



Національний університет  
водного господарства  
та природокористування

Міністерство освіти і науки України  
Національний університет водного господарства та  
природокористування  
Кафедра іноземних мов

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## **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

та навчальні завдання

до практичних занять з вибіркової дисципліни  
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Вчений секретар  
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## Вступ

Дані методичні рекомендації та навчальні завдання мають на меті комплексне навчання англійської мови в рамках компетентнісного підходу відповідно до вимог, визначених у Загальноєвропейських рекомендаціях з мовної освіти, з особливою увагою до опанування студентами необхідними іншомовними компетентностями.

**Метою** курсу є формування лінгвістичної, комунікативної, соціокультурної компетентності студентів в рамках комунікативного та компетентнісно-орієнтованого підходу до навчання, формування інтерактивних навичок і вмінь усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності; забезпечення практичного володіння англійською мовою як засобом ефективної світової інтеграції.

У процесі досягнення цієї мети реалізуються основні **завдання** навчання:

- **методичні:** організація процесу навчання англійської мови з урахуванням діалогу культур, інтегрованого підходу, інтерактивних методів, особистісно-орієнтованого навчання;

- **пізнавальні:** розвиток кращих знань студентів про культуру, традиції та звичаї англійських країн порівняно з національними традиціями та культурою свого народу, використання англійської мови як засобу дослідження різних аспектів суспільного та культурного життя інших країн;

- **практичні:** збільшення та активізація словникового запасу на рівні незалежного користувача англійської мови; розвиток мовної та мовленнєвої компетентності студентів до рівня усвідомленого використання англійської мови на міжособистісному та освітньому рівнях; удосконалення вмінь студентів сприймати іноземну мову на слух, висловлювати власні думки у монологічному, діалогічному усному та писемному мовленні, а також розвиток їх мовної здогадки, вміння самоконтролю; підвищення рівня мовно-граматичної компетентності на основі усвідомленого та коректного використання функціональних граматичних структур.



## MODULE I. NEW THINGS

### UNIT 1. PERSONALITY

#### **SPEAKING**

**Activity 1. Work in pairs. Write three things that people talk about when they meet for the first time. How would you interpret the given saying?**

*Talking about weather is boring, but it makes the stone rolling.*

**Activity 2. Read the text about a conversation evening and discuss the questions.**

#### **EAT, CHAT AND MAKE FRIENDS**

Come along to a sociable and stimulating evening of conversation that goes beyond the normal “What do you do?” or “Did you see last night’s TV?” You’ll have a number of different conversation partners during the evening, and have a menu of interesting topics to get you started. There will be Turkish mezé dishes on the tables and coffee or other drinks are available. Some of our most recent conversation topics include:

- ❖ When do you feel most alive?
- ❖ Which three adjectives might people use to describe you?
- ❖ What was the last photo you took on your phone?
- ❖ Where do you feel most at home?
- ❖ What three ingredients would you look for in an ideal job?
- ❖ Would you prefer to live with a view of the ocean or of a city?
- ❖ What three questions would you ask a potential flatmate?
- ❖ What do you always have in your wallet or handbag?
- ❖ What music do you have on your phone or MP3 player?

1. What is special about the conversations?
2. Which four conversation topics mentioned would you be the most interested in discussing?
3. Are there any conversation topics which you would avoid asking in your culture / country?

#### **VOCABULARY**

**Activity 1. Complete the extracts from the conversations with words and phrases from the box.**

<i>a people person</i>	<i>a computer geek</i>	<i>witty</i>	<i>a good laugh</i>
<i>down-to earth</i>	<i>keep yourself to yourself</i>	<i>spontaneous</i>	<i>a morning person</i>



1. For me an important question is “Do you \_\_\_\_\_ or do you tend to be around a lot?”
2. I like having friends around. I suppose I’m \_\_\_\_\_.
3. I’m not \_\_\_\_\_ – I can’t stand people who are all bright and cheerful first thing.
4. Well, at least you’re \_\_\_\_\_. You’re quick and you make me laugh.
5. I get an idea and I do it, no hesitation. So I’m \_\_\_\_\_.
6. Well, people say I’m fun to be with, \_\_\_\_\_, if you know what I mean.
7. I’m very practical and \_\_\_\_\_.
8. I’m not \_\_\_\_\_. I don’t sit in front of my computer for hours.

**Activity 2. Here are 8 different kinds of people. Use them in the sentences below:**

*a gossip*  
*an extrovert*

*a couch potato*  
*a coward*

*a big-head*  
*a laugh*

*a snob*  
*a liar*

1. You shouldn’t believe a word Justin says. He’s a terrible \_\_\_\_\_.
2. Maria’s a terrible \_\_\_\_\_. She’s always talking about everybody else in the office.
3. Roberto’s quite an \_\_\_\_\_, isn’t he? He’s got hundreds of friends!
4. Martin’s such a \_\_\_\_\_. He never stops telling people how wonderful he is.
5. You can’t keep running away from your responsibilities. You’re such a \_\_\_\_\_.
6. Just because Dave didn’t go to university doesn’t mean he’s any less intelligent than you. Don’t be such a \_\_\_\_\_.
7. Emma’s husband’s such a \_\_\_\_\_. He just sits around all day watching TV.
8. Billy knows hundreds of jokes. He’s such a \_\_\_\_\_ !

### Activity 3.

**A. Correct the mistakes in each phrase.**

1. I don’t know why you say he’s down-on-earth, \_\_\_\_\_
2. I never plan what I say, I’m very spontaneously \_\_\_\_\_



3. Fabio tends to keep himself in himself. I don't see much of him because \_\_\_\_\_

4. My colleague Bill is a real person, \_\_\_\_\_

a) and other people seem to think I'm quick and wit because of that.

b) you can tell he enjoys company because he's such a good laughter.

c) I think he's a real computer gawk and he's not very practical.

d) he arrives at work early and leaves early – he's a morn person and I'm not.

## B. Match the sentence halves.

**Activity 3. Work in pairs and discuss. Which words and phrases would you use to describe yourself or someone you know?**

## READING

### Activity 1.

**A. Read the heading and tick the best summary, a), b) or c). Then read the article and check.**

a) It's about a service where overweight people can lose weight quickly.

b) It's about a service where people can get advice from a therapist in a short time.

c) It's about a service where people get help making their lives simpler.

*First there was speed dating*

*Then speed mating ... and now ...*

### SPEED SHRINKING:

#### A THREE MINUTE CURE?

1. New Yorkers are famous for spending more time with their therapists, or “shrinks”, than with their friends. Whether that's true is open to debate, but with the arrival of speed shrinking, they'll find they have more time left for their personal life and more cash left in their pockets as well.

2. “You only have three minutes to say your problem and get advice,” said Andu Novac, the first person I spoke to when I arrived at my first speed-shrinking event. “That's so you don't waste time going into detail.”



3. In the newest variant of a format that seems to be inspired by speed dating, participants have the opportunity to seek the advice of eight different therapists, each providing a three-minute session. Speed shrinking is the brainchild of Susan Shapiro, a professor of journalism who has also written a book on the subject. Shapiro stumbled across the idea a few years ago when she herself was looking for a new therapist and found a way to try out several of them at minimal cost.

4. This evening's event, held in a university lecture hall, is free and has attracted a long queue of people hoping to find a quick cure for their emotional quandaries. Many of those attending are unwilling to talk about their worries to anyone but the therapists, but problems seem to run the gamut from broken relationships, to anxiety about work and money, to general depression, as well as a variety of phobias. Advice tends to be succinct and practical as suits the format.

5. "I'm really unhappy in my job," Novac tells therapist Adrian Jones. "I wish I'd become a partner, but now I feel stuck in this position I have at a bank." "Follow your dreams," Jones tells him. "You may end up poorer, but you won't have the regret of not doing what you really want to do." Jones's advice hardly seems original, but Novac says he is satisfied. "I liked his style – he seemed to understand and care," explains Novac. "I'm actually looking for a new therapist and this is a great way to try out eight of them in a short time."

6. That's actually why many therapists take part in the event, Jones tells us. "This is a great source of new clients. And it's a good way for me to advertise my new book – I just have it on the table in front of me and refer to it during my sessions."

7. Some of those seeking advice aren't entirely happy with the format. "People near me can hear what I'm telling the therapist," remarks Donna Bersch. "I feel self-conscious." But with the loud buzz in the room that sometimes reaches the level of shouting, it's hard to imagine that anyone could actually eavesdrop on another session. Sometimes, they're lucky to be able to hear the person opposite them!

**B. Match the people 1–4 with the roles a)–c).**

- |            |              |
|------------|--------------|
| 1. Novac   | a) therapist |
| 2. Shapiro | b) client    |
| 3. Jones   | c) founder   |
| 4. Bersch  |              |



**C. Are the statements true (T) or false (F)? Underline the words/phrases in the article that helped you.**

1. New Yorkers prefer to spend more time with their therapists than with their friends.
2. Shapiro works at a university.
3. In speed shrinking, the therapist gets paid cash.
4. A lot of people don't want to tell the reporter what their problems are.
5. Novac thinks that Jones's advice is disappointingly unoriginal.
6. Many of the therapists participate in order to more business.
7. Bersch doesn't like how noisy it gets sometimes.
8. People sometimes can't hear each other because they talk too softly.

**D. Find words in the article to match definitions 1–8.**

1. the way that something is organised or designed (paragraph 3)  
\_\_\_\_\_
2. idea or plan that one person has thought of (paragraph 3)  
\_\_\_\_\_
3. found by chance (paragraph 3)  
\_\_\_\_\_
4. difficult situations where you cannot decide what to do (paragraph 4)  
\_\_\_\_\_
5. strong unreasonable fears of particular things (paragraph 4)  
\_\_\_\_\_
6. clearly expressed in a few words (paragraph 4)  
\_\_\_\_\_
7. a job in a particular organization (paragraph 5)  
\_\_\_\_\_
8. secretly listen to another person's conversation (paragraph 7)  
\_\_\_\_\_





## UNIT 2. WHAT'S IN A NAME?

### **SPEAKING**

**Activity 1. Work in groups. Check you know everyone's name. Discuss the questions.**

1. Do you think your name is difficult to pronounce for foreigners? Why / Why not? Is it an international name or is it mainly used in your country?

2. Do you have any nicknames? How did you get them?

### **VOCABULARY**

#### **PHRASES WITH NAME**

**Activity 1.**

**A. Choose the correct words to complete the expressions in bold. Compare your answers with other students.**

1. I was **named after/to** my great-grandmother. She was also called Linda.

2. I'm from a famous family and it's not easy to **live on/up to my name**.

3. I worked hard for twenty years and **did/made a name for myself** in films.

4. He used to be **a household/celebrity name** but he's not famous anymore.

5. I **threw/put my name forward** for class president.

6. Even though she was innocent, it took her years to **clear/clean her name**.

7. She addressed all her employees **by/for name**.

8. He was a king **in/through name only**. He had no power.

9. My **surname** is Jones; my **middle name** is Wheatley; and my **given / main name** is Stephen.

10. My **maiden/born name** is Smith but my **married name** is Edelstein.

**B. Work in pairs and answer the questions. Which of the collocations:**

- a) are on your passport / identity document?
- b) might change in your lifetime?
- c) are related to reputation?
- d) means 'using their names'?

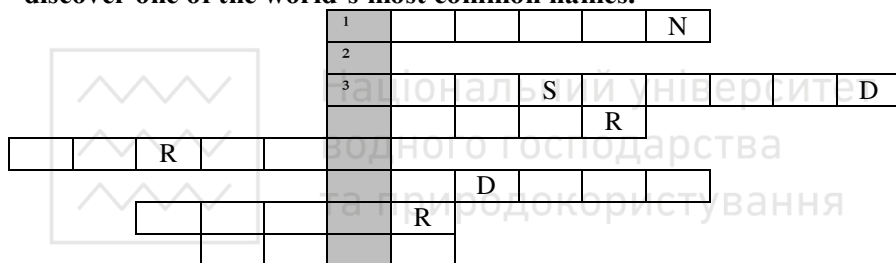


- e) means 'volunteered'?
- f) means 'famous'?
- g) means 'it's only a title'?
- h) is in honour of someone else?

### C. Work in pairs. Think of someone who:

- is a household name.
- had to clear their name.
- has made a name for him/herself recently.
- has to live up to his/her name.
- used to be a big name.
- is so famous that they're known by their given name.

**Activity 2. Complete the puzzle. Then reveal the key word to discover one of the world's most common names.**



### Clues

1. My married name is Lee, but my \_\_\_\_\_ name is Howarth.
2. With such famous parents it's hard to live \_\_\_\_\_ to my name.
3. All actors who go to Hollywood want to be \_\_\_\_\_ names.
4. My grandfather, George, was named \_\_\_\_\_ the King of England.
5. Theodorakopoulos? Is that a Greek \_\_\_\_\_?
6. My name's Max J. Hart. My \_\_\_\_\_ name is Joseph.
7. Following the accusation, I felt I needed to \_\_\_\_\_ my name.
8. After ten years in the job, it's time I \_\_\_\_\_ a name for myself.

### READING

#### Activity 1.

#### A. Work in pairs and discuss the questions.

1. What do you think are the world's most common given names?
2. What are the most common family names in your country?
3. What do you think people change their names?



## **B. Read the article and complete the sentence:**

*The main idea of the text is that ...*

### **MAKING YOUR NAME**

Approximately 130 million babies are born each year, and under normal circumstances, they all get a name within days of their birth. The most common given name is thought to be Mohamed (it can be spelt in different ways). And the most unusual? Well, take your pick. British model Jordan called her daughter Princess Tiaamii; Jermaine Jackson (Michael Jackson's brother) named his son Jermajesty; and actor-director Sylvester Stallone called his son Sage Moonblood. But it isn't just celebrities who are going in for strange-sounding names.

'My pupils have increasingly outlandish names,' says one secondary school teacher from London. She cites 'poorly spelt names' such as Amba, Jordon, Charlee and Moniqua, and what she calls 'absurd names' like Shaliqua and Sharday. How will such names affect her students when they go out to get a job? 'I think it's a serious disadvantage,' she says.

After Mehrabian, professor emeritus of psychology at the University of California, agrees with her. 'Names generate impressions, just like a person's appearance can generate a positive or negative impression,' he says. 'But names also have an impact when you're not physically present, such as when you send in a CV.'

Mehrabian researched people's instinctive reactions to hundreds of first names. It's striking how many positive associations some names carry, and how negative the connotations of others turn out to be – particularly when it comes to linking names with 'success', which Mehrabian takes to include ambition, intelligence, confidence and other attributes.

So what kind of name does it take to reach the top of the tree, career-wise? Based on research in the USA, Mehrabian says that Alexander scores 100 percent for 'success'. William gets 99 percent and John 98 percent. For the girls, Jacqueline rates very high, as do Diana, Danielle and Catherine, although Katherine with a k does slightly better than Catherine with a c.

But can the impact of a first name really be that cut and dried? Pamela Satran, co-author of eighty baby-naming books, is less convinced that the power of a name can be quantified. 'There isn't that much hard

evidence that's absolutely conclusive,' says Satran. She recalls one American study where researchers submitted identical CVs to a number of employers. The given name on half of the CVs was Lashanda, 'seen as a stereotypical African-American name,' says Satran. The name of the other half was Lauren – seen as much more white and middle class. In one study, the name Lauren got five times more call-backs than Lashanda, says Satran. But in another study the rate was similar for both names. 'I've seen similarly conflicting studies,' Satran adds.

Satran also believes that people's attitudes towards names are changing. She says, 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own. The thinking is: if you have a special name that makes you a special person.' Let's hope so for the likes of a certain individual born in 1990 in Java; this young man is named Batman bin Superman, a name that went viral and spawned a Facebook fan page that now has over 11,000 followers.

### **C. Answer the questions.**

1. According to the article, is it only celebrities who choose strange names for their children?
2. What do the results of Mehrabian's research show?
3. According to the study in paragraph 6, how might your name affect your chances of getting a job?
4. In Satran's opinion, what influences the way people name their children?

### **Activity 2.**

#### **A. Work in pairs and discuss the questions.**

1. Do you agree with Mehrabian that 'Names generate impressions'?
2. Do you agree with Satran that 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own'?
3. Why do you think certain names are associated with success?
4. The research for this article was done in the USA. Do you think the results would be the same if the research was done in your country?



**B. The article contains several colloquial expressions. What do you think words/phrases 1-7 mean? Use a dictionary to help you.**

1. going in for (paragraph 1)
2. increasingly outlandish (paragraph 2)
3. reach the top of the tree (paragraph 5)
4. career-wise (paragraph 5)
5. cut and dried (paragraph 6)
6. call-backs (paragraph 6)
7. for the likes of (paragraph 7)

### UNIT 3. TRY SOMETHING NEW (FEELINGS)

#### **SPEAKING**

##### **Activity 1.**

**A. How do you feel about trying new things, such as a challenging sport, a new dish or a new skill? Tick the statements that best fit you. Then work in pairs and compare your answers.**

- |                                                  |                                                |
|--------------------------------------------------|------------------------------------------------|
| <input type="radio"/> Fine if no one's watching. | <input type="radio"/> Why should I?            |
| <input type="radio"/> Food yes, sports no.       | <input type="radio"/> Not very positive, but I |
| <input type="radio"/> I love it!                 | know it's good for me.                         |

**B. Read the comments below and decide what activities the people are talking about.**

**1.** All my friends put pressure on me to do it. Looking down, I felt scared out of my wits – who wouldn't be? Then I jumped, and I don't remember much, but I was relieved when it was all over.

**2.** The very thought of eating them made my stomach turn. I thought I'd throw up and I knew that would be awkward, with everyone in the restaurant watching! So I simply ate them as fast as I could. When I finished, everyone clapped. They were really impressed

**3.** The really interesting thing was how quickly we learnt the steps; I was fascinated by the way the teacher taught us. At the end of the lesson the teacher gave us a prize for best beginners – we were over the moon.



4. I was shaking like a leaf as I stood up. Everyone was staring at me and I just ran out of the room. I'd wanted so much to do it, and it was over before it began; I've never felt so frustrated in my life. All my colleagues were watching and I wished the earth would swallow me up.

**C. Work in f) pairs and circle ten adjectives or verb phrases in the comments which describe feelings. How many have a positive meaning?**

**D. Match the adjectives or verb phrases you circled to words with a similar meaning 1-10.**

- |                           |                    |
|---------------------------|--------------------|
| 1. disappointed and angry | 6. very interested |
| 2. felt embarrassed       | 7. felt nervous    |
| 3. thrilled               | 8. petrified       |
| 4. disgusted me           | 9. admiring        |
| 5. glad it was finished   | 10. embarrassing   |

## **READING**

### **Activity 1.**

**A. Look at the title of the article below. What do you think it is about?**

**B. Read the first two paragraphs and check your predictions.**

### **30 DAYS TO A NEW LIFE**

It's a simple idea. Choose something you've never done before and spend the next 30 days doing it. It can be something ordinary like waling more, or changing your diet – or something that really takes you outside your comfort zone, such as mountain climbing, writing a story or getting up before sunrise every day.

It's all about changing old habits into new ones, overcoming your fears and moving your life in a healthier and more interesting direction, so go ahead, pick one of the ideas from mu list or one of your own, and get started. Today. Let me know how you get on.

#### **Easy**

- Take a 30-minute walk each day.
- Keep a daily journal.
- Take a new route to school/work every day.



- Meditate for 30 minutes each day.

### **Intermediate**

- Try a new recipe each day.
- Learn how to draw a human face.
- Stop using the Internet for 30 days.
- Take a daily cold shower.

### **Hard**

- Talk to a stranger every day.
- Take one photograph a day.
- Write a 10,000 word short story in a month.
- Get up before sunrise every day.

**C. Read the comments then work in pairs. Cover the texts and discuss. What did each person and how successful were they?**

### **COMMENTS**

**Jasmine 21:** I've just finished my first challenge: no Internet for 30 days. At first, I thought it would be impossible, but I noticed after five or six days that I felt much more relaxed. For one thing, I had more time on my hands... but more importantly, I began to pay attention to things around me more, especially the people. I realised that I often used things like social networking to avoid the outside world.

**TallThinGuy:** Talking to strangers is relatively easy for me because I do it all the time in my job. So I tried something a bit different – talking to a friend every day, a different friend every day. I wasn't sure I had 30 friends altogether, so after going through the obvious people – the ones, I'm in touch with and socialise with now – I started digging into my past, going back to friends I'd lost touch with from university, then high school, then primary school. Since then I've made much more of an effort to stay in touch with a few really precious friends.

**Chiek:** I started doing this half a year ago and in the last six months I've learnt how to sail, I've taken art lessons, and become a member of an online book club. For me, the best experience has been meditation. I've done yoga for years, but I've never really tried meditation before. It's not just that I feel calmer and don't get so stressed, I also find I can focus on tasks more clearly and I sleep better. So that one's something I'm going to carry on doing.



**D. Find phrases in the texts which mean:**

1. new and difficult for you (paragraph 1)
2. what happens to you (paragraph 2)
3. had spare time (Jasmine 21)
4. searching carefully (TallThinGuy)
5. tried hard to (TallThinGuy)
6. continue (Chiek)

**E. Work in pairs and discuss. What would you like to try for 30 days?**

**Activity 2. Complete the sentences with the present perfect or past simple of the verbs in the box. Include the adverbs in brackets.**

**What would you like to try for one month?**

- I \_\_\_\_\_ (always) afraid of water, but I finally \_\_\_\_\_ (to swim) in the summer. Now I'd like to try diving.
- I \_\_\_\_\_ (just) a high-quality video camera; my sister \_\_\_\_\_ it to me for my birthday. So I'd like to learn how to edit a film.
- I love music and I \_\_\_\_\_ the piano for many years now, but there's one instrument I \_\_\_\_\_ (not so far): the guitar.
- I \_\_\_\_\_ (never) anything online – I'm paranoid about giving my credit card details, but I know it's cheaper, so that would be my choice.
- Hiking in the Alps. I \_\_\_\_\_ in Austria since I was born, and everyone in my family \_\_\_\_\_ to the Alps hiking loads of times. But somehow I \_\_\_\_\_ (still not) a proper hike.

**VOCABULARY**

**Activity 1. Match the adjectives in the box with descriptions 1-10.**

cautious      eccentric      mean      moody      naive  
sympathetic      flexible      genuine      outgoing      trustworthy

1. My friend always has time for me when I've got a problem. She seems to understand and wants to help.
2. Philip always takes a long time to make up his mind and he's careful to avoid problems or danger.





3. Joe thought his first job would be easy and people would be nice. He soon learnt differently!

4. I really like your fiancé – he seems honest and sincere.

5. Lucia is a great tourist guide because she's friendly and enjoys meeting people.

6. My last teacher wasn't very kind. She often laughed at students when they made mistakes.

7. Noriko is a great addition to the team. She adapts quickly to new situations and doesn't mind change.

8. Karl acts a bit strange sometimes and wears the oddest clothes, but he is a good guy.

9. You can tell Marta a secret and you know she'll never tell anyone else.

10. Sam's a typical teenager. He always seems to be unhappy or else he suddenly get angry for no reason.

### Activity 2. Match the adjectives in sentences 1–5 with the opposites in sentences a–e:

1. Tom's really <i>generous</i> . He bought everyone in the pub a drink last night.	a. Bruno's so <i>shy</i> . I don't think he's spoken to any of the other students.
2. Claire's very <i>hard-working</i> . She never leaves the office until after six o'clock.	b. I don't understand why he's so <i>miserable</i> . He never stops complaining.
3. Tina's very <i>outgoing</i> . She's made friends with everybody else in the class already.	c. Lucy's very <i>tense</i> . She's always worrying about something or other.
4. Brian's a very <i>outgoing</i> sort of guy. Nothing seems to worry him	d. Don't expect Tom to put any money in the collection. He's much too <i>mean</i> .
5. Jack's such a <i>cheerful</i> little boy. I've never seen him in a bad mood.	e. I can't believe Emma's husband so <i>lazy</i> . He just sits and watches TV all evening.

In British English informal words for men are: **guy**, **bloke** and **lad**; **lad** is only used for young men.

### Activity 3. Check what you know. Cross out the incorrect alternative in each sentence. Explain the reason for your choices.

- A:** I felt really *frustrating* / *frustrated* because I tried so hard but I still failed the driving test.

**B:** And it's your fifth time! How *embarrassing* / *embarrassed*!
- A:** I was *very* / *really* / *totally* interested in the book.

**B:** Yes, it was *very* / *really* / *totally* fascinating.
- A:** I was *very* / *really* / *absolutely* relieved at the end.

**B:** Yes, and we won! I was *very* / *really* / *absolutely* over the moon.

### WORD BUILDING

#### Activity 1.

#### A. Complete the table with the verb forms of the nouns.

verb	suffix	noun
<i>identify</i>	-tion/ -ation	identification appreciation
	-ment	argument development
	-ence	existence defence
	-ure	signature pleasure

#### B. Add the verbs below and their noun forms to the table.

contribute	prefer	prepare	treat
interfere	involve	donate	fail
prevent	refer	mix	react

#### C. Complete the questions with nouns from the table. Sometimes you need to use the plural form.

- Is your \_\_\_\_\_ easy to read and has it changed over the years?
- How do you show your \_\_\_\_\_ for good service in a hotel?
- Have you ever taken classes in self-\_\_\_\_\_ or are you confident you could look after yourself in an emergency?
- Are you studying English for business or for \_\_\_\_\_?



5. In a group situation, do you make a lot of \_\_\_\_\_ or are you fairly quiet until you have something important to say?
6. Do you have a \_\_\_\_\_ for a particular type of music?
7. Do you carry any \_\_\_\_\_ with you, such as your passport?
8. Do you enjoy having heated \_\_\_\_\_ with people or do you tend to avoid them?
9. Have you ever written a \_\_\_\_\_ for someone for a job or to go to university?
10. Can you remember a teacher who had a strong influence on your \_\_\_\_\_ as a person?

## MODULE II. ISSUES

### UNIT 1. MAKING A DIFFERENCE

#### VOCABULARY

**Activity 1. A. What are the major news stories in your country now?**

**B. Read the news and match them to the news headlines from the box.**

*pollution*  
*hunger*

*disease*  
*unemployment*

*poverty*  
*street crime*

1. A report out today says that over 800 million people in the world don't have enough to eat. The report, which was published \_\_\_\_\_
2. Twenty people have died in an outbreak of the deadly Ebola virus. The virus, which has resulted in over \_\_\_\_\_
3. If you're travelling to the city centre today, be careful of pickpockets, especially around the central square. Our reporter Will Nakama is there in \_\_\_\_\_
4. The government has promised that their changes to income tax will help the poorest people in the country. A spokesperson said \_\_\_\_\_
5. The number of people out of work has risen in the last quarter to seven percent and is now reaching three million. The situation is worst \_\_\_\_\_
6. After four days of smog, only cars with even number plates can enter the city today. It is hoped that this move will improve the air quality after the levels of \_\_\_\_\_

**Activity 2. Match the beginnings 1-8 with the endings a)-h).**

1. This is a purely domestic issue



2. It's not about money. It's an ethical question,
3. It's a rural problem which involves people in the countryside,
4. The decision on the election date is a political question
5. The country has serious economic problems,
6. The typhoid epidemic started here in the city as an urban problem
7. It's a global issue and affects the whole world,
8. These are typical industrial questions and affect most factories,
  - a) so taxes will double next year.
  - b) not people living in cities.
  - c) and has nothing to with any other country.
  - d) not just one or two countries.
  - e) but has spread to the countryside.
  - f) and depends on the government.
  - g) from food to car production.
  - h) a question of right and wrong.

**Activity 2. Write the problem for each headline. The first letters are given.**

1. Local people reject planned power station  
do \_\_\_\_\_
2. Electricity and gas prices rise by 23%  
ec \_\_\_\_\_
3. Number of people sleeping on city streets rising  
ur \_\_\_\_\_
4. President asks for changes in government  
po \_\_\_\_\_
5. Ocean temperatures rise by 0.5°C  
gl \_\_\_\_\_
6. Railway workers go on strike  
in \_\_\_\_\_
7. Privacy at risk from Internet companies  
et \_\_\_\_\_
8. No rain for four months – farmers worried  
ru \_\_\_\_\_

### Activity 3.

A. Match the words in the box to the photos. Which words are not in the photos?

A



B



C



D



<i>flood</i>	<i>volcanic eruption</i>	<i>earthquake</i>
<i>homelessness</i>	<i>drought</i>	<i>landslide</i>
<i>domestic violence</i>	<i>debt</i>	<i>obesity</i>

B. Match the remaining problems in the box to new items 1-6.

1. A recent report has put the number of overweight adults at one in every three.
2. The amount of money owed by each household in the country has more than doubled in the last ten years.
3. The number of people sleeping out on the streets has gone down in recent years.
4. A new rehabilitation centre has opened to help people to overcome their addiction.
5. One incident is reported to police every minute but many women are too frightened to come forward.
6. In schools all over the region, children are taught what to do when they feel the ground begin to shake.

## READING

### Activity 1.

A. Work in pairs and look at the photos. How are they connected to the problems in Activity 1B (Vocabulary section).



B. Read the article below and check your ideas.

### LOCAL HEROES

Big help can start out small scale. With simple acts of generosity, like offering, like offering a morning's work in an elderly neighbour's garden or buying a coffee for a homeless person, individuals are making a big difference. And the creativity underlying some of these acts of generosity is remarkable.

**Making a good impression:** A dry cleaner's is offering its services free of charge to unemployed people to help them look their best for job interviews. Ken Thind, who owns Thind Cleaners in Vancouver, got the idea from an article he read on the Internet. 'It was about a dry cleaner's in the States who put an advert in their window: Need a job, we'll clean your suit for you for FREE,' explained Indian-born Ken, 'And I thought that was a great way to give something back to the local community. We've been doing this for three years now and since we started, the company has cleaned over a hundred outfits. I don't vet people to see if

re really unemployed

was the suggestion made by students at one of the dance events to raise money for young careers in the local area. The idea was to have a 24-hour dance marathon, where locals pledge £5-10 an hour to support the scheme. Such an idea was taken up by the Tynes Youth Centre.

was the suggestion made by students at one money for young careers in the local area. hour dance marathon, where locals pledge £5-10

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2. The thing that makes Ken happiest is when someone \_\_\_\_\_.  
 a) says thank you                      b) gets a job  
 c) offers to pay from their profits
3. Ryan Sinclair \_\_\_\_\_ the charity.  
 a) works full-time for                      b) set up                      c) is a volunteer for
4. The couple in Zambia was able to \_\_\_\_\_.  
 a) learn to read and write                      b) send their children to school  
 c) get a job in the market
5. Sarah was inspired by the twelve-year-old kid because he needed \_\_\_\_\_.  
 a) a career                      b) support                      c) help with his schoolwork
6. The author visited the dance marathon at \_\_\_\_\_.  
 a) 5 o'clock                      b) 12 o'clock                      c) the end of the event

**B. Underline words/phrases in the text that match meanings 1-6.**

1. check someone's background information (paragraph 1)
2. a special arrangement that you can do only once (paragraph 1)
3. gives for free (paragraph 2)
4. astonishing (paragraph 2)
5. promise to give money (paragraph 3)
6. do something at the same speed as others (paragraph 3)

**C. Work in pairs and discuss. Would you be willing to do any of the activities in the article? Why/why not?**

**SPEAKING**

**Activity 1.**

**A. Work in groups and read about the Longitude Prize. Which issue do you think should win?**

The Longitude Prize 2014 was a £10 million prize fund to help solve one of the greatest issues of our time. People were invited to vote for one of the six challenges.

**FLIGHT** – How can we fly without damaging the environment?

**DEMENTIA** – How can we help people with dementia live independently for longer?

**ANTIBIOTICS** – How can we prevent the rise of resistance to antibiotics?

**WATER** – How can we ensure everyone can have access to safe water?





**PARALYSIS** – How can we restore movement to those with paralysis?

**FOOD** – How can we ensure everyone has nutritious, sustainable food?

**B. Vote on the top three ideas in your group. Which ones should get the most support?**

**C. Read to find out which issue won the Longitude Prize.**

The winning proposal was:

**Antibiotics** – How can we prevent the rise of resistance to antibiotics?

## VOCABULARY PLUS

### VERBS/NOUNS WITH THE SAME FORM

#### Activity 1.

**A. Complete the sentences with the correct form of one of the words in the box.**

project	record	permit	decrease	appeal
---------	--------	--------	----------	--------

1. The environmental group Ocean Project has projected that sea levels will rise one metre in \_\_\_\_\_

2. Fortunately, malaria has \_\_\_\_\_ in recent years, and the \_\_\_\_\_ is due to the use of ...

3. When a major charity \_\_\_\_\_ for donations to help the deaf, their \_\_\_\_\_ was broadcast mainly ...

4. Bonnie Tyler \_\_\_\_\_ her song *Total Eclipse of the Heart* in 1983, and in 2008 it set a \_\_\_\_\_ for \_\_\_\_\_

5. Tourists in a well-known site were given \_\_\_\_\_ to take photos, but they were not \_\_\_\_\_ to \_\_\_\_\_

**B.** Which words in Activity 1A are nouns (N) and which are verbs (V)?

#### Activity 2.

**A. Work in pairs. Student A: look at the quiz A below. Student B: look at the quiz B below. Underline the stress in the words in bold.**

### QUIZ A

1. Which country **imports** more Japanese used cars than any other? Canada, Brazil or Russia?

2. In India, which colours are unlucky to wrap a birthday **present** in? black and white, red and green or purple and yellow?

3. Which fruit do some plant experts **suspect** was the earth's first? The apple, the banana or the pear?



4. Which is the largest subtropical **desert**? The Arabian, the Kalahari or the Sahara?

5. **Research** shows what percentage of homemade dinners in the USA include vegetables? 43 %, 63 % or 93 %?

### QUIZ B

1. How old was Michael Jackson when he **recorded** his first hit, *I want you back*? Seven, nine or eleven?

2. Which of these products is not among Italy's top ten **exports**: machinery, pasta or furniture?

3. How many grams of honey does a worker bee **produce** in its lifetime? 2 grams, 250 grams or 1,000 grams (one kilogram)?

4. In Sweden, what percent of crime **suspects** are men? 50%, 80% or 95%?

5. How long did the shortest war on **record** last? 38 minutes, 38 hours or 38 days?

**B. Work in pairs and take turns. Student A: read out your questions. Student B: guess the correct answer.**

**C. Check the answers.**

Answers to Quiz A:

1 Russia 2 black and white 3 banana 4 the Sahara 5 43%

Answers to Quiz B:

1 nine 2 pasta 3 2 grams 4 80%

5 38 minutes (between Britain and Zanzibar in 1986)

**Activity 3. Complete the sentences with the correct form of the words in the box.**

<i>decrease project record permit appeal</i>
----------------------------------------------

1. In the 2008 Olympics, Usain Bolt set three world \_\_\_\_\_ including the 100 metres.

2. If you stay in Spain for more than ninety days you need to apply for a resident's \_\_\_\_\_.

3. CCTV cameras have been successful, with a huge \_\_\_\_\_ in incidents of violence.

4. Police have launched a nationwide \_\_\_\_\_ for help to find a missing sixteen-year-old.

5. The National Gallery is planning to \_\_\_\_\_ gigantic images of Picasso paintings onto the outside of the building.



6. The Water for You scheme is a \_\_\_\_\_ to hundreds of people access to clean water.
7. Researchers \_\_\_\_\_ South American river turtles talking to each other underwater.
8. The amount of ice at the South Pole \_\_\_\_\_ significantly over the last ten years.
9. Students \_\_\_\_\_ to work and study in this country.
10. Environmentalists \_\_\_\_\_ to supermarkets to reduce the amount of food waste.

## UNIT 2. LOW TECH SOLUTIONS

### READING

#### Activity 1.

##### A. Work in pairs. Discuss the questions.

1. In general, do you like or dislike new technology and gadgets like ebooks, tablets and phones?
2. Can you think of ways in which technology has made our lives better/worse?
3. Are there any problems which technology has helped to solve? Give examples.

#### Activity 2.

##### A. Look at the prompts below. What information do you think could go in the gaps to describe the problems? Use the pictures to help you.

1. New \_\_\_\_\_ tends to make things faster and more efficient.
2. Popular entertainment (theatre, cinema, music concerts, exhibitions) is often \_\_\_\_\_ and based in cities.
3. In many villages in Asia and Africa, access to \_\_\_\_\_ is still a huge problem.
4. The citizens of Bogotá, Colombia wanted young people to have more access to \_\_\_\_\_.

##### B. Read the text to check your answers.



Why is it that people seem to think that the newest technology is always the best? From high-speed trains to high-speed internet, you couldn't be forgiven for thinking that faster is

always better (not to mention, more efficient and more economical). We decided to investigate a few simpler, more low-tech solutions to the world's problems.

### **Meet the slow theatre**

Much of our popular entertainment these days is action-packed, expensive and based in cities. So, the Rural Academy decided they wanted to offer an alternative. Touring the United States, they take a horse-drawn theatre, and a bicycle-powered silent cinema on the road with them. They want to celebrate and call attention to life in more rural locations, in opposition to what they see as the global urbanization of our culture, economy, media and art. By using a carriage pulled by horses, rather than a vehicle that runs on petrol, they offer a less expensive, low-tech alternative entertainment, which they hope will include more people and move at a slightly slower pace.

### **The roundabout water pump**

Access to a clean water supply is still one of the biggest problems for people living in rural villages in Asia and Africa. To try and solve the problem, a company in South Africa has invented a way to



use children's high energy levels to help pump water from underground. The Playpump is a water pump that is powered when the children use the roundabout. As they play, the water is pumped from below the ground into a storage tank. Before the pumps were installed, many young girls had to spend hours of their day walking to collect water, rather than going to school. With the new pumps, however, the girls don't need to miss school, so they get a much better education.

### **Bus stop libraries in Bogotá**

The invention of the ebook has meant that books now are slightly cheaper and a lot lighter to carry. But in Bogotá, Colombia, they had a far better idea for helping people to read on the go. The city





wanted to improve the access that young people had to books, but not by buying new tablets. They decided to install colourful book libraries around the city, in the parks and at the bus stops. What could be better than to sit in the sunshine and read a book while waiting for your bus?

### Activity 3.

#### A. Work in pairs. Answer the questions.

1. How is the Rural Academy (slow theatre) different from other theatre companies?
2. Why might people living in rural areas appreciate this type of theatre?
3. How does the Playpump help children to solve the problem of access to water?
4. How has the pump changed the lives of the young girls in particular?
5. How has the invention of the ebook changed how people read?
6. Where have they put the new libraries in Bogotá?

**B. Discuss. What do you think of the solutions suggested? Which idea do you like best? Can you think of some other solutions to these problems?**

### VOCABULARY

#### TECHNOLOGY

##### Activity 1.

**A. Work in pairs. Put the words/phrases in the box into the correct word group.**

electricity	nuclear power	antibiotics	vaccination
computer networks	motorbikes	genetic engineering	
washing machine	vacuum cleaner	space travel	
commercial aeroplanes	solar power	communication satellites	

**Energy:** *electricity*, \_\_\_\_\_, \_\_\_\_\_

**Machines:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Medicine/science:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**IT (information technology):** \_\_\_\_\_, \_\_\_\_\_

**B. Work in pairs. Can you add any more words to each word group?**

##### Activity 2.



**A. Underline the correct alternative.**

1. He's six months old. He's been to the doctor to get his *genetic engineering/vaccination*.
2. We are running out of coal, so the government is looking at new ways of making *electricity/computer networks*.
3. The government is planning to build new *nuclear power/genetic engineering* stations, but many people are worried that they are too dangerous.
4. The company has just invented thousands of dollars in its new *computer network/antibiotics* to improve communication between employees.
5. It sounds like you've got a chest infection. I think you need some *solar power / antibiotics*.
6. NASA has decided to restart its communications *satellites/space travel* programme and try to send people to Mars.
7. They rode their commercial *aeroplanes / motorbikes* right up through to the United States and Canada. The trip took several weeks.

**B. Match words in italics from Exercise 4A with definitions 1-8.**

1. The science of changing the genes of a living thing \_\_\_\_\_
2. The energy created when you split or join the atoms \_\_\_\_\_
3. Drugs used to kill bacteria and cure infections \_\_\_\_\_
4. Power carried by wires and used to make lights and machines work \_\_\_\_\_
5. Exploration of the area beyond Earth where the stars and planets are \_\_\_\_\_
6. Machines that are sent into space and travel around the Earth, sending radio and television signals \_\_\_\_\_
7. Energy from the sun \_\_\_\_\_
8. An injection given to someone to protect them from a disease \_\_\_\_\_

**Activity 3. Match 1-8 with the endings a)-h).**

1. My calculator works off solar
2. It's time to get these dirty clothes into the washing
3. I'd love to travel to Mars. Maybe one day space
4. Some people think it's dangerous, but nuclear
5. Can you get the vacuum
6. Some people worry about genetic



7. As the IT manager, I have to make sure the computer  
8. We wouldn't have mobile phones if communication
- a) travel will be possible for all of us.
  - b) cleaner out and clean the carpets?
  - c) networks are operating properly.
  - d) power which means I don't have to buy batteries.
  - e) engineering and how it's used in farming.
  - f) power provides us with a lot of energy.
  - g) satellites didn't exist.
  - h) machine before they smell.

**Activity 4. Complete the sentences with the words in the box.**

<i>break down</i>	<i>connection</i>	<i>do</i>	<i>injections</i>	<i>operation</i>	<i>plug</i>
	<i>press</i>	<i>reboot</i>	<i>run</i>	<i>switch</i>	

1. Have you remembered to \_\_\_\_\_ the TV into the socket? Maybe that's why it won't work.
2. Oh no! I think the car's about to \_\_\_\_\_ out of petrol.
3. The computer's crashed again. We'll have to \_\_\_\_\_ it.
4. I can't get a \_\_\_\_\_. Is there something wrong with the Wi-Fi?
5. I don't need a key to start my car. I just \_\_\_\_\_ a button.
6. I think I ought to get a flu jab, but I hate having \_\_\_\_\_.
7. I hope the car's OK. The last thing we want is to \_\_\_\_\_ on the motorway.
8. I have to have a minor \_\_\_\_\_ tomorrow. I'm a bit nervous.
9. Don't forget to \_\_\_\_\_ off your phone when you're on the plane.
10. Scientists are going to \_\_\_\_\_ an experiment on the effects of social networking.

**SPEAKING**

**Activity 1.**

**A. Work in pairs. Choose an invention from the last 100 years. Write two or three sentences to describe how this invention has changed our lives. Don't say what the invention is.**

*This invention made it much easier to travel from one place to another. Even people in poor societies can use this invention because it does not need petrol.*



**B. Read your sentences to other students. Can they guess the invention?**

**C. Discuss which invention you think has been the best/worst? Why?**

### UNIT 3. YOU ARE BEING WATCHED

#### **SPEAKING**

##### **Activity 1.**

**A. Read the text and discuss the questions below.**



1. A CCTV camera helps **crime prevention**; potential criminals know their actions might be filmed and this acts as a **deterrent to crime**.

2. Number plate recognition enables **the authorities** to follow our movements wherever we drive and **store the information** indefinitely.

3. Microchips on credit cards make it easy **to monitor** and record information about our habits and movements.

4. User-data monitoring on TVs and other **appliances** sends data to manufacturers and businesses.

5. Mobile phone tracking can **keep track of** any individual's location. Facial recognition technology can **identify** any individual. Software then **accesses data** about the person via social networking websites.

#### *Surveillance technology: Keeping us safe or an invasion of privacy?*

- How many of these surveillance techniques are you aware of?
- How many are common where you live or where you are now?
- How does surveillance make you feel? Why?

**B. Match meanings 1-8 with the phrases in bold in the photo.**

1. an official group, e.g. the government or the police
2. to watch or follow (two phrases)





3. to keep data (on a computer) for a future use
4. getting information about someone's private life in a way they don't like
5. to say/find out who someone is
6. stopping people from doing something illegal (two phrases)
7. to obtain information
8. a situation in which there is a lot of observation, filming or recording of people

**C. Work in pairs and discuss. How might each surveillance technique be used in a good or a bad way? How would you answer the question at the bottom of the text?**

## **Activity 2.**

### **A. Read the article and answer the questions.**

1. Which plans would be the most useful for cutting crime?
2. Would you like to have these things in your local area?
3. How do you think the following groups of people would feel about the plans: the police, parents, teenagers?

## **POLICE TO INSTALL TOWN-WIDE SURVEILLANCE**

In response to the recent surge in crime, police have announced plans to install the following security systems:

- ❖ CCTV cameras to cover the whole town
- ❖ Police spot checks for identity cards
- ❖ Monitoring of phone calls
- ❖ Monitoring of social networking websites
- ❖ All teenagers' mobile phones to be registered on police GPS systems
- ❖ Number plate recognition cameras on all main roads

### **B. Make a list of your reasons for or against the plans.**

## **VOCABULARY**

### **Activity 1. Complete the sentences. The first letters are given.**

1. When you id\_\_\_\_\_ someone or something, you recognise and correctly name someone or something.



2. People or organisations that are in charge of a particular country or area are called the au\_\_\_\_\_.

3. If something is a de\_\_\_\_\_ to crime, it acts to reduce the chance of it happening.

4. To st\_\_\_\_\_ information is to keep facts in a computer or in a file.

5. To find information on a computer is to ac\_\_\_\_\_ data.

6. Carefully watch something over a period of time, for example a nurse mo\_\_\_\_\_ a patient's condition.

7. Crime pr\_\_\_\_\_ is all about stopping something bad from happening before it occurs.

8. If you ke\_\_\_\_\_ tr\_\_\_\_\_ of someone who is moving, you always know their position.

### Activity 2. Complete the article with the correct words.

#### CAN CCTV CAMERAS REDUCE CRIME?

The United Kingdom has the most CCTV cameras in operation in the world. Estimates suggest that there is one camera for every eleven people. While many individuals and civil liberties groups are uncomfortable with this level of surveillance, saying it is an i\_\_\_\_\_ of privacy, the government maintains that CCTV cameras are a d\_\_\_\_\_ to crime, and say that many people feel comforted by the presence of CCTV cameras and their ability to m\_\_\_\_\_ us. They point out that some CCTV systems s\_\_\_\_\_ the information they gather indefinitely, and this can allow the a\_\_\_\_\_ to convict criminals using CCTV footage, even if the crime was committed years before. However, some people question how a big role CCTV can play in actual crime p\_\_\_\_\_. Others question the power governments have to k\_\_\_\_\_ track of their citizens in this way or even a\_\_\_\_\_ data which is private and personal. One thing is certain though: these electronic eyes will not be closing any time soon.

### Activity 3. Use the words in the box to complete the sentences.

*ensure*      *substitute*      *identify*      *put-off*      *protect*  
*deterrent*      *prevent*      *invade*      *privacy*      *tracking down*

1. We should have surveillance cameras in public places because they \_\_\_\_\_ public safety.

2. The police can \_\_\_\_\_ criminals recorded with cameras.

3. In addition, surveillance cameras \_\_\_\_\_ against property theft, and vandalism.



4. Surveillance cameras have, and will \_\_\_\_\_ many crimes.

5. People feel safer in the knowledge that a potential mugger or attacker will be \_\_\_\_\_ by the presence of a camera.

6. We need to consider \_\_\_\_\_ issues when creating surveillance policies.

7. As with any technology, the use of cameras is by no means a \_\_\_\_\_ for good old-fashioned ground work.

8. A camera everywhere is not a \_\_\_\_\_ as all that's needed is a mask.

9. Especially in abduction cases a video would be a great way of \_\_\_\_\_ a person quickly and maybe preventing a death!

10. Cameras are there not to \_\_\_\_\_ a person's privacy but to protect the public by deterring criminal activity and by providing material evidence when a crime has been caught on film.

## **READING**

### **Activity 1.**

**A. You are going to read about a course that trains people to be spies. Read the list and tick the three things that you think are most important for a spy to be able to do.**

- a) break into a property
- b) drive fast without getting into an accident
- c) follow someone without getting caught
- d) pretend they are someone else
- e) use karate or other martial arts
- f) win the trust of a stranger

**B. Read the article. Which three things from the list above are mentioned?**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

### **SO YOU WANT TO BE A SPY?**

1. Despite recent developments in surveillance technology, a camera is no substitute for the human eye and there will always be a need for that most secretive of professions, the spy. In the BBC series, *Spy*, a group of eight volunteers took a two-month crash course in spying. Their trainers were former spies and experts in fields such as psychology and body language.



2. Before they joined the course, the would-be spies were allowed to tell only one person what they were really doing, for everyone else, they had to invent a believable cover story to explain their two-month absence. A couple of them immediately got into trouble when their story of a two-month job in New York resulted in friends promising to visit them.

3. As soon as they arrived at headquarters and before they had time to unpack, the eight 'spies' faced their first challenge: they had just ten minutes to talk their way into the flat of a complete stranger and be seen by their trainers drinking a glass of water on the balcony. It's a great task and one often used by real spy agencies to test their spies' abilities to act under pressure and think up plausible reasons to gain access to places.

4. The recruits learnt about surveillance techniques including how to 'go grey' and disappear into a crowd and also how to organise a surveillance operation on a house. This meant breaking into the property, planting secret cameras and bugs and fixing tracking devices to cars.

5. Another week, the recruits had to go undercover, adopt new identities and take temporary jobs in a gym, a clothes shop and a barber's. They had to convince their co-workers that they were genuine, gain their trust and finally persuade one of them to do something wrong, for example to lie or to sign a false document.

6. At the end of the experience, what qualities did they think were important for being a spy? 'A spy needs to be a quick thinker, work well under pressure and be able to blend in.' It helps to be a woman. 'Sandy, our female trainer, loved to remind us how women made better spies.' So if you are a tall male, it's probably not worth applying. And were any of the participants keen to become a spy? Certainly not one married candidate. 'A service insider told me that there is an exceptionally high divorce rate in the spy business with a lot of agents marrying their secretaries – the only person they can confide in and trust.'

### C. Match the quotes a)-e) with one of the paragraphs in the article.

a) I had to get right underneath and it was difficult to fix it on securely.

b) I'm a location manager for a TV company and we need a place to film.

c) I'm going on safari and I'll be back in two months.

d) It's just another thing that girls do better than boys!



e) I used to work at a men's clothing store in Soho – That's how I got this job.

**D. Find words and phrases in the article that match definitions 1–8.**

1. can't replace (paragraph 1) \_\_\_\_\_
2. fast and intensive period of training (paragraph 1) \_\_\_\_\_
3. someone who wants to be something potential (paragraph 2) \_\_\_\_\_
4. believable (paragraph 3) \_\_\_\_\_
5. become unnoticeable (paragraph 4) \_\_\_\_\_
6. work secretly with a different identity (paragraph 5) \_\_\_\_\_
7. look similar to everything around you (paragraph 6) \_\_\_\_\_
8. tell secrets to (paragraph 6) \_\_\_\_\_

**MODULE III. DOWNTIME**

**UNIT 1. OUT OF TIME**

**VOCABULARY**

**Activity 1. Work in pairs and discuss. Do you have enough free time? What do you do with it?**

**Activity 2.**

**A. Work in pairs and check what you know. What's the literal (or basic) meaning of the words in the box? Which can be used with a drink, a phone, an old clock or someone's face?**

<i>wind up</i>	<i>switch off</i>	<i>focus on</i>	<i>recharge</i>	<i>chill</i>
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**B. Complete the sentences with the correct form of one of the verbs in the box above.**

1. My phone's dead. I need to \_\_\_\_\_ it.
2. I need to \_\_\_\_\_ my ancient watch.
3. Please \_\_\_\_\_ the air conditioning; it's not that hot.
4. \_\_\_\_\_ the lemonade before you serve it – it tastes better cold.
5. If you \_\_\_\_\_ your camera \_\_\_\_\_ that tree over there, you'll get a better picture.

**C. Work in pairs. All the verbs above have another informal or idiomatic meaning. Which verbs do you think mean:**

1. relax completely? \_\_\_\_\_ out
2. think about, listen or watch something or someone carefully? \_\_\_\_\_
3. get your energy back? \_\_\_\_\_



4. say or do something to annoy someone? \_\_\_\_\_
5. stop listening or thinking? \_\_\_\_\_

**D. Complete the sentences with the correct form of one of the verbs in Activity 2C.**

1. I completely \_\_\_\_\_ when people talk about work at parties. It's so boring!
2. It really \_\_\_\_\_ me \_\_\_\_\_ when a friend checks his email when we're out together.
3. A summer holiday is a time to \_\_\_\_\_ so you have all your energy when you go back to school or work.
4. By Saturday I need some downtime, so I stay home and \_\_\_\_\_ – you know, relax, do nothing.
5. I find the easiest way to unwind in the evenings is to \_\_\_\_\_ something different like cooking.

**E. Work in pairs. Which sentences in Activity 2D do you agree with / are true for you?**

**Activity 3.**

**A. Put the letters in the correct order to make verbs. The first letter is underlined.**

1. whtcis ffo
2. ocsuf no
3. llcih
4. rcerhgae
5. dniw pu

**B. Complete the text with the correct form of the words in Activity 3A.**

My childhood was fairly happy. Our family wasn't well off and we lived in a small crowded house but that was OK. We had lots of arguments and fights but a lot of fun, too. Everything changed at school though. I couldn't deal with the discipline. I was always getting into trouble. I wouldn't (1) \_\_\_\_\_ on the activities the teacher gave us – it wasn't that the class was boring but I just couldn't concentrate. I used to (2) \_\_\_\_\_ just at the time that I needed to pay attention. Then of course, I couldn't keep up with the other students. Worse than that, because I was

the only student who didn't know what was happening in class, the other students used to (3) \_\_\_\_\_ me \_\_\_\_\_ so that I'd get angry. Of course the teachers punished me for shouting at the other students. They would send me out of the class to (4) \_\_\_\_\_ and calm down. As an adult, I still have these problems, but I know how to deal with them now. When I find myself losing focus, I go somewhere quiet to (5) \_\_\_\_\_ and get some mental energy back. Then I come back to the task again – in a way, it's a bit like what happened at school.

## READING

### Activity 1.

**A. Look at the headline of the article above and tick the topics you think will be in the article.**

shopping

working hours

the Internet

exercise

housework

sleep

television

**B. Read the article and circle the topics in Activity 1A that it mentions. Were your predictions correct?**

### MORE FREE TIME THAN EVER?

#### I DON'T THINK SO!

Do you have more or less free time than you used to? In our survey, an overwhelming majority (96%) said they have far less than they used to. And they were shocked to discover that according to recent research, we actually have far more than we had a decade ago. So where does the time go?

One would be quick and perhaps right to blame the Internet. Eight out of ten adults say they now go online in any location, not just at home or at work.

But contrary to current opinion, television still rules. Looking at adults of all ages, over 90 % reported watching TV as their main free-time activity. Spending time with friends and family came in a close second (87 %), followed by listening to music (79 %). Spending time on the Internet ranked 4<sup>th</sup> in the 16-44 age range, but much lower among the 45-plus group. Shopping seems to have greater appeal for pensioners – it's their third-favourite way to spend free time.

Perhaps it is most revealing then to look at what people actually enjoy. Unsurprisingly, spending time with family and friends ranked near the top, and doing household chores near the bottom. But what was



most surprising is that watching television – an activity we seem to devote most of our leisure time to – also ranks very low in terms of pleasure.

**C. Which of the following statements can be supported by the article?**

Most people ...

1. have less free time than they used to.
2. use the Internet wherever they are.
3. prefer watching TV to listening to music.
4. over 65 spend less time on the Internet than younger adults.
5. have a negative attitude towards their jobs.
6. enjoy the Internet more than watching TV?

**Activity 2.**

**A. Read the opening sentences from two experts responding to the article. Work in pairs and list two things you think each expert will say.**

**THE EXPERTS HAVE THEIR SAY:**

Sandra McCullough, psychologist and parent

‘What’s changed isn’t the amount of free time, it’s people’s ability to do nothing.’

Gerald van Halen, sociologist and parent

‘Nothing has changed except what we mean by “free-time activities”.’

**B. Student A: Read Sandra’s opinion below. Were your predictions correct?**

**THE EXPERTS HAVE THEIR SAY:**

Sandra McCullough, psychologist and parent

What’s changed isn’t the amount of free time, it’s people’s ability to do nothing. We think we used to have more free time because years ago we didn’t use to fill it up with tasks the way we do now. People would sit around and watch TV or read. However, people have been programmed to need new things all the time, and technology has, unfortunately, responded to that need. Watch people on the train for example, when they have some free time; they’ll check social media, read a news site, or play a game on their phone rather than simply relaxing or gazing into space. People say they like spending time with family but why are they always talking on their mobiles or checking emails when they’re with their ‘nearest and dearest’? I tell my clients, ‘Hey, turn off the Internet





and enjoy the silence.' But most people can't do it. They panic. It's like drug for them.

**Student B:** Read Gerald's opinion below. Were your predictions correct?

THE EXPERTS HAVE THEIR SAY:

Gerald van Halen, sociologist and parent

Nothing has changed except we mean by 'free time activities.' Years ago we'd sit with our family in front of the TV all evening and chat; we regarded that as free time spent together. Now if we sit together and check our Facebook pages, is that leisure time? And if so, is it a good thing? One American study put a whole range of activities in the 'leisure' category: watching TV, spending time with friends, playing online games for example. But there is a huge difference between playing games online and playing a board game with friends or family, and we need to think about which activities are really good for us. When my son's with his friends, they usually watch YouTube clips together or they'll often play a computer game together. My son's favourite one at the moment is a car racing one, and I think that's OK because they're sharing. It's when they're sitting together but each one is texting or gaming separately, now that worries me.

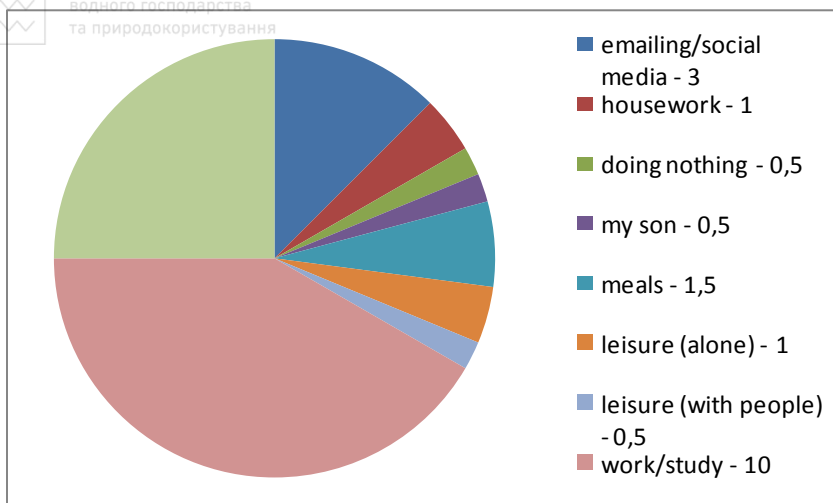
C. Students A and B: work in pairs and discuss.

1. What were your expert's main points?
2. Who identifies a more serious problem?
3. How could either problem be solved?

## **SPEAKING**

### **Activity 1.**

**A. Work in pairs and look at the pie chart showing the hours spent on different activities in a working father's average weekday. Discuss the questions.**



1. Do you think this person has a balanced life?
  2. Is there anything he should spend more or less time doing?
  3. What would be similar or different on a pie chart of your average weekday?
- B.** Draw a pie chart like the one above for your average weekday.
- C.** Work with other students. Show each other your pie charts and discuss.
1. What are the differences between your pie charts?
  2. How should other students change their lives?
  3. Who has the most balanced average day?

## UNIT 2. GREAT GETAWAYS

### VOCABULARY

#### Activity 1.

**A. Read the website adverts and answer the questions below.**



### ***Alternative city breaks***

Tried all the classic destinations? Been to Rome, Paris and Lisbon? Take advantage of our hotel prices to explore lesser known cities such as Ljubljana, the jewel of Slovenia, or the delightful city of Seville.

### ***Sail in the sun***

Spend a week with our instructors off the coast of Australia. Whatever your level, we guarantee you will make significant progress. We also promise breathtaking views from the yachts together with sunshine every day.



### ***Help out at a festival***

Travelling on a tight budget? Many arts and music festivals depend on volunteers to ensure they run smoothly in return for an entrance ticket. It's the best opportunity to plan a summer of partying or travelling around the world.

### ***Top 10 language holidays***

One-to-one language tuition in a foreign country can achieve exceptional results. We round up 10 homestay language courses in superb locations ranging from learning Spanish in Guatemala to improving your English in the Lake District.





### ***Volunteer on a farm***

If you're prepared to put in a few hours' work a day, you can stay in some stunning locations all over the world for next to nothing. Check out these volunteer placements in farms and small businesses

1. Which adverts offer free holidays?
2. Which ones are holidays where you learn something?
3. Which, if any, appeal to you most?

**C. Underline eight positive adjectives in the adverts. Circle the nouns they describe**

**D. Cover the text and complete the adjective-noun collocations. Then check in the text.**

1. 100 % right: \_\_\_\_\_ opportunity / place / example
2. important and popular for a long time: \_\_\_\_\_ destination / car / film
3. unusually good and more than expected: \_\_\_\_\_ results / talents / ability
4. giving a lot of pleasure: \_\_\_\_\_ city / village / garden
5. important and easy to notice: \_\_\_\_\_ progress / improvement / change
6. very good or beautiful: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ views / location / scenery

### **Activity 2. Add vowels to complete the adjectives.**

The st\_\_nn\_\_ng Dingle Peninsula, sticking out into the Atlantic ocean, is one of the most d\_\_l\_\_ghtf\_\_l regions in Ireland. Only 320 km from Dublin, it is famous for its s\_\_gn\_\_f\_\_c\_\_nt archaeological sites and is one of the least densely populated areas in the country. Castlegregory (population 205!), located on the north coast between Tralee and Dingle is p\_\_rf\_\_ct for walking. You can also wander along the s\_\_p\_\_rb sandy beaches along the water's edge or explore the \_\_xc\_\_pt\_\_n\_\_l Maharee islands. Why not try the cl\_\_ss\_\_c walk up Mount Brandon, the second highest mountain in Ireland. From its summit, you can enjoy br\_\_tht\_\_k\_\_ng views of the Blasket Islands, a tiny group of islands just off the coast. However, due to its closeness to the Atlantic, you might

experience bad weather conditions as the weather conditions as the weather can change suddenly, so make sure you're warmly dressed!

## **READING**

### **Activity 1.**

**A. Read the article quickly and write the paragraph number next to topics a)-e).**

- a) more recent developments
- b) history and background
- c) why you should read the article
- d) space tourism for people who aren't rich
- e) space hotels

### **SPACE TOURISM IS HERE!**

1. Fed up with the usual week-long holiday on the beach or walking through museums and old buildings that you only pretend to be interested in? Well, consider the ultimate in niche tourism: a new frontier, 'the final frontier' in fact: space tourism.

2. It wasn't long ago that space hotels were the stuff of science-fiction and space tourism was a concept that only the craziest of business entrepreneurs talked about seriously. But since the 2001 flight of Dennis Tito, an American businessman, aboard Soyuz rocket, even sceptics have had to regard a space tourism as an area with real commercial potential in the first few years, a space tourist like Tito paid \$20 million for a trip which included a week-long stay on the International Space Station.

3. It was only a matter of time before the entrepreneurs got on the case, and UK entrepreneur Sir Richard Branson and his Virgin Galactic company have begun offering online bookings for sub-orbital flights aboard their SpaceShipTwo. Tickets start at \$200,000, but are expected to come down in price to somewhere around \$20,000 – almost a bargain compared to what Tito paid. But the Virgin flights are only two-and-a half hours, taking passengers just beyond the 100-kilometre altitude that is the internationally defined boundary between earth and space. Space tourists experience a few minutes of weightlessness and a view of the stars before heading back to earth and gliding in for a landing. A German company has been working on providing a similar service called Project Enterprise.



4. What about accommodation? A number of companies have come up with the plans to develop space hotels that can offer more luxurious surroundings than the International Space Station, which was designed for research purposes, not for tourists. The Space Island group planned a ring-shaped spacecraft, much like the one in the film *2001: a Space Odyssey*, situated about 640 kilometres from earth. The ring would rotate in order to create a gravitational pull so that tourists don't spend their holiday floating in the air. Galactic Suite ltd was at one point targeting 2012 as the opening date for its luxury space hotel, with three-night stays going for \$4.4 million – but that includes six weeks of training! And at least one international hotel chain has also expressed an intention of getting into the space hotel business.

5. So is there a hope for ordinary folk who have run out of earthly destinations for their holidays but can't afford the going price for a seat on SpaceShipTwo or a few nights at the Galactic Suite space resort? Space enthusiasts are optimistic and encourage any would-be space tourist to keep saving up and expect prices to keep coming down as competition gets more vicious. And for those who can't dream of putting together the money to meet the price tag, there's always the prospect, however unlikely, of getting a job in one of the space hotels. How does that sound for a year working abroad?

**B. Read the article again and write (T), false (F) or not given (NG) next to sentences 1-8. Underline the part of the article that helped you.**

1. The writer thinks that business entrepreneurs are crazy.
2. Dennis Tito spent a week in space.
3. The Virgin Galactic flights stop at a space station but don't stay overnight.
4. The write thinks that Tito should have bargained better.
5. The International Space Station doesn't have very luxurious facilities.
6. The Galactic Suite space hotel rotates to create gravity.
7. Some people think commercial space travel will be more and more competitive.
8. The writer recommends getting a job as an air steward or stewardess.



**C. Find words and phrases in the article that match definitions 1–8.**

1. the kind of thing that something is made of (paragraph 2) \_\_\_\_\_
2. people who doubt whether something is true or right (paragraph 2) \_\_\_\_\_
3. started thinking about how to solve a problem (paragraph 3) \_\_\_\_\_
4. following a path which does not go fully around the earth (paragraph 4) \_\_\_\_\_
5. thought of (paragraph 4) \_\_\_\_\_
6. aiming at (paragraph 4) \_\_\_\_\_
7. the normal cost (paragraph 5) \_\_\_\_\_
8. aggressive (paragraph 5) \_\_\_\_\_

***SPEAKING***

**Activity 1.**

**A. Work in pairs and take turns. Ask and answer questions and make notes on:**

- your partner's interests and hobbies.
- the type of accommodation and transport he/she prefers on holiday.
- things he/she doesn't like on holiday
- if he/she wants to spend a lot on luxury holiday or wants something more reasonably priced or free.

**B. Work with a new partner. Use your notes to design an alternative holiday for each of your previous partners. Think about the following things:**

- name of the alternative holiday
- location
- means of transport
- length of time
- accommodation
- main activities
- other information (clothing, equipment, climate, health, preparation, items to bring)



## Activity 2.

### A. Read the email. Why is Valerie enjoying her holiday?

To: [Gabriel14@mail.box.com](mailto:Gabriel14@mail.box.com)

Hi Gabriel,

Just a quick note from the middle of nowhere ...

We got off to a bad start when Marianna fell down the stairs coming off the plane (no major injuries). Then our luggage got lost, along with all my clothes and my reading glasses, as well as our toiletries, things are pretty basic here – you can't buy soap for instance. We're staying on the outskirts of a tiny village, in a yurt, a sort of house made of cloth and wood (see attached photo). In fact there's no concrete anywhere, only these yurts, except the remains of an old stone hut nearby. So how do we spend our time? Well, we do a bit of horseback riding during the day and we play cards in the evening. The locals are incredibly friendly. You know, I've realized that simpler is better and I really don't want to come home!

Valerie

### B. Work in pairs and discuss. Would you enjoy this type of holiday? Why/Why not?

## UNIT 3. WELCOME TO PERFECT CITY

### VOCABULARY

#### CITY LIFE

#### Activity 1.

##### A. Work in groups and discuss the questions.

1. Have you been to any of the cities in the photos?
2. What do you think might be good about living in them? What problems might there be?
3. What is good and bad about the city or town where you live?
4. What other problems connected with urban living can you think of?

##### B. Read the article. Does it mention any of the issues you discussed in Activity 1A?

#### Welcome to Perfect City

Environmental psychology looks at the ways in which we are affected by our surroundings. Almost every aspect of the built environment, from the





colour of hospital walls to the type of grass used in parks, can have a dramatic impact on crime, health, education, commerce, and happiness. *BBC Focus* magazine reports on how psychologists are teaming up with designers to build safer and healthier spaces.

### **Classic trick**

In the mid-nineties in Montreal, it was discovered that playing classical music through the public address system would drive away crowds of loitering teenagers and cut crime. The idea soon caught on. Now, classical music is played in over 60 London underground stations.

### **Stop signs**

Sometimes less is more – towns such as Bohmte in Germany have found that the best way to slow traffic is to remove all road signs and markings. Without these guides, drivers have to slow down and negotiate rights of way with other drivers, cyclists and pedestrians.

### **Dipping distractions**

Researchers in Manchester found that pickpockets took advantage of pedestrians distracted by confusing environments. With visual clutter removed and spaces made easier to navigate, pedestrians are more aware of their surroundings and less likely to become crime victims.

### **Delays stress**

A study of rail commuters found the highest levels of the stress hormone cortisol among those who perceived their journey as unpredictable. Real-time transport updates, such as a text message letting you know exactly when the next bus will arrive, have been found to reduce stress.

## **Activity 2.**

**A. Look at the words connected to city life. Which do you know?**

**Work with other students to complete sentences 1-4.**

<i>amenities</i> <i>infrastructure</i> <i>congestion</i> <i>abandonment</i> <i>tolls</i> <i>regeneration</i>
-----------------------------------------------------------------------------------------------------------------

1. The best thing to do with loitering teenagers is to give them \_\_\_\_\_ such as sport facilities.
2. The city can't host a major international event because it doesn't have the \_\_\_\_\_. The transport is poor.
3. The \_\_\_\_\_ of run-down old buildings used to be a real problem where I live, but the area has undergone urban \_\_\_\_\_, so now it's full of nice shops and houses.



4. There's always traffic \_\_\_\_\_. We should have \_\_\_\_\_, so people pay to drive in the city.

**B. Which three words in the box contain suffixes that turn them into nouns? What are the nouns' root words?**

**Activity 3. Complete the article with the words in the box.**

abandonment	amenities	congestion
infrastructure	regeneration	tolls

Redevelopment in our city has turned it into a place fit for 21<sup>st</sup>-century living. There is a range of (1)\_\_\_\_\_ for inhabitants and visitors to enjoy including galleries, museums, sports stadiums and a concert hall that attracts world-famous names. In recent years the city council has worked hard to improve the (2)\_\_\_\_\_. Transport facilities are much more convenient as a result and the cycle scheme in the city centre has also helped ease (3)\_\_\_\_\_. The reduction in the (4)\_\_\_\_\_ on the motorway nearby has also encouraged more motorists to use the motorway and has helped to reduce through-traffic to the city.

Despite an (5)\_\_\_\_\_ of smaller shops on the high street some years ago, the building of a shopping centre in the city and free parking on Wednesdays means there is a thriving shopping scene. Finally, housing (6)\_\_\_\_\_ has really increased the number of quality homes for local residents.

## **SPEAKING**

### **Activity 1.**

**A. Work in groups. Think of an area you know, for example part of your city, and make notes on the questions below.**

**1. What problems does the area have? Think about:**

- buildings
- user-friendliness
- facilities
- safety
- appearance
- noise levels

**2. How could the area be improved?**

**3. What would be the benefits for the community?**



**B. Your group is applying for a €1 million grant to improve the area. Plan a proposal using following structures. Decide who will say which part and practice the proposal.**

- a) The main goal/objective of our proposal is to \_\_\_\_
- b) The short-term/long-term benefits include \_\_\_\_
- c) To sum up, we're proposing \_\_\_\_
- d) Is there anything that needs clarification?
- e) This idea is feasible because \_\_\_\_
- f) To start with, I'm going to talk briefly about \_\_\_\_
- g) We're going to build/develop/come up with \_\_\_\_

**C. Present your proposal to the class. Which idea do you think should win the grant?**

**Activity 2. Read the proposal and change one word in each sentence to improve the speech. Change ten words in total.**

### **Proposal for a cultural centre**

To start with, I'm going to talk brief about the beginnings of the project. Just to give a bit of backing information, we first discussed the idea of a cultural centre two years ago.

The ambition of the project is to create a space for people to see art, listen to music and watch films together. So the main desire of our proposal is to provide a community resource. The long-term blessings include bringing the community together and promoting the arts.

What we arrange to do is work with local companies to involve them in all areas of the project – design, construction, maintenance and services. While cost is major issue, our resolution is to ask local government for grant money. In the first instant, this would mean putting together our budget plan and after that, we would write a grant application.

To close up, we feel this is very worthwhile project for our community. Are there any questions or things that need clearing?



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