutes to prepare for the talk. After you have finished talking, your examiner will ask you three questions on the topic, for example:

1. How fashion-conscious are you?
2. Do you think young people are more fashion-conscious than older people?
3. Are fashionable clothes always expensive?

In your answers you should give reasons.

Task 2. Vocabulary (5 points)

Write correct words next to their definitions.

1. A musical instrument, made from skin stretched over the end of a hollow tube, played by hitting with a hand or stick.	A)
2. An area of sand or small stones near the sea, river or lake.	B)
3. A type of transport designed for air travel, with wings and one or more engines.	C)
4. A piece of paper or message proving that money has been received.	D)
5. Someone whose job is to teach people to improve at a sport.	E)

Task 3. Grammar (3 points)

Study the statistics and write 3 sentences using superlatives.

1. Temperature (5 June, 2023) Cairo 32° Moscow 17° Beijing 36° (source www.gismeteo.com)	2. Distance from the beach Grand Hotel – 100 metres Marine Hotel – 50 metres Excelsior Hotel – 30 metres
---	---

Task 4. Grammar (0.5 points for each correct answer)

Complete the sentences. Sometimes you need to use negative forms.

- 1) We _____ British, we're American.
- 2) _____ your teacher live in London?
- 3) I'm taller _____ my brother.
- 4) **A:** 'Would you like to fly a plane?
B: 'No. I _____.'
- 5) It's the _____ interesting book I've ever read.
- 6) They _____ like the film – they left after 10 minutes.
- 7) _____ you written him a letter yet?

Task 5. Grammar (0.5 points for each correct answer)

Complete the sentences with the correct form of the verb in brackets.

- 1) Simon _____ (not be) at work yesterday.
- 2) I _____ just (buy) a new car.
- 3) My sister _____ (listen) to music at the moment.
- 4) Where _____ (be) you yesterday morning?
- 5) They _____ (not drive) to London – they got the train.
- 6) I have an exam tomorrow, so I _____ (study) now.
- 7) She _____ (not like) writing postcards.

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

FROM ADOLESCENT TO ADULT



Wong Fei, China

Fei is an 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.



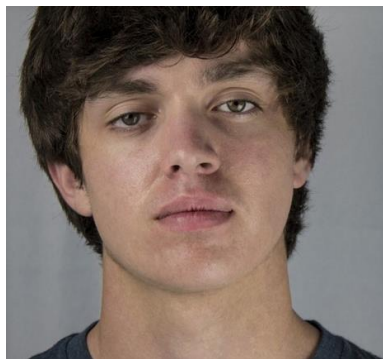
Isabel Jimerez, Spain

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 Lapin, Russia

I am from Moscow and my name is Gregor Lapin. 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.

Source *Total English (Pre-intermediate) Students' Book* <https://english.us.org/new-total-english.html>

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. Work in pairs. Answer the questions using the expressions from Task 10.

- 1) What should young people do if they love each other? Should they be together or wait until their coming of age?
- 2) Would you like to get a good education? Why?
- 3) Is it necessary to study hard at school to make a successful career? Why or why not?
- 4) Have you ever seen someone being bullied? What did you do?
- 5) What do you think is the best way to stop a bully?

LISTENING and SPEAKING

Task 12. Watch the videos below and do the tasks.

1. View/ Listen to [Barack Obama's National Address to Students \(September 2009\)](#)



2. Take notes on the important values he is focusing in his address.

3. Use your notes to discuss with your partner.

4. What relevant conclusions can we draw from the talk?

5. Answer the question: To what extent is school preparing you to face the future

Source: Boston English Centre YouTube Channel <https://goo.su/zCr5hV>



6. View [the presentation by Ken Robinson.](#)



Source: TED YouTube Channel @ <https://goo.su/nz5cf>

7. Refer to the skills mentioned as important for a successful career.

8. Sum up the main ideas.

9. View [Richard St. John's presentation "Secrets of success in 8 words"](#).



10. Compare all the three texts. What are the similarities/ differences?

11. What's your view on these topics now? To what extent has school prepared you to face the future?

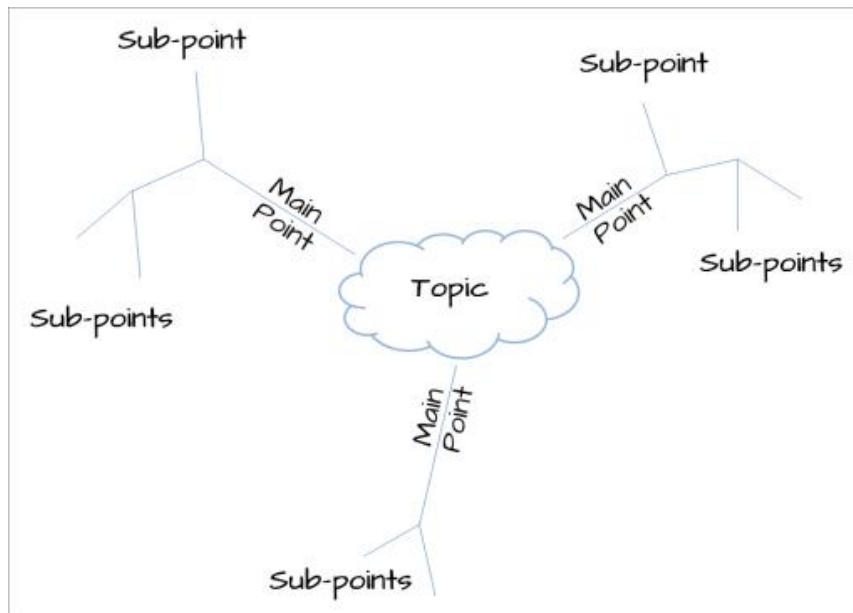
Source: TED YouTube Channel @ <https://goo.su/BHNVw>



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

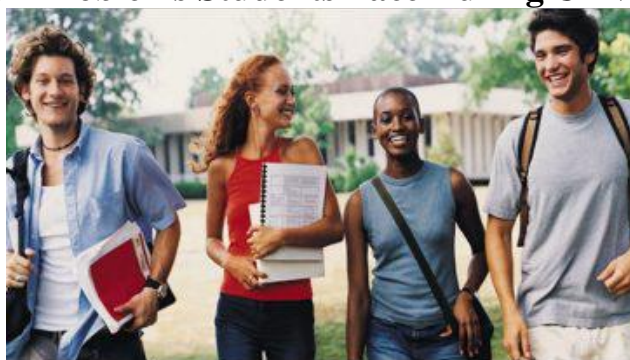
READING

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. Stu-

dents 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.

Source 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?

Task 6. (Homework option)

Make a leaflet for the freshers of Perm State University about the adaptation to university life at PSU, including actual addresses and services where new students can get help.

VOCABULARY

Task 7. Study a 'DO vs. MAKE' rule. Try to remember word combinations with both verbs.

DO vs. MAKE

The difference between Do and Make

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

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?

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LESSON 3. GOING TO UNIVERSITY

WARMING UP

1. Answer the questions.

1. How do you find your life at university? Is it interesting or boring; easy or difficult? Why?
2. What is your favourite subject? Why?
3. Are there any subjects you don't particularly like? Why don't you like them?

VOCABULARY

1 a. Complete the sentences with the verbs in the box.

cheat do fail learn pass revise study take
--

1. When she was at university, she used to for hours every evening.
2. I must tonight. I have an exam tomorrow.
3. Our history teacher was terrible. We didn't anything.
4. If you don't your homework, you can't watch TV later.
5. The professor was angry because some of the students had tried to in the exam.
6. If you want to be a doctor, you have to (or do) a lot of exams.
7. I hope I'm going to my exams. My parents will be furious if I

1 b. Answer the questions.

- 1 Do you study for hours every evening? What kind of homework do you usually do?
- 2 Is it common in your culture to cheat in exams? Why / why not?
- 3 How many exams do you normally take each term? Which exam has been the most difficult?
- 4 Have you ever failed your exams?

2 a. Complete the sentences with the nouns in the box.

timetable / discipline / exam results / subject / maths

1. The here is very strict.
2. My is terrible this term!
3. I love It's my favourite
4. Look! The are on the notice board.

2 b. Say if statements 1–3 in ex. 2 a are true for you.

READING

1. Read the text from a university website. Who is it aimed at?

The University is on campus which covers an area of 200 acres. There are five faculties – Humanities, Science and technology, Social sciences, Law and Medicine and these are divided into departments like geography, art history etc. When you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest. Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most courses require students to write a dissertation in their last year.

The tours will show you the halls of residence where students live, the students' union where lots of social events take place and other useful facilities like the supermarket and launderette.

Our undergraduate courses all begin in October and most of our students are school-leavers – just four per cent are mature students of 21 and over. At present the university year consists of three terms but we are changing to a two-semester year in three years' time. We will have a slightly longer spring vacation and shorter summer vacation.

We have separate open days for graduates who want to go on to do a postgraduate course.

Taken from Thomas B., Matthews L. Vocabulary for First Certificate with Answers. Cambridge University Press, 2007. Unit 44.

2. Complete the sentences with the words from the text above.

1. The university year is divided into or The breaks are called
2. Students attend , and where they are taught about their subject.
3. Students are taught by and

4. A long piece of written work is called a
5. Students who are studying for a first degree are called When they finish they are called A student who continues to study after a first degree is called a
6. The buildings of a university and the land that surrounds them are called a
7. Students live in and attend social events arranged by the
8. Information about the university can be found in a booklet called a
9. The university is organized by subject into different and a group of these form a
10. Students who are at least 21 are students.

3. Answer the questions.

1. Is the academic year at Perm State University divided into terms or semesters? Are there any advantages or disadvantages of a two-semester year?
2. Are there any tutorials at Perm State University?
3. Is the campus of Perm State University large? Do you live on campus?
4. What are the advantages and disadvantages of living in a hall of residence? Do you personally like or dislike living in a hall of residence? Why / Why not?
5. Do you attend social events at the students' union? Can you describe some of the most memorable ones?

Perm State University

READING

1. Before reading the text, try to answer the questions.

1. When was Perm State University founded?
2. What's the name of the local merchant who contributed to the foundation of Perm State University?
3. What higher educational establishments were set up on the basis of the university departments?
4. How many faculties does PSU have?
5. What were the first faculties of the university?
6. What countries does the university have academic contacts with?

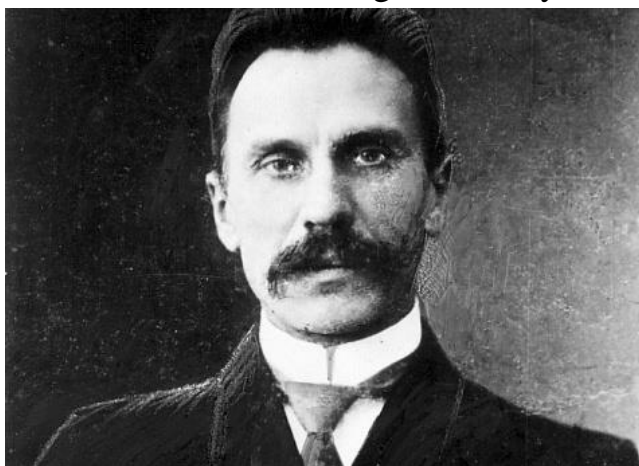
2. Read the text about PSU and find the answers to the questions above.

Perm State University

Perm State University was founded on 14 October 1916 and became the first higher educational establishment in the Urals. At that time Perm Governorate was one of the largest in the Russian Empire uniting the areas on both slopes of the Ural Mountains. The city of Perm was the administrative centre of the governorate with a well developed transport infrastructure. The region was developing dynamically and needed its own research and educational centre. Thanks to Nikolay Meshkov, a prominent public figure and local merchant, the city offered the best financial and material conditions for setting up a university and the central government made its decision in favour of Perm. With the rise of the University the land of the Urals, formally the Eastern brink of Europe, became closely connected to the European educational space.

Perm State University was set up as a branch of St. Petersburg University.

Its first rector was a distinguished astronomer Konstantin Pokrovsky and the staff of the new university mainly consisted of young and ambitious lecturers from the capital of Russia. The first faculties were Physics and Mathematics, History and Philology as well as the Law Faculty. The Faculty of Physics and Mathematics included the Department of Chemistry, the Department of Mineralogy and Geology as well as the Department of Geography and Ethnography.



Konstantin Pokrovsky,
first rector of Perm University

Some time later the faculties of Medicine, Agriculture and Pedagogy were set up and in the 1930s they were transformed into separate institutes. In the 1960s the Polytechnic Institute was established on the basis of the Faculty of Technology.

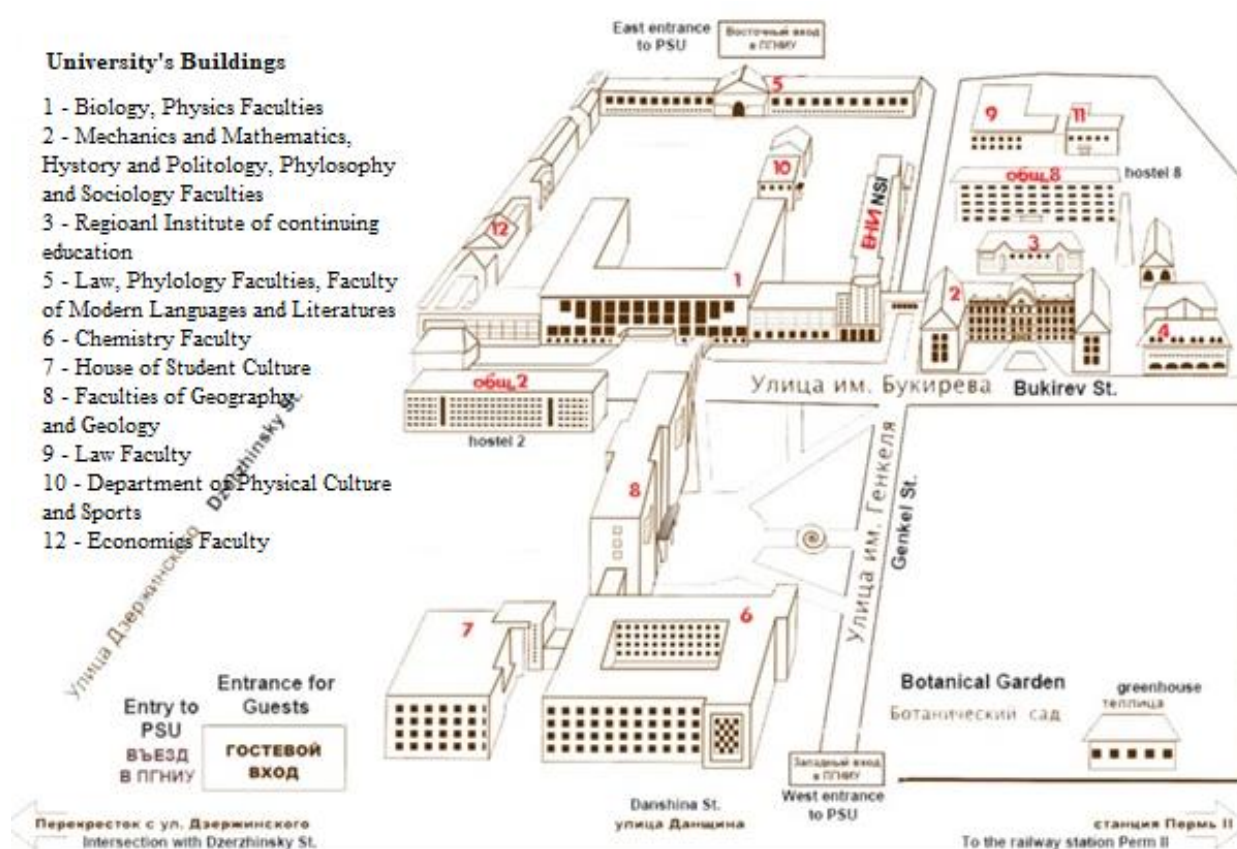
Nowadays Perm State University is one of Russia's largest research and educational centres. There are 13 faculties: Mechanics and Mathematics, Physics, Chemistry, Biology, Geology, Geography, Economics, History and Politics, Philology, Law, Philosophy and Sociology, Modern Foreign Languages and Literature as well as the Institute of Computer Sciences and Technologies. The University also has the Regional Institute of Continuous Education, the Perm University Publishing House, the Special Design Office «Mayak», the Natural Sciences Institute, a botanical garden,

the Kama River Biological Research Station and the experimental centre «Preduralye».

The university has academic links with many universities from different parts of the world – Oxford University (the UK), the University of Louisville (the USA), Nanchang University (China), etc. These contacts include regular exchange programs for the teaching staff and students as well as joint research projects.

Perm State University is very optimistic about its future and stays loyal to its mission – keeping the high standards of academic knowledge. It copes with the challenges it faces and does its best to stay competitive.

Taken from Perm State University website <http://en.psu.ru/about/history/>



Picture 1. Perm State University Campus (photo by the Press-office of PSU)



Picture 2. Main Square of Perm State University (photo by the Press-office of PSU)

3. Match the words from the text with their definitions.

1) founded	a) the group of people who work for an organization
2) an establishment	b) a company that publishes books
3) a branch	c) an organization
4) a merchant	d) someone who teaches at college or university
5) staff	e) the result that an organization is trying to achieve through its plans and actions
6) a lecturer	f) a person whose job is to buy and sell products in large amounts, especially by trading with other countries
7) a publishing house	g) brought into existence
8) a mission	h) a part of something larger

4. Answer the questions:

1 If you had to make a presentation about Perm State University, what interesting facts (which are not in the text) would you mention?

2 What do you think PSU should do in order to attract students?

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!

Source *Total English (Pre-intermediate) Students' Book* <https://english.us.org/new-total-english.html>

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?

Task 7. 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 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.

Source Travel Taboos <http://www.traveltaboo.com/uk-travel-tips-dos-and-donts/>

Task 8. 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. STEREOTYPES

Task 1. Read the text about stereotypes and answer the questions that follow.

Stereotypes

A **stereotype** is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Stereotypes are often created about people of specific cultures or races. Other terms that are associated with the term stereotype are *prejudice* and *cliché*.

The term has a Greek origin: *stereos* means *solid* or *firm* and *typos* mean *blow*, *impression*, *engraved* or *mark*. The term was first used in the printing business. The first modern English use of the term was in 1850, meaning "image perpetuated without change."

Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states* "One reason for stereotypes is the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

Common Stereotypes

Racial Profiling – One of the more common stereotype examples is stereotypes surrounding race.

Gender Profiling There are also some common stereotypes of men and women,

Sexual Stereotypes – Sexual stereotypes, on the other hand, suggest that any feminine man is gay and any masculine woman is a lesbian. Those who believe gay stereotypes may also believe that homosexuality is immoral, wrong and an abomination.

Cultures – Stereotypes also exist about cultures or countries as a whole.

Groups of Individuals – A different type of stereotype also involves grouping of individuals.

Why do we stereotype?

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Why is it bad to stereotype?

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotyping is not only hurtful, it is also wrong. Even if the stereotype is correct in some cases, constantly putting someone down based on your preconceived perceptions will not encourage them to succeed.

Stereotyping can lead to the feeling of inferiority that the stereotyped people may have and which may impair their performance. It can also lead to bullying from a young age. Stereotyping is encouraging bullying behavior that children carry into adulthood.

Stereotyping can also lead people to live lives driven by hate, and can cause the victims of those stereotypes to be driven by fear. Stereotypes may also be used for scapegoating or for making general erroneous judgments about people, which leads to xenophobic or racist behavior.

Source Management Training and Development <https://goo.su/nUly>

1. The word stereotype has

- A. a Greek origin.
- B. an English origin.

2. The first modern English use of the term was in

- A. The 18th century
- B. The 19th century
- C. The 21st century

3. Stereotypes are used to

- A. make generalizations about different groups of people.
- B. have an accurate understanding of the stereotyped people.

4. If you label people in terms of stereotypes, you will probably

- A. be having an exact judgment of their worth.
- B. be behaving in a discriminatory way

5. According to the sociologist Charles E. Hurst what is the reason for stereotyping?

6. Why do we stereotype? Cite 2 reasons.

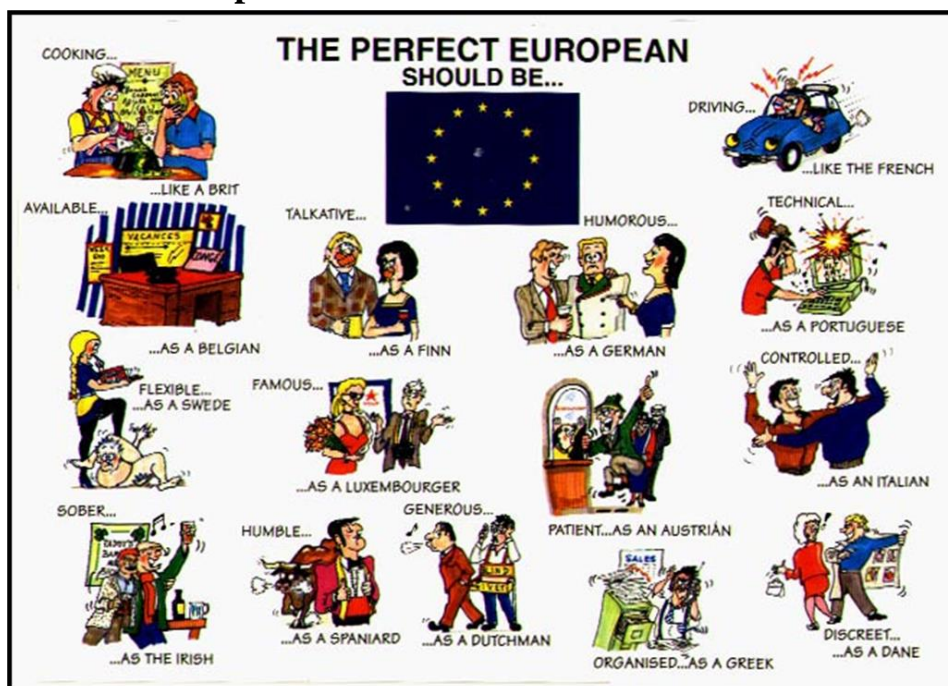
7. Name and explain at least three negative effects of stereotyping.

8. Put the following stereotypical comments into the correct Common Stereotypes

- Men are strong and do all the work.
- Girls are not good at sports.
- All teenagers are rebels.
- Guys are messy and unclean.
- All white Americans are obese, lazy, and dim-witted.
- All Mexicans are lazy and came into America illegally.
- All Arabs and Muslims are terrorists.
- All Blacks are good at sports is a stereotype,
- Punks wear mohawks, spikes, chains, are a menace to society and are always getting in trouble.
- All politicians are philanders and think only of personal gain and benefit.
- Girls are only concerned about physical appearance.
- All blonds are unintelligent.
- Women aren't as smart as a man.
- All children don't enjoy healthy food.
- Only anorexic women can become models.
- All Asians are good at math. All Asians like to eat rice and drive slow.
- The elderly have health issues and behave like children.
- All Irish people are drunks and eat potatoes.

Racial Profiling	Gender Profiling	Culture Profiling	Groups of Individuals

Task 2. Look at the picture. What does it show?



Task 3. Rewrite the similes shown in the image into sentences according to the pattern provided by the example.

The French are generally seen as good drivers.

Do you think these stereotypes are true? What is the image trying to portray?

Task 4. Listening

Do you know how to translate into 7 languages?

Watch the video



https://www.youtube.com/watch?time_continue=1&v=XY66ZJ0TFUI

1. What countries are the people participating in the negotiation from?
2. Do you think Catherine Tate succeeded in faking the foreign languages in question?
3. Do you find her attempts of faking foreign languages hilarious, offensive, or ridiculous?

Source ShireChic YouTube Channel <https://www.youtube.com/watch?v=XY66ZJ0TFUI>

Task 5. Discuss the following questions:

1. What stereotypes do foreign people have about Russia (of Russian people)? Which is the silliest? Is any of them fair?
2. Do movies show different nationalities as stereotypes? Can you give examples?
3. Does stereotyping help you in some way? How can stereotypes be damaging?
4. Do gender stereotypes annoy you?

Task 6. 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?

● **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?

Source UK Students <http://ukstudentresidences.com/famous-stereotypes-british-people-true-false/>

Task 7. Use any app to visualize the stereotypes about typically British personality traits (things, traditions, etc.). You can make slideshows, word clouds, infographics, tags, etc. Present your ideas in the classroom.

LESSON 6. 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 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.

Source Business Commerce Workshop <https://goo.su/OIYkte>

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>

GRAMMAR

Task 7. 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 8. 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 1st 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 9. Write your own indirect questions about activities, holidays, shopping, food, favourite films, etc.

LESSON 7. CASE STUDY

Task 1. Study the information and do the tasks.

Background

Toyworld is a profitable toy retailer based in Seattle, US, with subsidiaries in over 30 countries. Toyworld buys its products from suppliers all over the world.

Mr Lee Chung, head of a toy manufacturing firm based in Guandong, China, is going to visit the Toyworld subsidiary in your country. Mr Chung will be accompanied by his Export Manager, John Wong. The purpose of the visit is to get to know Toyworld's management better and learn more about the company. He may set up a joint venture with Toyworld if he has confidence in them and considers them to be a suitable partner. This is Mr Chung and Mr Wong's first visit to your company, and to your country.

Task

You are members of the planning committee for Mr Chung's visit. Read the documents. Then, plan a draft programme in small groups. After that, compare your ideas with the rest of the class and produce the final programme.

Toyworld Senior Managers

Chief Executive

Managing Director

Finance Director Marketing Director Warehouse Manager

Personnel Manager Chief Accountant Sales Manager Public Relations Manager Advertising Manager Transport and Distribution Manager

Chief Buyer

Administrative staff: 82; Warehouse workers: 20

60

To... Manager, Public Relations

From... Chief Executive

Subject: Mr Lee Chung's visit Date: 2 June

Mr Lee Chung and Mr John Wong will arrive at 9.10 a.m. on Monday 20 June and leave on Thursday 23 June.

When you prepare the draft programme, please schedule a meeting (morning or afternoon) during which we can discuss our business plans with Mr Chung and Mr Wong. Also, make sure that our visitors have opportunities to meet our staff and gain a complete understanding of our business.

The visitors will expect to have some basic information about Toyworld and to be offered activities which give them an understanding of the company. Please also arrange some social and cultural activities during their stay.

Above all, we do not want to make any cultural mistakes during the visit. We want Mr Chung and Mr Wong to leave with an excellent impression of our company and the way we treat foreign visitors.

To help you plan the visit, please could you attend the talk by Catherine Eng (an expert on Chinese business culture).

Key questions for the planning committee

- 1 Where will the visitors stay?
- 2 Who will meet them? What transport will be used?
- 3 What arrangements should be made for meals?
- 4 When will the business meeting take place?
- 5 What topics would be suitable for discussion at meals?
- 6 How will the visitors be entertained? Trips? Special events?
- 7 What gifts would be suitable? When and how should they be given?
- 8 Should there be local press and television coverage?
- 9 Is it necessary to provide an interpreter?
- 10 Any other ideas to develop a good relationship?

Task 2. Listen to the talk given by Catherine Eng. Make notes on her key points.

Task 3. As Marketing Director at Toyworld, send an e-mail to Mr. Chung with details of the programme of his visit. The tone of the e-mail should be friendly and show that you and your colleagues are looking forward to meeting him soon.

Source Business English B 2.1 – G.2013R – Culture

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. 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 always _____ a mess in the kitchen. I am sick and tired of this.
6. You _____ 5 mistakes! Look at your paper!
7. Can you _____ me a favour?
8. I _____ exercises every morning.

USE OF ENGLISH

C. 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.

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



LISTENING

E. Listen to the text and fill in the gaps

Aren't stereotypes 1).....? Why is it we all have a typical image of people from other countries. Not all stereotypes though are to do with nationality. We have stereotypes on 2)..... – the typical accountant or computer software designer. Stereotypes even 3)..... race and religion. Actually, thinking about it, stereotypes aren't that funny. They make 4)..... of people. Even worse, they put people in a negative 5)..... When we see cartoons of stereotypes, we 6) them. This is not nice. It's not good to laugh at a nationality. I think stereotypes do 7)..... in the world. They don't really 8) people together. I don't 9)..... the stereotype of people from my country. I don't carry an 10) and I don't drink tea.

UNIT 3. FAST MODERN WORD

LESSON 1. HIGH-SPEED SOCIETY



LEAD-IN

We live in a high-speed world. Work and personal life are often rushed and mashed together in a blur of activity. Information streams into you faster than any time in human history. Thanks largely to advances in technology, the pace of life seems to be getting faster and more frenetic every year. It can feel as if your internal gear has only two speeds: fast and faster.

Answer the questions:

1. How has life become fast in modern times?
2. How do you survive in a fast-paced environment?
3. Is technology changing faster than ever?

ACTIVE VOCABULARY

LISTENING

Task 1. Fast-Paced Life. Scan the QR code or click here <https://ello.org/english/1351/T1388-AbidemiRory-06-FastLife.htm> and listen to Rory and Abidemi talking about how life is fast-paced these days and everyone, even children, are very busy.

The transcript is given below



Abidemi: So Rory, talking about schedules, do you ever think that life is too busy or too much that we're trying to fit too many things?

Rory: Maybe for some people. Not for me, actually. I take life quite slowly. But I noticed with my daughter that we're always sort of *rushing* her to do things. So when she comes home from school, she has to do her homework. And then one night a week, she has to go to swimming then she has piano, then she has like an acrobat lesson. When I was a kid, we did nothing after school, you know. We went to the park by ourselves and played. But nothing was scheduled, so we just did what we wanted.

Abidemi: I see.

Rory: So do you think like kids today, we try and make them do too much or they try and do too much.

Abidemi: That's a really good question. And I think, yes, you're right. It feels like a lot – that we expect a lot more from kids these days. Whereas similar to your background too, when I was growing up, I thought sometimes that I was *bored out of my mind* because there was just nothing really much to do except for maybe going to the library and borrow some books to read. And I had *all the time in the world* to read them.

But these days, you see kids running around trying to do it all. Play soccer or some kind of sports or do some club activities or just something. They are always busy, the kids I see around me. So...

Rory: Yeah. Yeah. I think we're trying to make them maybe grow up too quickly or do too much too soon. When I was kid, you could sort of *find your own path*. You know, when you became a teenager, when you start to get to university, starting to make these choices.

But now, parents seem to – okay, the kid is going to do piano and they're going to do soccer and they're going to study hard for, you know, exams, do extra math tuition. I don't know if kids can handle it.

Abidemi: I don't know either. It also seems that it comes with our world today. It's a lot more competitive. And what I've heard is like people are trying to prepare their kids as much as possible. I've heard, for some universities, you need to show that you can handle a lot. Rory: Right.

Abidemi: And because everybody is the same place, they're all racing for the same positions that if you don't distinguish yourself in some way, you *can't make it*. So in response to that, parents are trying to pile as much on the kids as possible.

Rory: Yeah. I was reading something that said that employers really look now for extracurricular things that kids do. So not just their grades but what clubs were they members of. Were they acting in the theater, were they a member of a sports team and these things seem to be becoming more important now.

Abidemi: Than just school work.

Rory: Yeah. Yeah.

Abidemi: I think it's a shame. I like the way I grew up. Yeah. I'll like if my kids could have a bit more freedom but I can also see that with *the way the world is going*, I would probably be anxious for them to do as much as possible so that they can have the best in the future.

Rory: Yeah, because it's a balance between giving them the freedom and then giving them the opportunities to excel at various things. Abidemi: There you go. That's it. Yeah.

Task 2. Scan the QR code or click here <https://elllo.org/english/1351/T1388-AbidemiRory-06-FastLife.htm> and do the quiz.



Task 3. Write down useful words and phrases that you can use when talking about fast-paced life.

READING

Before reading



Task 4. Answer the questions:

1. How do people build and maintain relationships these days?
2. What is Online Dating?
3. What is a Dating App?

Task 5. Spend one minute writing down all of the different words you associate with the phrase "Online Dating". Share your words with your partner(s) and talk about them.

Task 6. How important are these things in a partner? What would you say about yourself regarding these things? Complete this table. Share the results in class.

	Importance	Me
Intelligence		
Looks		
Politics		
Humour		
Hobbies		
Salary		

Task 7. What are the good and bad things of these forms of dating introductions? Complete this table with your partner(s). Share the results in class.

	Good things	Bad things
Online dating		
Blind dates		
Love at first sight		
Office romances		
School sweethearts		
Arranged marriages		

Task 8. Read the text and do the tasks after it.

Dating App (26th May, 2021)

The dating app Tinder has launched a new feature designed to help reduce online harassment. The app uses an algorithm to detect potentially abusive content contained in a message created by the user. Artificial intelligence is used to create a database that flags up examples of abusive or inappropriate language. After the author of the message presses 'send', a small box pops up that asks, "Are you sure?" or "AYS?" Developers at Tinder are optimistic the new feature will drastically cut the number of abusive messages sent on the platform. They say that while testing the app, the volume of such messages fell by 10 per cent. The new feature has been rolled out on English and Japanese versions of the app.

The Tinder dating app allows users to anonymously swipe photos and like or dislike the profiles of possible love matches based on photos, biographies and com-

mon interests. Once the app deems two users as being "matched", they can exchange messages and arrange a date. While the app has resulted in many finding love, like similar apps, it has been abused. AYS works on the concept of "act in haste, repent at leisure". The company says AYS is its response to keeping Tinder a safe environment. It said: "The early results...show us that intervention done the right way can be really meaningful in changing behaviour and building a community where everyone feels like they can be themselves."

Sources:

<https://breakingnewsenglish.com/2105/210526-tinder.html>

<https://www.techradar.com/news/tinder-will-alert-users-before-they-send-offensive-messages>

<https://mashable.com/article/tinder-are-you-sure/>

<https://metro.co.uk/2021/05/24/tinder-asks-users-to-think-twice-before-sending-abuse-14623992>

After reading

Task 9. TRUE / FALSE. Guess if 1-8 below are true (T) or false (F).

- | | |
|--|--------------|
| 1. Tinder's new app will stop online harassment. | T / F |
| 2. Tinder's new app uses artificial intelligence to flag up abusive content. | T / F |
| 3. A message asking the user "Are you sure?" appears in a pop-up box. | T / F |
| 4. The "Are You Sure?" feature is currently only on the English Tinder. | T / F |
| 5. Tinder users look at biographies and profiles of other users. | T / F |
| 6. Once Tinder matches two people, they get each other's phone number. | T / F |
| 7. Tinder said the app was for people to repent in haste and act in leisure. | T / F |
| 8. Tinder wants people to be themselves online. | T / F |

Task 10. Comprehension questions.

1. What does the Tinder app use to help reduce online harassment?
2. What is artificial intelligence used to create?
3. What pops up in the app?
4. How confident are Tinder developers that the feature will work?
5. In what two languages has the new feature been rolled out?
6. What does the app allow users to swipe?
7. What can users exchange once a match has been established?
8. What has the app led to many people finding?
9. What kind of environment does Tinder want to create?
10. What does Tinder want people to feel they can be?

SPEAKING

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

- 1.What did you think when you read the headline?
- 2.What images are in your mind when you hear the word 'dating'?
- 3.What do you think of dating apps?
- 4.What are the good and bad things about dating apps?
- 5.Why is there so much online harassment?
- 6.Have you ever regretted sending a message online?
- 7.Is the 'Are You Sure?' button a good idea?
- 8.What other buttons do apps need?
- 9.What should happen to people who are abusive online?
- 10.What advice do you have for people who are abused online?

STUDENT B's QUESTIONS (Do not show these to student A)

- 11.Did you like reading this article? Why/not?
- 12.What do you think of when you hear the word 'app'?
- 13.What do you think about what you read?
- 14.Would you use a dating app?
- 15.What is the best way to find a partner?
- 16.When was the last time you acted in haste?
- 17.How has dating changed over the years?
- 18.What is your idea of a perfect date?
- 19.What is your idea of a perfect partner?
- 20.What questions would you like to ask Tinder?

WRITING

Task 12. Dating apps should be much more regulated. Do you agree or disagree with the statement? * Write 5-10 sentences proving your point of view.

***Agreeing and disagreeing**

Here are some expressions you can use to agree and disagree. You will need to use these expressions in a discussion activity.

Agreeing

That's right!

Absolutely!

Exactly!
Me too!
Yes, I agree!
I totally agree!
I couldn't agree more!
I see exactly what you mean!
You're right. That's a good point.

Disagreeing

I don't agree!
I totally disagree!
Absolutely not!
That's not right!
I'm not sure about that.

Partly agreeing

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

It is always a good idea to justify your opinions. Don't just say 'I agree', but say 'I agree because I think that ... (explain your reason).'

GRAMMAR

PHRASAL VERBS

Do you know how to use verbs in phrases like pick the kids up, turn the music down and look after my cat? Read the grammar explanation.

Study this information

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

I called Jen to see how she was. (call = to telephone)

They've called off the meeting. (call off = to cancel)

In terms of word order, there are two main types of phrasal verb: separable and inseparable.

Separable

With separable phrasal verbs, the verb and particle can be apart or together.

They've called the meeting off.

OR

They've called off the meeting

However, separable phrasal verbs must be separated when you use a personal pronoun.

The meeting? They've called it off.

Here are some common separable phrasal verbs:

I didn't want to **bring** the situation **up** at the meeting. (bring up = start talking about a particular subject)

Please can you **fill** this form **in**?

(fill in = write information in a form or document)

I'll **pick** you **up** from the station at 8 p.m.

(pick up = collect someone in a car or other vehicle to take them somewhere)

She **turned** the job **down** because she didn't want to move to Glasgow. (turn down = to not accept an offer)

Non-separable

Some phrasal verbs cannot be separated.

Who looks after the baby when you're at work?

Even when there is a personal pronoun, the verb and particle remain together.

Who looks after her when you're at work?

Here are some common non-separable phrasal verbs:

I **came across** your email when I was clearing my inbox. (come across = to find something by chance)

The caterpillar **turned into** a beautiful butterfly. (turn into = become)

It was quite a major operation. It took months to **get over** it and feel normal again.

(get over = recover from something)

We are aware of the problem and we are **looking into** it. (look into = investigate)

Some multi-word verbs are inseparable simply because they don't take an object. I **get up** at 7 a.m.

With two particles

Phrasal verbs with two particles are also inseparable. Even if you use a personal pronoun, you put it after the particles.

Who **came up with** that idea?

(come up with = think of an idea or plan)

Let's **get rid of** these old magazines to make more space.

(get rid of = remove or become free of something that you don't want) I didn't really **get on with** my stepbrother when I was a teenager.

(get on with = like and be friendly towards someone)

Can you hear that noise all the time? I don't know how you **put up with** it. (put up with = tolerate something difficult or annoying) The concert's on Friday. I'm really **looking forward to** it.

(look forward to = be happy and excited about something that is going to happen)

Source <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/phrasal-verbs>

Task 13. Phrasal Verbs: Use the words in the box to complete the sentences with phrasal verbs.

**ACROSS AFTER AWAY BACK DOWN
INTO OFF ON OUT OVER UP FOR**

1. We were lucky that the bomb didn't blow _____. 2. He missed so much at school that he found it difficult to catch _____. 3. As a single mother, she brought _____ her two sons on her own. 4. When I read the book I came _____ a word I had never seen before. 5. Would you like to stay at home or eat _____ tonight? 6. Could you turn the volume _____ . – I'm trying to work. 7. The woman finally calmed _____ and told everything to the police. 8. I'll call you _____ later when I'm not so busy. 9. Could you look _____ the baby for a few hours ? 10. Burglars broke _____ the new house on High Street. 11. Jerry hung _____ without even saying goodbye. 12. I asked the author when her new book was coming _____. 13. I don't think you can do something that's wrong and get _____ with it. 14. I was looking _____ my briefcase, but I couldn't find it. 15. We watched as the planes took _____ from the airport. 16. I don't feel well. I think I'll lie _____ for a while. 17. Cars should be kept _____ of the city center. They don't belong there. 18. You need to get _____ the bus opposite the supermarket. 19. It can take weeks to get _____ an illness like that. 20. Don't get nervous. We'll work _____ a solution to the problem.
21. I trusted him but then he let me _____. 22. He pointed _____ that there was no sense in playing if four of us were ill. 23. I had to look _____ that word in the dictionary. 24. Put your clothes

and scarfs _____ – it's cold outside. 25. Many hospitals are running _____ of money. 26. My dad is going to set _____ a new taxi company next year. 27. Do you want to write _____ my phone number? 28. The firefighters were able to put _____ the fire. 29. Did you pay _____ the money I gave you ? 30. Please try _____ these shoes to see if they're the right size

Task 14. Fill in the correct form of one of the phrasal verbs from the box.

fall for figure out give in go along with look for pay for pull through
put on run into show up take off talk down to

1. I looked for my keys everywhere but I couldn't _____ where I put them 2. I _____ you at the party but I couldn't see you. 3. Although he tried to eat less he _____ some weight during the holidays 4. I _____ Karen and her new boyfriend when I went shopping 5. Over a hundred people _____ for the news conference 6. Our plane _____ an hour late because of the fog. 7. My son drove me crazy about buying a new bike, so finally I _____. 8. Erich is very sick at the moment but I am sure he'll _____. 9. She shouldn't _____ him like that. You're not his boss. 10. I understand your opinion but I have to _____ Linda on this question. 11. John told me that he didn't steal but I didn't _____ his lies. 12. Can I _____ the drinks with a credit card?

LISTENING

Task 15. Phrasal verbs are very common in spoken English. You can watch Fast Phrasal comic-strip videos by going to <https://learnenglishteens.britishcouncil.org/vocabulary/b2-c1-vocabulary> or scanning the QR code



After watching the videos, do the exercises to learn and practise how to use phrasal verbs correctly. You can start with the video entitled "Best mates".



Scan the QR code or click here <https://learnenglishteens.britishcouncil.org/vocabulary/b2-c1-vocabulary/best-mates>. Sam sees Fred's girlfriend with another boy. Should he tell

Fred? How will Fred react? The video is full of phrasal verbs, which are red in the comic. After watching the video, do the exercises to check your understanding. Write down the phrasal verbs from the video. Make a summary of the video using the phrasal verbs.

HOME ASSIGNMENT

Task 1. Go to https://www.english-grammar.at/online_exercises/phrasal_verbs/pv015.htm , https://www.english-grammar.at/online_exercises/phrasal_verbs/phrasal-verbs3.htm , https://www.english-grammar.at/online_exercises/phrasal_verbs/pv017.htm and do the exercises on Phrasal verbs. Share the results in class.

Task 2. Watch more Fast Phrasal comic-strip videos by scanning the QR code or going to <https://learnenglishteens.britishcouncil.org/vocabulary/b2-c1-vocabulary> and do the exercises to learn and practise how to use phrasal verbs correctly.



LESSON 2. FAST FASHION



LEAD-IN

Answer the questions:

- 1) How do people buy and use clothes these days?
- 2) What is Fast Fashion?
- 3) Where can you buy fast fashion in your town?
- 4) What kinds of people buy fast fashion? Why?
- 5) What are the pros and cons of fast fashion?
- 6) Where can you get clothes that aren't fast fashion?

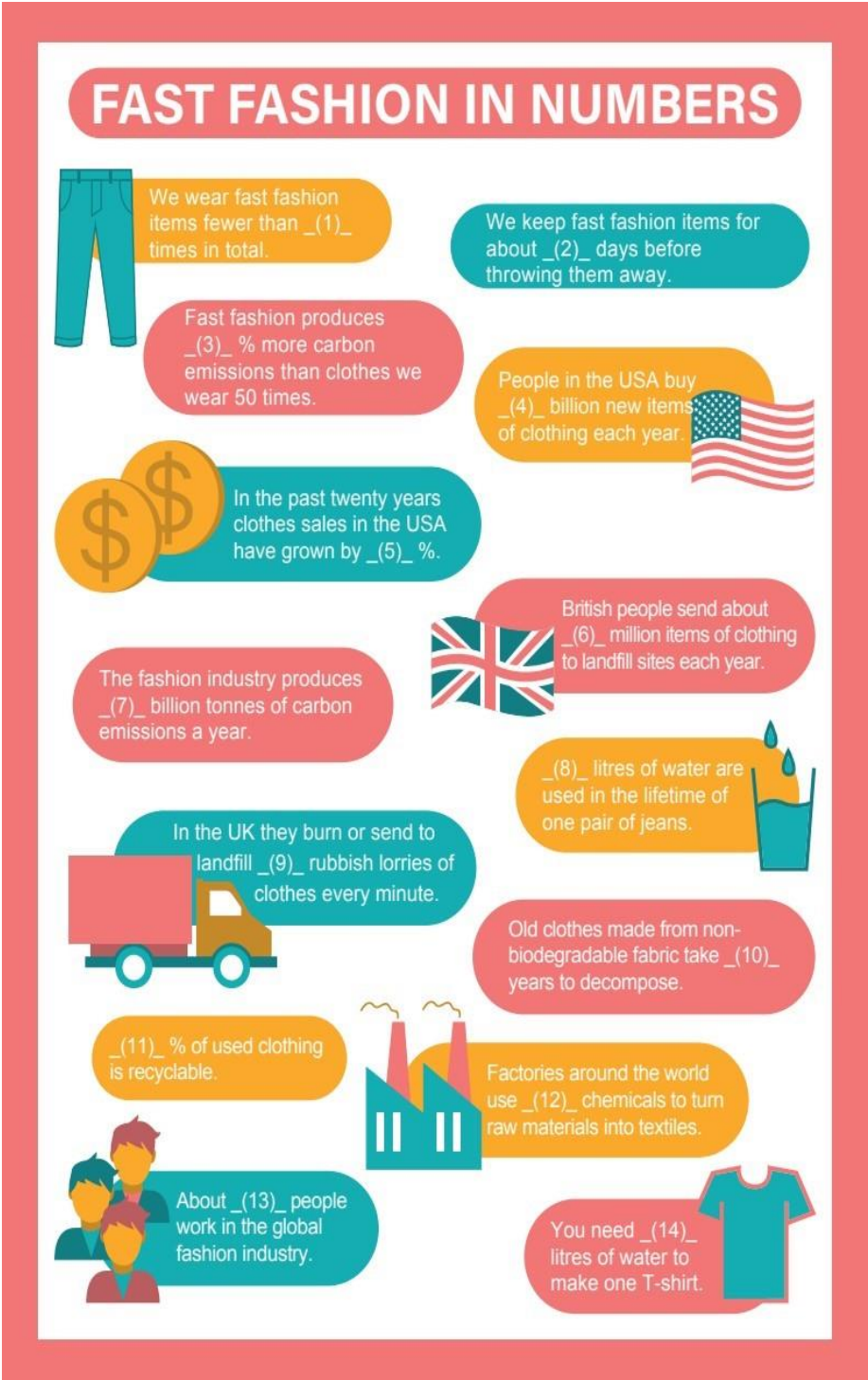
ACTIVE VOCABULARY

Task 1. Match the words and definitions.

1) item (n)	a) a place where large amounts of rubbish are buried
2) produce (v)	b) natural materials, such as cotton or wool
3) carbon emissions (n)	c) material used to make clothes etc.
4) landfill site (n)	d) one object or unit
5) biodegradable (adj)	e) break up into small parts and disappear with time
6) decompose (v)	f) chemicals that are dangerous for the environment
7) recyclable (adj)	g) relating to the whole world
8) raw materials (n)	h) make, create
9) textile (n)	i) able to be recycled, used again
10) global (adj)	j) able to decay naturally, without causing harm

Task 2. Complete the infographic about fast fashion. Use the numbers in the box below.

1.2	400	400	235	200	99	80	35
60,000,000	3,781	2,700	5	60	8,000		



LISTENING

Task 3. Learn some Phrasal verbs related to shopping. Watch what happens when Fred and Kate take Izzy's little sister to the sales! Scan the QR code or go to



<https://learnenglishteens.britishcouncil.org/vocabulary/b2-c1-vocabulary/shopping>.

The video is full of phrasal verbs, which are red in the comic. After watching the video, do the exercises to check your understanding. Write down the phrasal verbs from the video. Make a summary of the video using the phrasal verbs. Answer the questions: Would you like to have a new look? How often do you buy new clothes? Do you prefer to order clothes online or to buy them in stores?

READING

Before reading

Task 4. Work in pairs or small groups. Students A strongly believe we should all try to wear clothes we buy for at least 10 years; Students B strongly believe the opposite.

Task 5. ENVIRONMENTAL PROBLEMS: How bad are these problems? How can we reduce them? Complete this table with your partner(s). Share the results in class.

	How Bad	Solutions
Human waste		
Overpopulation		
Biodiversity loss		
Deforestation		
Desertification		
Pollution		

Task 6. FASHION: Rank these with your partner. Put the most serious issues concerning fast fashion at the top. Share the results in class.

- ☐ Water usage
- ☐ Poisonous dyes
- ☐ Plastic microfibres
- ☐ Overconsumption
- ☐ Landfills
- ☐ Child labour
- ☐ Waste
- ☐ Energy consumption

Task 7. Read the text and do the tasks after it.

Fast Fashion (10th February, 2022)

Environmentalists are getting more worried about the effects of fast fashion on the environment. Fast fashion is the mass production of clothes at a low cost. They are put in shops and online quickly to create a high demand. Manufacturers make 100 billion items of clothing every year. This is expected to grow by 60 per cent by 2030. The fast fashion business model is having a negative effect on the environment. Many of the clothes end up in landfills and are not recycled. Another negative effect on the environment is caused by the chemicals used to make the clothes. These cause health problems for people working in clothes factories. There are reports children make many of these clothes.

The way people are buying clothes is adding to the problem of clothing waste. Many years ago, people went to stores and tried clothes on. People took more time and thought more carefully before they bought clothes. They also wore them for longer. Today, people order cheap clothes on the Internet and if they don't like them, they send them back. Some people say this is causing a throwaway society. Some people buy clothes and never even wear them. The German media company Deutsche Welle wrote: "Every year in Europe, four million tons of clothing ends up in the trash. Less than one per cent of this is recycled." It seems the fashion industry is not so sustainable.

Sources:

<https://breakingnewsenglish.com/2202/220210-fast-fashion.html>

[https://www . dw.com /en/fast-fashion-the-shady-world-of-cheap-clothing/a-60351403](https://www.dw.com/en/fast-fashion-the-shady-world-of-cheap-clothing/a-60351403)

<https://www . abc.net.au /news/2018-10-04/charities-spending-millions-cleaning-up-fast- fashion-graveyard/10328758>

<https://www . bbc.com /news/av/world-60249712>

After reading

Task 8. TRUE / FALSE. Guess if 1-8 below are true (T) or false (F).

- 1.Environmentalists are worried about fast and slow fashion. **T / F**
- 2.Clothes makers make 100 billion items of clothing annually. **T / F**
- 3.Fast fashion will be 60% bigger by the end of this decade. **T / F**
- 4.No children are involved in making clothes any more. **T / F**
- 5.Fast fashion has changed people's shopping habits. **T / F**
- 6.People used to take their time when they shopped for clothes. **T / F**
- 7.The article says we all buy clothes that we never wear. **T / F**
- 8.Less than 1% of clothes thrown away in Europe are recycled. **T / F**

Task 9. Comprehension questions.

1. What does fast fashion create by putting them in stores quickly?
2. How many items of clothing are made each year?
3. By when will the scale of fast fashion increase by 60%?
4. Who is being affected by chemicals?
5. Who is making many of the fast fashion clothes, according to reports?
6. What is adding to the problem of clothing waste?
7. What did people take when they bought clothes many years ago?
8. What kind of society is being created?
9. Who buys clothes that they never wear?
10. How many clothes that are thrown away in Europe are recycled?

SPEAKING

Task 10. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'fashion'?
3. What do you think of fashion?
4. What do you think of fast fashion?
5. How important is fashion?
6. How sustainable is fashion?
7. How long do you keep an item of clothing for?
8. Should we wear clothes until they get holes in them?
9. Should we all wear the same clothes?
10. How fashionable are you?

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'environment'?
13. What do you think about what you read?
14. What do you know about fast fashion?
15. What is so wasteful about fashion?
16. What do you think of wearing something just a few times?
17. How can we recycle clothes?
18. Have you ever bought clothes and not worn them?
19. What do you think of buying used clothes?
20. What questions would you like to ask an environmentalist?

Task 11. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Poisonous Dyes

You think poisonous dyes are the most serious issue concerning fast fashion. Tell the others three reasons why. Tell them why their issues aren't as bad. Also, tell the others which is the least worrying of these (and why): plastic microfibres, landfills or child labour.

Role B – Plastic Microfibres

You think plastic microfibres are the most serious issue concerning fast fashion. Tell the others three reasons why. Tell them why their issues aren't as bad. Also, tell the others which is the least worrying of these (and why): poisonous dyes, landfills or child labour.

Role C – Landfills

You think landfills are the most serious issue concerning fast fashion. Tell the others three reasons why. Tell them why their issues aren't as bad. Also, tell the others which is the least worrying of these (and why): plastic microfibres, poisonous dyes or child labour.

Role D – Child Labour

You think child labour is the most serious issue concerning fast fashion. Tell the others three reasons why. Tell them why their issues aren't as bad. Also, tell the others which is the least worrying of these (and why): plastic microfibres, landfills or poisonous dyes.

WRITING

Task 12. We should wear clothes until they get holes in them. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view.

HOME ASSIGNMENT

Task 1. We all need to buy stuff from time to time. But do we think about how our shopping affects people, animals and the environment? Here's how you can love fashion and the world we live in <https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/ethical-shopping>. After reading the text, do the exercises to

check your understanding. Answer the questions: What about you? Do you try to shop ethically? What do you do?

Task 2. Do you ever think about who made the clothes you're wearing? Lots of people don't think about this when they're buying clothes, but a group of people in the fashion industry have started a #Fashion Revolution. Find out more by watching this video <https://learnenglishteens.britishcouncil.org/study-break/video-zone/who-made-your-clothes>. After watching the video, do the exercises to check your understanding. Answer the question: Do you think customers should start to ask more questions about the working conditions of the people who made the clothes they buy?

LESSON 3. REBOOTING FOOD



LEAD-IN

Answer the questions:

1. How has modern life changed the eating habits of the people around the world?
2. How do we consume food these days?
3. What are the current trends in food?
4. Is healthy eating a trend? Why?

ACTIVE VOCABULARY

LISTENING

Task 1*. For Lower Level Students. Fruits and Veggies. Scan the QR code or go to <https://www.ello.org/english/1401/1445-MegTodd-Health-Fruits.htm> and listen to Meg talking about eating healthy foods and the types of fruits and vegetables she likes.



The transcript is given below

Todd: So Meg, you look like a healthy person. Do you eat lots of fruits and vegetables? Meg: I do eat lots of fruits and vegetables, especially fruit. I love to eat fruit because it's so sweet.

Todd: Yeah? What fruits do you like?

Meg: I love bananas because they're so healthy for you. And so usually, in the morning for breakfast, I'll have a banana. I also love blueberries. Blueberries are my favorite fruit. But sometimes, they're expensive so I can't often eat blueberries.

Todd: Oh, I agree. Blueberries are so good. I love blueberries in oatmeal.

Meg: That's a good idea. I love to have blueberries in *muffins*.

Todd: Oh, that's nice. Well, you bake. Do you bake blueberry muffins?

Meg: I do bake blueberry muffins, and also blueberry bread, blueberry pancakes, many blueberry things.

Todd: Wow. That's great. So are there any fruits you don't like?

Meg: I don't like kiwi actually because the *flavor* is okay but the fruits is too soft. So usually, I don't want to eat kiwi.

Todd: Oh well, I love kiwi. I love kiwi and bananas. It's very good.

Meg: Hmm, sounds okay but maybe I'll just have the banana.

Todd: So what about vegetables? Are you a person who eats lots of salad?

Meg: I don't eat a lot of salad but I do like to eat vegetables with my meals, usually lunch and dinner.

Todd: So you cook vegetables.

Meg: I cook vegetables or I eat vegetables fresh. For example, usually with my lunch, I'll cut up a cucumber, and put some salt or pepper on the cucumber and eat with my lunch.

Todd: Oh great. I love *vegetable sticks*, so I love carrot sticks, cucumber sticks, radish sticks. It's very good.

Meg: Do you like to *dip* vegetable sticks into any dressing?

Todd: I do but it's not healthy, right?

Meg: No.

Todd: But yeah, I love the dressing like the ranch dressing with carrot sticks or the ranch dressing with cucumber sticks. It's very nice.

Meg: Yeah. It's pretty delicious. But you're right. Not so healthy.

Todd: No. So what vegetables do you cook?

Meg: Sometimes I cook broccoli. I actually like to roast broccoli, which is when you put broccoli into the oven and cook it a few minutes. So it's really delicious. You can add some salt or seasonings and it's easy to make. You can cook some meat or rice while the broccoli is in the oven and then it's ready for your dinner.

Todd: That's great. Yeah. You see some vegetables like on a kebab that are roasted. I guess onions are roasted, peppers are roasted.

Meg: Right, right.

Todd: Do you roast other vegetables *besides* broccoli?

Meg: Sometimes tomatoes, and sometimes potatoes although, it's that a vegetable.

Todd: It is but it's not a very healthy vegetable.

Meg: So maybe I shouldn't eat potatoes.

Todd: I love potatoes though. So you roast vegetables, do you cook vegetables any other way? Do you boil vegetables or fry vegetables?

Meg: Sometimes I boil vegetables. For example, I like to boil carrots because they're soft and you can add some spices again to have some flavor when you eat carrots with your meal.

Todd: Yeah. Actually, I love carrots but I only like raw carrots.

Meg: Oh really?

Todd: And I hate cooked carrots.

Meg: Oh well, I'll try to remember that if ever you *come over for dinner*. Todd: Yeah. Carrots sticks please. Meg: Okay.

Task 2*. Scan the QR code or go to <https://www.elllo.org/english/1401/1445-MegTodd-Health-Fruits.htm> and do the quiz.



Task 3*. Write down useful words and phrases that you can use when talking about healthy eating.

Task 1.** For Higher Level Students. Taking Care of Physical Health. Scan the QR code or go to <https://www.elllo.org/english/1501/1530-Tahia-UK-Physical-Health.htm> and listen to two people talking about the importance of staying healthy.



The transcript is given below

Tahia: So I've been really worried about my physical health lately and think that I need to have a far better routine. What do you think are the most important things that I should do to have good physical health?

Christian: That's a great question. I think it's a combination of things. You need to make sure that you're eating healthily. That means lots of fruits and vegetables, no junk food like fried food, and no sugary foods like cookies and chocolates. You can *treat yourself here and there* of course, but don't make it part of your routine. And I also think that exercising is very, very important.

Tahia: How do you exercise and how often do you exercise?

Christian: I exercise by going to the gym, which is where I run on the treadmill and lift weights to tone and grow my muscles, which is super important to me. Usually I work out for around one hour each time and try to go at least five times a week. How about you? What's your favorite way to exercise?

Tahia: I do like going to the gym, but I enjoy it best when I mix it with going to classes like Zumba and Pilates classes. It's a great mix and it means that I don't get bored. Another thing that I'm trying to do as well as exercising is drinking way more water. It helps to keep you more energetic, helps your skin be clearer, and generally helps your health in a lot of ways. How much water do you drink in a day?

Christian: Let me think. Usually I *aim for* two and a half liters of water a day, and I like adding lemons and strawberries to my water to make drinking more exciting. Because, you know, drinking only water every day can get a little bit boring. One thing that

I'm *working on* right now is having a very healthy sleep routine. Right now, I'm only sleeping for around four hours a night and it's been making me feel very tired throughout the day. What about you? How many hours do you sleep?

Tahia: I try to sleep for about eight hours, but sometimes it's longer and sometimes it's shorter. The key is to sleep at the same time every night and wake up at the same time every morning so that you can build a routine. But you *brought up* an interesting point about feeling tired throughout the day. That's definitely something that I'm struggling with. I feel like my energy levels are low all the time and I'm not sure what to do to help boost my energy. Do you have any tips for that?

Christian: Yeah. Do you drink coffee in the morning?

Tahia: I do. Actually, I think I drink about three cups of coffee a day.

Christian: Wow. That's a lot, but I do know some people that can drink *up to* seven cups of coffee a day. So I don't know what to tell you. I don't know if it's a good or a bad thing that you drink so much coffee, but maybe you should try not drinking coffee for a week and see if your energy levels improve. Do you think that's something that you could do?

Tahia: I did read in a study once that drinking coffee gives you a lot of caffeine, which can make you feel like you have a lot of energy at the time, but really interrupts with your sleep schedule. So for example, if you drink coffee at 6:00 PM, you'll struggle to sleep. And maybe that's the reason why you don't actually get enough sleep. Do you drink a lot of coffee too?

Christian: Yeah. Not too much. Sometimes I'll drink one cup on another day, I'll drink two cups. Sometimes I can even drink five cups if I have a lot of things to do that day. But my energy levels don't change too much when I drink coffee. I think I'm just so used to it now that it just doesn't impact me that much, which is probably not a good thing. What do you think?

Tahia: I don't think that's a good thing at all. I think as well as coffee, energy drinks is a problem. Yeah, sure, you might get energy in the moment, but it can really affect the quality of your sleep, not just the quantity. So that's definitely something that I think you should work on.

Christian: Yeah. I think we should both stop drinking coffee for a little while and see how it affects us.

Task 2.** Scan the QR code or go to <https://www.ello.org/english/1501/1530-Tahia-UK-PhysicalHealth.htm> and do the quiz.



Task 3.** Write down useful words and phrases that you can use when talking about staying healthy.

Freegans

Answer the questions:

- 1) What does a freegan do?
- 2) Why do people become freegan?
- 3) How do you become a freegan?

LISTENING

Task 4. Scan the QR code or go to https://drive.google.com/file/d/1Qtbu8EnmVEdJDa2gmpIoMZ_nzK_MICg_/view?usp=sharing and listen to Rob and Feifei talking about freeganism. Find out if Rob really has become a freegan or he's just a cheapskate!



The transcript is given below.

Feifei Hello again. I'm Feifei and this is The English We Speak, and Rob's here too...

Rob Yes I am. Hello. And I'm feeling a bit peckish.

Feifei Peckish?

Rob You know, a little bit hungry.

Feifei Well when we've finished, you can go down to the canteen and buy yourself a bite to eat.

Rob What?

Feifei A bite to eat – a snack, a sandwich and a packet of crisps maybe. And can you get me something too please?

Rob No I won't be doing that – not now that I'm a freegan. That means I don't pay for food I only eat what's free.

Feifei Right. So Rob, how do you get it – beg for it, steal it?

Rob Of course not, Feifei. I just eat food that's been wasted – maybe thrown away by supermarkets or restaurants. You know, I hate to see food being wasted.

Feifei Me too. So a freegan eats food that has been wasted – maybe because it is out of date or too much has been made. Wow, Rob. This sounds like a good idea.

Rob Yes it is. Let's hear from some other freegans in these examples – which are also free!

Examples

I'm trying to do my bit for the environment by reducing food that's thrown away – so I'm becoming a freegan.

My brother was so annoyed when he saw loads of food dumped in a bin at the back of the supermarket that he decided to collect it and give it to the homeless – I suppose you could call him a freegan.

Thrown away food isn't rubbish, it's free food! That's why I'm a freegan.

Feifei This is The English We Speak from BBC Learning English and today Rob is telling us about being a freegan – that's someone who only eats food that has been wasted or thrown away.

Rob And Feifei, freegans like me don't just eat free food, we give it to people who need it more than us.

Feifei Rob, you've changed. Why are you being so responsible and charitable?

Rob I'm just a good person – oh and it's saved me loads of money.

Feifei Oh I get it. You're not being a good person – you're just being tight!

Rob Tight – you mean not generous? Honestly!

Feifei You're not a freegan – you are a freeloader. Someone who expects things for free without giving anything in return. Come on admit it Rob.

Rob Ermm, I'm just going to the canteen. What was it you wanted? Oh and could you lend me some money to buy something please?

Feifei Bye Rob

Rob Bye

Learn more about freeganism by scanning the QR code or going to <https://discover.hubpages.com/money/Top-10-facts-about-Freeganism-and-what-is-a-Freegan>.



READING

Before reading

Task 5. Work in pairs or small groups. Students A strongly believe we should only eat lab-grown meat to protect animals; Students B strongly believe the opposite.

Task 6. FOOD INDUSTRY: What do you know about these aspects of the food industry? What will their future look like? Complete this table with your partner(s). Share the results in class.

	The Industry Now	The Future
Livestock farming		
Poultry farming		
Rice production		
Junk food		
Coffee growing		
GM food		

Task 7. FOOD: Rank these with your partner. Put the best food we can eat at the top. Share the results in class.

- ☐ Beef
- ☐ Chicken
- ☐ Tuna
- ☐ Bananas
- ☐ Spinach
- ☐ Avocado
- ☐ Nuts
- ☐ Rice

Task 8. Read the text and do the tasks after it.

Lab-grown meat given green light in Singapore (9th December, 2020)

Singapore has approved the production, sale and consumption of meat manufactured in a lab. The lab-grown meat could be the start of a revolution in the way we eat. Despite the cultured meat coming from bioreactors in a laboratory, it is, scientifically, real meat. To be more precise, it is chicken. The "chicken bites" look and taste like real chicken. The chicken is made by the U.S. company Eat Just. The "just" in the company's name is the adjective "just" (meaning "fair") rather than the adverb that means "only". Josh Tetrick, the Eat Just CEO, said no animals are killed to make the meat. This has the potential to transform the meat industry. It could also have an adverse impact on poultry and livestock farming.

Mr Tetrick believes Singapore's green light is just the start of a huge shake-up that will revolutionise meat manufacturing. He said: "I'm sure that our regulatory approval for cultured meat will be the first of many in...countries around the globe." He said labgrown meat could lead to a huge reduction in the environmental impact of livestock production and thus change the world for the better. We could see disease-free meat, an end to the use of drugs in meat, and an end to animal cruelty. Tetrick added: "Cultured meat's role in creating a safer, more secure global food supply has...given rise to a steady increase in the application of animal cell culture technology...of food products."

Sources:

<https://breakingnewsenglish.com/2012/201209-lab-grown-meat.html>

<https://www.mashed.com/282205/this-is-why-plant-based-meat-is-so-expensive/> <https://www.foodsafetynews.com/2020/12/eat-just-inc-gets-approval-in-singapore-for-lab-grown-chicken/>

<https://metro.co.uk/2020/12/03/lab-grown-chicken-nuggets-given-the-green-light-in-singapore-13694617/>

After reading

Task 9. TRUE / FALSE. Guess if 1-8 below are true (T) or false (F).

- | | |
|--|--------------|
| 1. The article says lab-grown meat could be revolutionary. | T / F |
| 2. The lab-grown meat was created in bioreactors. | T / F |
| 3. The lab-grown meat tastes like chicken but doesn't look like it. | T / F |
| 4. A company CEO says lab-grown meat will not affect the poultry industry. | T / F |
| 5. The company CEO says he needed to shake a green light. | T / F |
| 6. The CEO said many other countries will get approval to grow meat. | T / F |
| 7. The article says we will never see an end to animal cruelty. | T / F |
| 8. There is less animal cell technology being used in food products today. | T / F |

Task 10. Comprehension questions.

1. What does the article say lab-grown meat could be the start of?
2. Where in a laboratory did the company grow the meat?
3. What does the meat look and taste like?
4. What does the CEO say lab-grown meat has the potential to transform?
5. What does the CEO think the green light is the start of?
6. What kind of approval did the Eat Just company get?
7. According to the CEO, how could lab-grown meat change the world?
8. What does the CEO say we could see an end to besides the use of drugs?
9. What might cultured meat lead to a more secure supply of?
10. What technology has seen a steady rise regarding food products?

SPEAKING

Task 11. DISCUSSION ON Lab-grown Meat. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

- 1.What did you think when you read the headline?
- 2.What images are in your mind when you hear the word 'lab'?
- 3.What do you think of meat?
- 4.Is it right to kill animals so we can eat meat?
- 5.What do you think of the idea of lab-grown meat?
- 6.Is lab-grown meat, for which no animals die, good for vegetarians?
- 7.Do you think the lab-grown meat is really real chicken?
- 8.What is "just" about the lab-grown chicken bites?
- 9.How could this technology transform the meat industry?
- 10.How could this technology adversely affect livestock farming?

STUDENT B's QUESTIONS (Do not show these to student A)

- 11.Did you like reading this article? Why/not?
- 12.What do you think of when you hear the word 'meat'?
- 13.What do you think about what you read?
- 14.How happy would you be if lab-grown meat was very cheap?
- 15.Would you buy the lab-grown meat?
- 16.What do you think of all our food being grown in a lab?
- 17.Will this technology end animal cruelty?
- 18.Do you worry about the drugs in our meat and other food?
- 19.How will lab-grown meat help the global food supply?
- 20.What questions would you like to ask the CEO of Eat Just?

WRITING

Task 12. Lab-grown meat will be better for us than killing animals for meat. Write 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!

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.

GRAMMAR

LINKING WORDS AND CONJUNCTIONS

When you are telling a story, linking words are really useful. You can use them in lots of different ways. In this stage, we are going to look at three uses of linking words:

Using linking words within and between sentences and paragraphs helps to make your writing flow logically. These words act as signposts, assisting your reader to move easily from one idea to the next, and to see relationships between sentences or paragraphs. Linking words are particularly useful for indicating that you are going to explain something, to give an example or to use a time sequence, or to offer a contrasting view.

Presenting Your Opinion:

In my opinion: In my opinion, both the government and citizens of a country should come forward and fight corruption.

I think: I think, students at the university level should not be forced to attend the class. **In my view:** In my view, mothers have more intimate relationships with their children and that is why they should spend more time with them.

I believe: This is undoubtedly a very good solution but I believe, there are better solutions than that.

I admit: I admit that we now have a busy life but that does not mean that we should not find time to take part in community programmes that are aimed to make our community a better place to live in.

Giving Examples:

To cite an example: To cite an example, I started learning a second language at my primary school and that did not increase my study pressure at all.

For example: For example, most companies want their employees to enhance their skills so that they can better performance over time.

For instance: For instance, many developing countries are trying to improve their GDP through their export activities.

Namely: Namely, Australia and Canada have many charity organisations which work exactly for this cause.

To illustrate: To illustrate, universities, these days, offer a wide range of subjects than they used to do in the past.

One clear example: One clear example would be my sister who, despite her graduation in mathematics, works as a journalist in a daily newspaper.

In other words: In other words, fathers should share these responsibilities and let mothers enjoy some leisure hours. [N.B. Use this expression (i.e. in other words) to express or point something in a different way, to make it easier, clear and to emphasise.] **To give an example:** To give an example, modern household appliances and kitchenware have made the cooking process easier and faster.

Listing Points:

First/ Firstly/ To begin with:

First, public transportations are cheap and can carry many passengers at a time. Firstly, increasing the fuel price would affect the daily budget of all citizens.

To begin with, old people has paid taxes and worked for the country for their whole life. **Second/ Secondly:**

Second(ly), we do not have to worry about parking, garage, traffic rule violation and fuel cost when we do not own a car.

Third(ly)... Fourth(ly):

Third(ly), smoking does not have a single benefit but a pile of disadvantages. Fourth(ly), the ever-increasing population is a reason for increased house rent, competitive job market and pollution.

Lastly/ Finally/ Last but not least:

Lastly, rail is one of the safest transportation systems that can carry a huge number of passengers at a time.

Finally, parents spend more time with their children than a teacher does. Last but not least, countries like Bangladesh, India, Pakistan and Nepal prove that violence and crime can be at a peak even under the woman leadership.

Reasons and Causes:

Since: Since the developing countries have adopted technology in their agriculture sector, their yearly productions have increased significantly.

Because: Another group of people attend a night school because they work in the daytime.

As: As mothers mostly stay home, they have a greater responsibility in upbringing children.

Due to: Due to the widespread corruption in these less developed countries, the fund should be directly handled and utilised by the authority of the developed countries.

Owing to: (means because of/on account of). The new factory would have many negative effects and would destroy the serenity of our community owing to its location in the middle of our area.

Adding Information:

Additionally: Additionally, computer games are addictive and can waste a large portion of the valuable time of a school-going child.

Moreover: Moreover, young people have better technological knowledge than the older generation.

In addition: In addition, fast food contains fat, preservative, and other harmful ingredients which are very detrimental to our health.

Furthermore: Furthermore, helping developing countries in terms of providing education facilities, can strengthen the relationship between two countries.

And: And the negative impacts of establishing a large factory in our community would trigger other adverse consequences which would be hard to tackle in the long run. **Not only... but also:** Not only deforestation damages the natural habitats of many species but also is the main reason for global warming.

Also: Also, cities provide better job opportunities and a better living standard.

As well as: Too much dependency on technological devices as well as the internet would bring catastrophic consequences once something goes wrong.

Results and Consequences:

As a result: As a result, lessons learned from our experiences have better effects on our life.

Hence: Hence, I completely disagree that the factory would be a good place for new jobs for the community people.

So: So, owning a private car would offer someone the freedom that he usually does not have without it.

Therefore: Therefore, television is the most popular media for entertainment in most of the countries in the world.

Thus: Thus, overreliance on technology can bring dreadful events in the upcoming future.

Consequently: Consequently, we remember such gifts and revere the good wishes that were conveyed through those gifts.

For this reason: For this reason, I would like to own a private car than always relying on public transportations.

To Indicate Time:

Subsequently: Subsequently, the increasing population in the city areas are the main reason there are so many unemployed people in these cities.

Eventually: Eventually, the cost of medical health care would increase day by day and mass people would find it hard to get proper medical facilities.

Meanwhile: Meanwhile, a single international language would reduce the language barrier among the people of different countries to a great extent.

Henceforth: (Meaning – Hereafter, hence, subsequently, from now on.) Henceforth, the government should increase its budget and manpower for fighting corruption.

Initially: Initially, it can be supported by the government but in the long run, it should be people who should spontaneously support this cause both verbally and financially.

Highlighting & Emphasising:

Especially: This step would be advantageous for people, especially for rural people, as it would increase the job opportunities in rural areas.

Clearly: Clearly, this law is a violation of people's privacy and that is why this law needs amendments.

Obviously: Obviously, automation in government sectors would reduce corruption to a great extent.

Specifically: Corruption in government sectors, specifically in countries like India and Bangladesh, is another hindrance in the overall progress.

Of course: Of course, the government has a responsibility to support those older people. But that does not mean that children of such senior citizens are free from their own responsibilities towards their aged parents.

In particular: In particular, there is almost no university in such underdeveloped areas and a large number of students, due to this, move to the city areas each year.

Presenting Contrast:

Despite: Despite its immense benefits, we should be wary of its usages in our daily life. **In spite of:** In spite of remarkable progress in recent years, women are still suffering from social discrimination in many developing countries.

By contrast: By contrast, knowledge gained from travelling and from real-life experiences has a greater impact on our future course of actions in life.

Alternatively: Alternatively, the government can impose laws to control the market price of most essential commodities.

Another opinion could be: Another option could be restricting the number of children a family can have.

On the other hand: On the other hand, owning a car is expensive as it requires parking, fuel, servicing, maintaining and yearly renewal costs.

Still: Still, strictly controlling the number of children a family can have is not a feasible solution.

However: However, many destitute families rely on the earnings those young children bring to the family.

Although: Although implementing this would require a huge sum of money, this, in my opinion, is the most optimal solution.

Even though: Even though their arguments are somewhat convincing to listen to, in reality, the scenario is quite the opposite.

But: But, the investment in trade and finance alone does not guarantee a steady growth of the GDP for this country.

Presenting Comparison:

In comparison: In comparison to the past century, people these days do not have a strong family tie.

Admittedly: Admittedly, severe punishments set examples to other people temporarily but it lacks any long term effect.

Similarly: Similarly, capital punishment is brutal and fail to establish a bridge between social unrest and reformation.

Likewise: Likewise, technological advancement creates new job opportunities both in developing and developed countries.

In the same way: In the same way, increasing the tax would not be a viable solution to address this issue.

Linking Words for Conclusion:

In conclusion: In conclusion, we should strictly monitor the type of programmes our children watch each day.

To conclude: To conclude, university admission should be merit-based, not genderbased.

To draw the conclusion: To draw the conclusion, this is our world and we have to save it. Uncontrolled use of natural resources would endanger our very existence and that is why we should be much sensible of their usages.

To sum up: To sum up, it is up to us to judge the authenticity of the news. But the journalists also have a professional and moral obligation to present us the truth.

Task 13. Scan the QR code or click here https://www.english-grammar.at/online_exercises/connectives/con003-environmental-problems.htm and link the ideas and expressions with the correct linking words.



Task 14. Scan the QR code or click here https://www.english-grammar.at/online_exercises/connectives/con007-linking-words.htm and choose the correct connectives.



HOME ASSIGNMENT

1. Write a paragraph on the following topic: “Lab-grown meat will be better for us than killing animals for meat”. Follow the paragraph’s structure. Use linking words and phrases. Be ready to read your paragraph out loud in class.

2. Scan the QR code or click here https://www.english-grammar.at/online_exercises/connectives/con015.htm and fill in all the gaps.



LESSON 4. DIGITAL FOOTPRINT



LEAD IN

Answer the questions:

1. What is a digital footprint and why is it important?
2. What are examples of digital footprint?
3. How can you protect your digital footprint?

READING

Before reading

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.

Do the preparation task first. Then read the article and do the exercises.

Task 1. 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

Task 2. Read the text and do the tasks after it.

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

1. 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!
2. 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.
3. 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.
4. 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.
5. 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.
6. 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?'

Source

<https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/your-digital-footprint>

After reading

Task 3. Check your understanding: multiple choice. Circle the best answer to these questions.

1. When you go online, you ...
 - 1) can choose what information is recorded about you.
 - 2) leave a trail showing where you've been and what you've been doing.
 - 3) send information to recruiters.
2. If people search for information about you, they can find your ...
 - 1) bookmarked websites.
 - 2) passwords.
 - 3) digital footprint.
3. Someone could pretend to be you if you don't log off when ...
 - 1) abandoning a site.
 - 2) posting a comment.
 - 3) sharing a photo.
4. You should make your passwords difficult to guess by ...
 - 1) using all capital letters.
 - 2) making them complex.
 - 3) including a symbol.
5. If a user reports inappropriate content, ...
 - 1) web managers usually react immediately.
 - 2) recruiters often respond.
 - 3) other users want to read what they've said.
6. You should report abusive remarks on the internet ...
 - 1) if you think they are really serious.
 - 2) in all cases.
 - 3) if you can find the contact and have time.
7. To remember your favourite websites, you can use the ...
 - 1) browser.
 - 2) bookmark function.
 - 3) mobile device.
8. Think carefully before ...
 - 1) sharing your favourite website online.
 - 2) sharing your comments online.
 - 3) sharing personal information online.

Task 4. Check your understanding: grouping. Write the tips in the correct group.

- write your password in a place where you can find it easily.
- use a picture instead of a photo of yourself.
- use the history button to find a favourite website.
- forget to erase your browser history.
- keep quiet about inappropriate content that you come across.
- use punctuation marks in your password.
- log off when you leave a website.
- use your name when you post comments online.

DO	DON'T
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SPEAKING

Task 5. Discussion on Internet. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What is the Internet?
- 2) What would the world be like without the Internet?
- 3) Could you live without the Internet?
- 4) Is the Internet dangerous?
- 5) What kind of technology will replace the Internet?
- 6) What annoys you about the Internet?
- 7) Are you addicted to the Internet?
- 8) What do you think of social networking sites like Facebook, MySpace and Bebo?
- 9) Can you remember the first time you used the Internet?
- 10) Do you think fingerprints or retina scans are better than ID cards?

STUDENT B's QUESTIONS (Do not show these to student A)

- 1) How does the Internet work?
- 2) How would your life be different without the Internet?
- 3) What do you use the Internet for?
- 4) How has the Internet changed the world?
- 5) What's the best thing about the Internet?

- 6) Could the Internet have a better name?
- 7) What does the Internet need more of?
- 8) What is your favourite Internet site?
- 9) What do you think of the idea of Internet shopping or online dating?
- 10) Do you think people will prefer to live their lives on the Internet instead of real life?

LISTENING

What is oversharing?

Before you listen

Task 6. Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

1..... to edit	a. a saved image of what is on a computer or phone screen
2..... significant	b. to make changes
3..... a finsta	c. to be unable to change something
4..... a spam account	d. important
5..... to be stuck with something	e. a fake Instagram account (a combination of the words 'fake' and 'Instagram')
6..... a screenshot	f. a secondary social media or email account that you use for posting silly or random things
7..... to take something down	g. careful, not taking any risks
8..... to put something up	h. to post something on the internet
9..... to scrutinise	i. to remove or delete something from the internet
10..... cautious	j. to examine something very carefully

Task 7. Scan the QR code or click here <https://learnenglishteens.britishcouncil.org/study-break/video-zone/oversharing-your-digital-footprint> and listen to some teenagers talking about oversharing.



The transcript is given below.

The idea of, you know, posting and have a lot of people see it can definitely be kind of scary.

You know, if you're a teenager, you're going to make bad decisions sometimes.

They can screenshot it, they can do so many things to save that and they can edit it in ways that you won't want them to.

Whether or not you think it'll go away, it's there. Anything you post online, you're stuck with.

Oversharing to me is ... putting too much of your personal life in front of a wide audience of people.

Posting something for the sake of showing that you're there and maybe not because you're actually having that great of a time.

Posting about things that people don't necessarily think are significant, but they're just kind of posting to be posting.

What you share and how often you share is going to affect the way that somebody views you. Just because I'm gonna post all the time, that doesn't mean that you're going to get all the attention. That doesn't mean that everybody's gonna like you.

For example, people have, like, finstas where they ... or spam accounts where they just, like, post random stuff and sometimes they get too personal with what ... with what they're talking about on there.

Things that are meant to be texted one-to-one, people will tend to post online so 50 other people can see their plans for tomorrow or the next weekend. You could be doing something, like, that could potentially endanger yourself by making your account public and saying too much about where you live or who you are.

When I'm in, like, a cool location, and I want to show everybody where I am, but most of the time I'll just tag where I am on like a Snapchat story so people can know. So once you put something online, it can be there forever because people might take screenshots, they might record it, they might save it.

I don't think, I don't think people don't realise that it's going to be there forever. I think they just don't care. A lot of people have this mentality of, like, 'What I'm doing is very insignificant. Why is anyone gonna care about this?'

You should be cautious of what you post. You'll post your pictures and think, like, 'OK, nobody, nobody's seeing me, nobody's screenshotted me, nobody doing nothing', because people are doing that. You're just not gonna know.

Your Snapchats, despite the fact that they only last, I don't know, four to eight seconds, they're still there. Your Instagram stories that go away after 24 hours, they're still there. Anything that is posted, anything that's up, no matter what happens, even if you leave it up for a minute and take it down, it's there as soon as you put it up there.

No one's going to scrutinise everything that you say the same way that you might. You are not obliged to post every second of your life in order to please what you might seem is the majority of people. So when you feel like you have to post all the time, when you feel like you have to do this in order to get fame and attention, you don't. It's not your job.

That's something you always have to be thinking about: what do you want people to remember you on social media as?

After you listen

Task 8. Check your understanding: grouping. Write the tips in the correct group.

make your account public and say where you live.

be cautious with what you post.

post all the time just to please other people.

be aware that your posts are going to be there forever.

remember that people can take screenshots of your posts, or save and edit them.

share too much of your personal life with a lot of people.

You should	You shouldn't
------------	---------------

Task 9. Check your understanding: matching Match the two parts of the sentences and write a–f next to the numbers 1–6.

1..... Having a lot of people see your posts can be	a. everyone is going to like you.
2..... If you're a teenager, you're going to make	b. how other people view you.
3..... Oversharing is putting too much of your personal life	c. kind of scary.
4..... What you share is going to affect	d. it can be there forever.
5..... Just because you post all the time doesn't mean that	e. bad decisions sometimes.
6..... Once you put something online,	f. in front of a wide audience of people.

SPEAKING

Task 10. Discuss the questions with your partner.

1. Do some people post too often and share too much personal information?
2. Do you post too often and share too much personal information?
3. What do you do to stay safe on social media?

WRITING

Task 11. Lifestyles would be better without digital devices. Do you agree or disagree? Write an essay.

What is Opinion Essay? How to write an “Opinion” Essay?

An opinion essay is a formal piece of writing which presents the author’s point of view on a particular subject supported by reasoning and examples. The opposing viewpoint is also suggested, but it is followed by arguments that show its inconsistency.

Here’s an example of an opinion paper outline:

- **An introduction.** Write a thesis statement and the reasons that support your opinion. Give your readers a hook to engage them with the topic
- **The main body.** Break it into several paragraphs where you provide arguments and supporting examples, statements, and facts.
- **A conclusion.** When ending a paper, restate the main thesis and summarize the central points of the essay.

Study the materials about writing a short essay on the site:

● An Opinion Essay about video games
<https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/an-opinion-essay>. Look at the essay and do the exercises to improve your writing skills. Do the preparation exercise first. Then do other exercises. Pay attention to highlighted words and expressions as well as the structure of paragraphs.

● An Opinion Essay about fast food
<https://learnenglishteens.britishcouncil.org/skills/writing/c1-writing/opinion-essay-about-fast-food>. Look at the essay and do the exercises to improve your writing skills. Do the preparation exercise first. Then do other exercises. Pay attention to highlighted words and expressions as well as the structure of paragraphs.

HOME ASSIGNMENT

Task 1. Write an “Opinion” essay on the following topic: “Lifestyles would be better without digital devices. Do you agree or disagree?”

Task 2. Are you a good digital citizen? Do the quiz <https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/are-you-good-digital-citizen> to find out if you’re a good digital citizen and then do the exercises to practise and improve your reading skills. Share the results in class.

LESSON 5. FAST VS SLOW LIVING



LEAD IN

Answer the questions:

1. What is a fast-paced lifestyle?
2. What is a slow-paced lifestyle?
3. Is it better to live life fast or slow?

READING

‘Mindfulness’ is a word we hear a lot these days, but what exactly does it mean? Find out what it is, what the benefits of mindfulness are and how you can start to practise it.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Task 1. Match the definitions (a–d) with the vocabulary (1–4).

Vocabulary

1. to be aware of something
2. to deal with something
3. to pay attention to something
4. to plan for something

Definition

- A. to find a way to manage something
- B. to know or notice that something exists
- C. to think about and decide what you are going to do
- D. to watch or listen to someone or something carefully

Task 2. Read the text and do the tasks after it.

Mindfulness

Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten a whole packet of biscuits when you were planning to only have one? Or have you stayed up much later than you planned, or even all night, watching 'just one more' episode of a TV series? All of these are examples of mindlessness. When we live this way, we are not fully awake and not fully living our lives.

What exactly is mindfulness?

When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we're going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: 'Paying attention, on purpose, in the present moment, and without judging.'

So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we're just noticing them.

Why is mindfulness so popular now?

For most people life is getting busier and busier. Technology means that we always have something to do and there isn't much opportunity to just 'be'. People are often doing two or three things at the same time: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. All this can make us stressed, and mindfulness can be a way of reducing this stress.

What are the benefits of mindfulness?

Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won't eat that whole packet of biscuits without thinking!

How to become more mindful

Mindfulness Day is celebrated on 12 September, so maybe that would be a good day to try a few mindfulness techniques and see if they make a difference. But, of course, you can try these on any day of the year.

A very simple technique that you could try right now is to close your eyes for a couple of minutes and count how many sounds you can hear. This will help to focus you on what is happening right now.

Another technique is to focus on a piece of food, typically a raisin. Instead of eating it without thinking, slow down. Look carefully at it and notice how it feels in your fingers. Smell it. Then put it on your tongue and taste it. Only then start to eat it slowly, noticing how it feels and how it tastes.

Both of these techniques force you to slow down and focus on the present moment, and there are plenty of other ideas you can find online if you want to try mindfulness for yourself.

Source <https://learnenglish.britishcouncil.org/general-english/magazine-zone/mindfulness>

After reading

Task 3. Are the sentences true or false?

1. Really noticing a beautiful sunset is an example of mindfulness.
2. To be mindful we need to stop ourselves from thinking.
3. Technology has made our lives busier.
4. Mindfulness can help you to feel calmer and happier.
5. Mindfulness won't help you lose weight.
6. To eat a raisin mindfully you should eat it quite quickly.

Task 4. Are these actions examples of being mindful or of not being mindful?

1. Being aware of your own feelings.
2. Accidentally doing something you didn't plan or want to do.
3. Planning what to say next when listening to a friend.
4. Being conscious of your thoughts.
5. Focusing on what is happening right now.
6. Worrying about something that happened yesterday.

SPEAKING

Task 5. Discuss these questions with a partner.

1. Have you tried any mindfulness techniques?
2. What was your experience?
3. What makes you feel alive?
4. What are your core values?
5. If you only had one year left to live, how would you spend it?
6. Do you practice what you preach?
7. What is your happy place?

LISTENING

Slow tech, part of the wider slow living movement, is about taking charge of how you spend your time and energy and what you give your attention to. Listen to the podcast about doing a digital detox to practise and improve your listening skills.

Before you listen

Task 6. Scan the QR code or go to

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/digital-detox-podcast> and do the preparation task first



Task 7. Scan the QR code or click here

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/digital-detox-podcast> and listen to the audio entitled “A digital detox podcast”.



The transcript is given below.

Presenter: So, we're back in the studio. Welcome back, everyone. My name's Rick Walker. From our laptops to our televisions, from the displays on our smartphones to those on our satnavs, we are in front of screens all the time. Have you ever wondered what it would be like to disconnect completely? To choose not to have access to the internet? If you have, you may be in need of a digital detox – a total switch-off from all things digital. The idea of people taking a digital detox is becoming more and more popular, especially amongst young people – and today we're joined by someone who's tried a number of digital detox activities and is here to give us some advice about it. Amanda Vince, welcome to the studio.

Amanda: Thank you very much.

Presenter: So, Amanda, you work for a fashion magazine in London, right? I guess your work means you need to be online a lot.

Amanda: Oh, yes. Apart from the hundreds of emails I get every day, I'm always browsing fashion websites, as well as online videos. I also need to be very active online, especially on Twitter and Instagram – sharing what we're doing in the magazine, interacting with designers, photographers, influencers ... it never stops, literally. Then of course there's my friends and family to keep in touch with online too, and for me, my work grew out of my passion, so friends and work colleagues aren't two totally separate groups of people and it all gets a bit messy online sometimes. I think I'm online for at least 12 hours a day.

Presenter: So, how did you get the idea for a digital detox?

Amanda: I read a book about it, called *Log Off: How to Stay Connected after Disconnecting*. The author's name is Blake Snow. That book gave me some really good advice and made me think about trying to change some of my digital habits. I started with removing distraction.

Presenter: What do you mean by that?

Amanda: That means turning off alerts, buzzes, alarms or notifications of any kind. I had notifications set up for everything, and it meant I was always being forced to look at my phone. Removing all of them except for important contacts helped me focus immediately. The book also made a really good point, that we should ask ourselves 'Why?' every time we take out our phone. I realised that most of the times I looked at my phone were because I was trying to avoid or ignore something else happening right in front of me. It was an automatic habit.

Presenter: I have to confess, that happens to me too. But what else are you going to do when you're standing in line at the bank or waiting for your train?

Amanda: OK, yes, I'm the first to admit that it's great for helping time go by. But speaking personally, I found I wasn't just checking my phone to kill time when I was alone. I was also doing it with friends or family around.

Presenter: Hmmm ... right. Well, so far, this doesn't sound too drastic. Turning off notifications and becoming aware of when we use our devices. That sounds easy.

Amanda: Yes, it's the first step. Once we begin to realise just how much of a grip our devices have on us, then we're ready to really take the next step. First, my partner and I did a weekend with absolutely no screens. He found it easier than I did. For me, it was a little bit scary at first but it turned out to be a pretty rewarding experience.

Presenter: A whole weekend, huh? I don't know if I could ...

Amanda: I think everyone has to do this at their own pace. If a weekend feels too much, maybe just try for an evening. Then work your way up to more. I guarantee, once you've tried it, you'll want to try it again. We're going to try for a whole week in the summer.

Presenter: OK, let's pause there then and see what our listeners have to say. You can call us here directly, or send us a message on any of our social media channels ... oops, should I be saying that? Anyway, more after the break.

After you listen

Task 8. Go to <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/digital-detox-podcast> and do the exercise.

Task 9. Go to <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/digital-detox-podcast> and do the exercise.

SPEAKING

Task 10. Discuss the questions with your partner.

1. Would you like to do a digital detox?
2. How do digital devices dominate our lives?
3. How addicted are you to your smartphone?
4. Would it be easy for you to leave your phone alone for 24 hours?
5. Have digital devices affected your health?
6. What would you do if you took a one-week break from digital devices?
7. Do you prefer talking face to face or over the phone?

READING

Before reading

Task 11. What are the best exercises for people to do at these ages? Why? Complete this table with your partner(s). Share the results in class.

People in their...	The Best Exercise	Why?
teens		
20s		
40s		
60s		
80s		
early 100s		

Task 12. Rank these with your partner. Put the best worst health problems for older people at the top. Share your ranking in class.

- ☐ hearing loss
- ☐ bad back
- ☐ joint pains
- ☐ memory loss
- ☐ heart problems
- ☐ wrinkles
- ☐ high blood pressure
- ☐ incontinence

Task 13. Read the text and do the tasks after it.

Slow walking speed at 45 linked to faster ageing (16th October, 2019)

New research shows that people who walk more slowly at the age of 45 may be more likely to age faster. Scientists said that slower walkers who are in their forties and fifties could get older more quickly than faster walkers. This ageing could be both physically and mentally. The scientists said walking speed could help doctors understand more about the age-related health problems that people have. Doctors already knew that older people who walked slowly were more likely to have health problems. They wanted to find out if this was the same for younger people. Researcher Terrie Moffitt said: "Doctors know that slow walkers in their 70s and 80s tend to die sooner than fast walkers their same age."

The researchers conducted a study and looked at test data of 904 people. The people in the tests had medical records of health checks from throughout their lives. For some participants, these records went back to when they were three years old. The researchers used data on the intelligence of the participants. They looked at how quickly people could calculate things and how good their memory was. They also did tests on the participants at different walking speeds. The scientists asked the participants to say the alphabet while walking at a normal speed and fast speed. They scanned the participants' brains and found that people who walked more slowly showed less brain activity while saying the alphabet.

Sources <https://breakingnewsenglish.com/1910/191016-walking-speed.html>
<https://www.medicalnewstoday.com/articles/326648.php>
<https://medicalxpress.com/news/2019-10-slower-walkers-older-brains-bodies.html>
<https://news.sky.com/story/how-fast-do-you-walk-new-warning-about-being-a-slow-walker-11833595>

After reading

Task 14. TRUE / FALSE. Guess if 1-8 below are true (T) or false (F).

1. The article said all 45-year-olds should walk faster. **T / F**
2. The article said 50-year-olds walk faster than 40-year-olds. **T / F**
3. The article said walking speed helps doctors understand health problems. **T / F**
4. The article said slow 70-year-olds die sooner than fast 80-year-olds. **T / F**
5. Researchers looked at data on 904 people. **T / F**
6. Some participants in the study had health records from the age of three. **T / F**
7. Researchers checked how well people could remember how to walk. **T / F**
8. People in the study had to say the alphabet backwards. **T / F**

Task 15. Comprehension questions

1. What shows that slow-walking 45-year-olds could die earlier?
2. In what two ways could the ageing show itself?
3. Who does walking speed help to understand?
4. Who is Terrie Moffitt?
5. What two age groups were mentioned by Terrie Moffitt?
6. How many people did researchers look at the data of?
7. From what age did some participants have medical records?
8. What did researchers look at what people could do?
9. What speeds did people have to walk at in the researchers' tests?
10. What did people have to say while they were walking?

SPEAKING

Task 16. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'age'?
3. How would you describe your walking?
4. Why might slower walking be a sign of ageing?
5. Will you walk faster from now on?
6. How much walking do you do every day?
7. What are the benefits of walking?
8. Should we walk more to help the planet?
9. Are car drivers who walk less more likely to age faster?
10. How is walking good for your brain?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'walking'?
3. What do you think about what you read?
4. What do you think of walking?
5. What could you do to walk more in daily life?
6. How quickly can you calculate things?
7. How good is your memory?
8. What three adjectives best describe this story?
9. What would scans of your brain show?
10. What questions would you like to ask the researchers?

WRITING

Task 17. For and Against Slow Walking. Write an essay.

What is “For and Against” Essay? How to write a “For and Against” Essay?

“*For and Against*” essay is basically a “*pros and cons essay/advantages and disadvantages essay*” where students need to talk about the arguments from both sides and write a summary.

The structure is the following:

1. **Introduction** — saying what the topic is about, highlighting the current views on the topic (without stating your opinion).
2. **Body Argument(s) in favour** — providing reasons, examples, facts.
3. **Body Argument(s) against** — providing reasons, examples, facts.
4. **Conclusion** — stating your opinion either directly or indirectly and providing a balanced view of the topic.

Study the materials about writing a short essay on the site:

1. A for and against essay about reality TV shows <https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/against-essay> . Look at the essay and do the exercises to improve your writing skills. Do the preparation exercise first. Then do other exercises. Pay attention to highlighted words and expressions as well as the structure of paragraphs.
2. A for and against essay about the internet <https://learnenglishteens.britishcouncil.org/skills/writing/b2-writing/against-essay-about-internet> . Look at the essay and do the exercises to improve your writing skills.

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

3. A for and against essay about online communication <https://learnenglishteens.britishcouncil.org/skills/writing/c1-writing/against-essay-about-online-communication>. Look at the essay and do the exercises to improve your writing skills. Do the preparation exercise first. Then do other exercises. Pay attention to highlighted words and expressions as well as the structure of paragraphs.

HOME ASSIGNMENT

Task 1. Write a “For and Against” essay on the following topic: For and Against Slow Walking.

Task 2. Watch the video entitled “Is human evolution speeding up or slowing down?” by scanning the QR code or going to <https://ed.ted.com/lessons/is-human-evolution-speeding-up-or-slowing-down-laurence-hurst> . Do all the activities: Think, Dig Deeper, Discuss.



LESSON 6. THE MODERN PERSON

Task 1. Present one of the following tasks in class. The task is part of Test 3. There is more than a week to prepare for it.

1) Choose one of the articles by following one of the links <https://breakingnewsenglish.com/lifestyle.html>, <https://breakingnewsenglish.com/people.html>, <https://breakingnewsenglish.com/technology.html>.

The topic of the article should focus on contemporary lifestyle or new technologies. You should click on the title you choose, then select 2 page mini lesson (Print) to print the article in PDF format and 5 speeds-Medium-British English (Listen) to listen to it in audio format. You should read the chosen article while simultaneously listening to it, retell it, write down new terms and expressions, discuss the issue, and complete writing assignments (True/False, Synonym Match) that follow the article. You should also provide written answers to the questions included in either Student A's or Student B's corresponding sets of questions. Moreover, be able to verbally respond to the questions.

During Test 3, written tasks should be presented (10 points total).

Or

2) Make up a digital story about the man who is excited about all the modern trends (such as, online dating, fast fashion, ethical shopping, freeganism, digital footprint, mindfulness, digital detox and many others that have been covered in this Unit) and talk about him or her. You can make a short film or a comic book about this person. What does this person look like? What does he/she eat? Where does he/she go? How does he/she build his/her relationship? How does he/she work? How does he/she travel? What are his/her goals? How does he/she live? Use phrasal verbs, topic vocabulary from Unit 3 as well as Linking words. Use the Present Simple tense to describe the person. To make animations or movies, you can use PowerPoint as well as the websites <https://l-www.voki.com/>, <https://storybird.com/>, <https://padlet.com/>, www.pixton.com, <https://canva.com>, <https://spark.adobe.com>, <https://sketch.io/sketchpad/>, <https://krita.org/en/>. You should present your work orally (5-7 mins, 10 points total).

UNIT 3. TEST

Task 2. Write an essay (An Opinion Essay/ For and Against) on ONE of the following topics:

1. Online Dating is a good way to meet a possible partner. Do you agree or disagree?
2. Advantages and Disadvantages of Digital Detox.
3. Practicing Mindfulness will Enhance Your Spiritual Life. Do you agree or disagree?
4. What are the pros and cons of fast-paced life?
5. You do not need to care of your digital footprint. Do you agree or disagree?

Requirements:

1. Clear structure – Introduction, Body, Conclusion.
2. 250-300 words.
3. Use phrasal verbs (no less than 10)
4. Use cohesion words and conjunctions (no less than 10) (15 points total).

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:

<https://englishforbeginner-ru.turbopages.org/englishforbeginner.ru/s/leksika-na-temu-dengi-money/>



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	

Source <https://youtu.be/iEe3hBXZEyI>

Ka – Ching

We live in a ¹_____ little world
that teaches every little boy and girl
to ²_____ as much as they can possibly,
then turn around and spend it foolishly.
We’ve created us a ³_____ mess,
we ⁴_____ the money that we don’t possess.
Our religion is to go and ⁵_____ it all,
so it’s shopping every Sunday at the ⁶_____

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 ⁷_____ go and get a ⁸_____
Take out another ⁹_____ on your home,
consolidate so you can ¹⁰_____
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 <u>situation</u> that is not included in a general <u>statement</u> , <u>judgment</u> , or rule.
5. to do chores	e. an <u>amount</u> of <u>money</u> that <u>parents regularly</u> give to <u>their child</u> to <u>spend</u> as they <u>choose</u>
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*
2. *If I had more free time*
3. *If I had a house in Mexico*
4. *If I had a day off*
5. *If I had a headache*

- a. *I would take a medicine*
- b. *I would spend my whole life their*
- c. *I would go to the cinema*
- d. *I would go in for basketball*
- 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

SPEAKING

Task 13. FIRST CONDITIONAL DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What will you do if you miss your family & friends?
2. What will you do if you have problems with the English language?
3. What will you do if you can't stand the heat?
4. What will you do if you want to move back to your home country?
5. What will you do if you fall ill?
6. What will you do if you run out of money?
7. What will you do if you get bored?
8. What will you do if you don't like the food in the UK?
9. What will you do if you split up with your partner?
10. What will you do if you feel lonely?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What will you do if your neighbours annoy you?
2. What will you do if someone phones you during the English lesson?
3. What will you do if you don't enjoy life in the UK?
4. What will you do if your friend invites you to the cinema tonight?
5. What will you do if your purse or wallet is stolen?
6. What will you do if you get a headache?
7. What will you do if you split up with your partner?
8. What will you do if your neighbours annoy you?
9. What will you do if it rains at the weekend?
10. What will you do if you run out of food in your house?

Task 14. SECOND CONDITIONAL DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. If you could be anyone in the world, who would you be?
2. If you were an animal, what animal would you be?
3. If you went back in time, what year would you go to?
4. If you had a special power, what would you be able to do?
5. If you could make one change to the world, what would you do?
6. If you could change something about your past, what would you change?
7. What would you like to do if you were a member of the opposite sex for one day?
8. If you had billions and billions of dollars, how much would you give to charity, and which charities?
9. If you could go on a date with anyone in the world, who would it be?
10. If you stopped studying English, would your life change?

STUDENT B's QUESTIONS (Do not show these to student A)

1. If you told me all of your secrets, would I be shocked?
2. If you changed your name, what name would you choose?
3. If you could speak three other languages. What would they be?
4. If you could decide what happens in your life tomorrow, what would you want to happen?
5. Where would you live if you could live anywhere in the world?
6. If a natural disaster hit your town, what would you do?
7. If you became a rock star, what kind of songs would you sing and what image would you have?
8. If the world was going to end at 3.37 tomorrow afternoon, what would you do up until that time?
9. If you were the world's best at something, what would you like to be best at?
10. If you were a colour, what colour would you be and why?

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 <http://projectbritain.com/moneyold.htm> ...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

4. talks

3. money

5. cannot buy happiness

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

4. talks

3. is money

5. cannot buy happiness

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**

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 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 <https://deepenglish.com/lessons/life-without-money-listening-fluency-123/> . But complete task 12 first.



Task 12. Check the vocabulary. Match the words and phrases with explanations:

1. belongings	a. insurance for the cost of medical treatment if you are ill
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 large amount of money or property
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: _____

K What I Already Know	W What I Want to Know	L 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.

Source <https://englishiseasy.ru/test1061/>

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

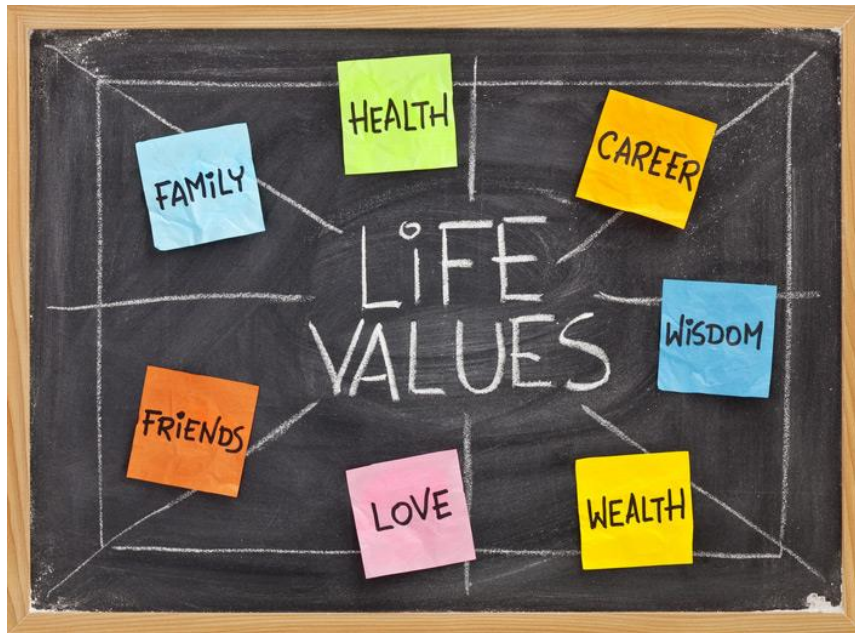
- 1 EVA: I don't know what's happened to the bag I borrowed from Jo.
SUE: What will she say if you don't find it?
EVA: I suppose she'll be very annoyed.
- 2 TIM: I'm thinking of applying to do my MSc abroad.
ANN: Really? What if you do that?
TIM: About 10,000 Euros, I think.
- 3 MAY: I don't know how 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?



Before reading

Task 7. HAPPINESS: How can these things make you happy? Complete this table with your partner(s).

How do these things make you happy?

Internet
Food
Studying
Money
Job
Travel

Task 8. Read the text and do the tasks after it.

Money can buy happiness (11th April, 2016)

A song from the famous English pop group the Beatles told us that money can't buy us love. Many people also believe that money cannot buy happiness. In fact, there is an expression that says money is the root of all evil. However, a new study

from Cambridge University suggests that money can buy you happiness. Researchers conducted a study on the spending habits of customers in a bank. They compared what the bank customers bought with their personality. The research team compared the personalities of 625 people with a list of how they spent their money. The conclusion of the study was that what people buy can lead to happiness, but only if they buy the right things.

One of the researchers believes the study may change the way people think about money and happiness. He said it showed, "that spending can increase our happiness when it is spent on goods and services that fit our personalities". He said Internet companies could use information about people's happiness to recommend products and services that make people happier. Another researcher said spending money could be more important in our lives than we thought. She said: "Spending money on products that help us express who we are as individuals could turn out to be as important to our well-being as finding the right job, the right neighbourhood or even the right friends and partners."

Sources

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<http://www.cambridge-news.co.uk/New-Cambridge-study-suggest-money-reall-buy/story-29071289-detail/story.html>

<http://www.telegraph.co.uk/money/consumer-affairs/money-can-buy-happiness---if-you-spend-in-the-right-way-accordin/>

<https://www.sciencedaily.com/releases/2016/04/160407155550.htm>

After reading

Task 9. TRUE / FALSE. Guess if 1-8 below are true (T) or false (F).

- | | |
|--|--------------|
| a. This news is about a song sung by the group the Beatles. | T / F |
| b. A study into happiness and money was done by Cambridge University. | T / F |
| c. Researchers said money made 625 people unhappy. | T / F |
| d. Researchers said buying the right things can make people happy. | T / F |
| e. A researcher said the study would not change our ideas about money. | T / F |
| f. The researchers said the study would help Internet companies. | T / F |
| g. A researcher said spending money was not very important. | T / F |
| h. A researcher said spending money was as important as finding a job. | T / F |

Task 10. Comprehension questions.

1. Which English pop group was mentioned in the article?
2. What did an expression in the article say was the root of all evil?
3. What kind of customers took part in the survey?
4. How many people did the researchers compare the personalities of?
5. What kind of things that we can buy can lead to happiness?
6. What does a researcher think the study will change about money?
7. What must goods and services fit to make us happy?
8. What kind of companies could use the information in the study?
9. What did a researcher say could be more important than we thought?
10. What did a researcher say spending money was important to?

SPEAKING

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'money'?
3. What is the relationship between money and happiness?
4. Why did the Beatles sing, 'Can't Buy Me Love'?
5. Is money really the root of all evil?
6. How does money affect your happiness?
7. What things make you happiest?
8. How does shopping make you happy?
9. What things that you buy make you happy and unhappy?
10. Can poor people be happy?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. Can money buy happiness?
3. What is your personality like?
4. Does Internet shopping make you happy?
5. What does 'retail therapy' mean?
6. Does spending or saving money make people happiest?
7. Does spending money make us happier than finding a job?
8. Do you agree with the expression, 'money makes the world go round'?
9. Is it better to find the right job or the right neighbourhood?
10. What questions would you like to ask the researchers?

GRAMMAR

Task 12. Watch <http://youtube.com/watch?v=bGvDiycGoOg>, study or revise the use of the Past Perfect Tense.



Task 13. 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 14. Go to https://www.english-grammar.at/online_exercises/tenses/t079-past-past-perfect.htm , https://www.english-grammar.at/online_exercises/tenses/t131-past-past-perfect.htm , https://www.english-grammar.at/online_exercises/tenses/t110-past-past-perfect.htm , and do the exercises on Past Simple Tense and Past Perfect Tense. Share the results in class.

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 first 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. Go to https://www.english-grammar.at/online_exercises/tenses/t061-hurt-foot-past-past-perfect-tense.htm , https://www.english-grammar.at/online_exercises/tenses/t093-past-past-perfect.htm and do the exercises on Past Simple Tense and Past Perfect Tense. Share the results in class.

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 <https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/amazing-facts>. Do Preparation Task first. Then, listen to the text and do the exercises after it. Remember you can read the transcript at any time.

Task 4. 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 5. Go to <https://esldiscussions.com/b/body.html> and do the Speaking activity.

READING

Before reading

Task 6. SCIENCE FICTION: What do you think medicine will be like for these things in the future? Complete this table with your partner(s). Share what you wrote.

	What medicine will be like	Good or Bad?
Transplants		
Obesity		
Teeth		
Pregnancy		
Brain disease		
Looks		

Task 7. BREAKTHROUGHS: Rank these with your partner. Put the best medical breakthroughs at the top. Share your rankings.

- easy transplants
- no more headaches
- resistance to viruses
- no sleep pill
- looking young
- no tooth decay
- no obesity
- cancer cure

Task 8. Read the text and do the tasks after it.

Nano-chips may heal organs with one touch (10th August, 2017)

The medical world sees another example of science fiction coming true. Scientists have revealed a "breakthrough technology" that repaired cells and organs in mice and pigs with a 90 per cent success rate. Researchers at Ohio State University in the USA have developed a device barely a centimeter wide that is full of tiny microchips called nanochips. The new device is a pad that is placed on the skin. It initiates the process of repairing damaged organs and healing serious wounds. The nanochips "re-

programme" damaged cells to restore them to their functional state. Researcher Dr Chandan Sen said: "With this technology, we can convert skin cells into elements of any organ with just one touch."

The new technology is called tissue nano-transfection (TNT). It is a non-invasive procedure, which means surgeons do not have to cut the body. It works by placing the pad of nanochips over a damaged area of the body. A small electric current then injects DNA into the skin's cells in less than a second. This transforms the cells into building blocks that then regenerate any nearby damaged tissue, such as skin, arteries, or even organs like the liver, lungs and heart. Researchers say it could replace the need for patients needing reconstructive surgery and revitalize organs that are prematurely aging. It could even help repair the brain. Testing will begin on humans next year.

Sources:

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•<http://www.medicalnewstoday.com/articles/318841.php>

After reading

Task 9. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|--------------|
| 1. The article says science fiction is coming true in the medical world. | T / F |
| 2. A device repaired organs with 90% success in pigs and mice. | T / F |
| 3. The new device has microchips in it. | T / F |
| 4. The device can transform skin cells into elements of any organ. | T / F |
| 5. The new technology still needs surgeons to cut the body. | T / F |
| 6. The procedure involves injecting DNA into the skin's cells. | T / F |
| 7. The technology will not be effective on the brain. | T / F |
| 8. Testing will begin on humans in five years from now. | T / F |

Task 10. Comprehension questions.

1. What kind of fiction did the article say this news was an example of?
2. What kind of success did the tests have on mice and pigs?
3. What is the device made up of?
4. What does the device heal besides organs?
5. Who is Dr Chandan Sen?
6. What does the technology mean surgeons do not have to do?

- 7.What does the device inject into the skin?
- 8.What do the building blocks regenerate?
- 9.What kind of organs could the device revitalize?
- 10.When will testing on humans begin?

SPEAKING

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

- 1.What did you think when you read the headline?
- 2.What images are in your mind when you hear the word 'body'?
- 3.What do you think of science fiction?
- 4.What do you think of scientific breakthroughs in medicine?
- 5.How hopeful are you this technology works?
- 6.How could this technology save the world?
- 7.How much like science fiction is this breakthrough?
- 8.Would you volunteer to have this new technology tested on you?
- 9.What do you think of the idea of skin self-repair kits?
- 10.What would the next stage of this technology be?

STUDENT B's QUESTIONS (Do not show these to student A)

- 11.Did you like reading this article? Why/not?
- 12.What do you think of when you hear the word 'repair'?
- 13.What do you think about what you read?
- 14.How could this technology change the world?
- 15.Would you be happy if this device lets us live to be 200?
- 16.Have you ever had surgery?
- 17.Could technology one day replace all doctors?
- 18.How do you think the testing will go on humans?
- 19.How might this device change your life?
- 20.What questions would you like to ask the researchers?

LESSON 6

LISTENING AND READING

Task 1. Follow the link

<https://learnenglishteens.britishcouncil.org/vocabulary/b2-c1-vocabulary/payback> ...listen, read, write down all phrasal verbs from the dialogue



Task 2. Check your understanding of the video. Do all exercises



...after the video.

Task 3. Make up sentences with the following phrasal verbs:

- take after
- take down
- look after
- give up
- look for

Task 4. 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 5. 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 6. 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 7. Follow the link

<https://learnenglishteens.britishcouncil.org/skills/speaking/b1-speaking/talking-about-your-weekend>



Do Preparation Task first. Then, watch the video and do the exercises after the video.

Remember you can read the transcript at any time.

Task 8. Look at the pictures and guess the meaning of the following words:



Four – nil

Makayla



Blue Tigers

Task 9. Work in pairs; perform a survey asking about plans for the weekend and report about the results in class.

UNIT 4. TEST (sample tasks)

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...

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