

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

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МЕТОДИЧНІ ВКАЗІВКИ
ТА НАВЧАЛЬНІ ЗАВДАННЯ
до мовно-навчальної практики з англійської мови для
здобувачів першого (бакалаврського) рівня вищої освіти
галузі знань 03 Гуманітарні науки
спеціальностей 031 «Релігієзнавство» та 034 «Культурологія
(Креативна та цифрова культура)»
денної і заочної форм навчання

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Методичні вказівки та навчальні завдання до мовно-навчальної практики з англійської мови для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 03 Гуманітарні науки спеціальностей 031 «Релігієзнавство» та 034 «Культурологія (Креативна та цифрова культура)» денної і заочної форм навчання [Електронне видання] / Петрів Х. В., Осіпчук Н. В., Озарчук І. В. – Рівне : НУВГП, 2021. – 48 с.

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Наконечна О. П.

Керівник групи забезпечення

спеціальності «Культурологія (Креативна та цифрова культура)»

Коберська Т. А.

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Вступ

Методичні вказівки та навчальні завдання спрямовані на удосконалення студентами навичок володіння англійською мовою в межах суспільно-політичного, релігійного та культурологічного дискурсу в умовах спілкування в мультикультурному середовищі.

Метою мовно-навчальної практики є формування комунікативних компетенцій майбутнього фахівця залежно від ситуацій та умов спілкування, володіння вербальними та невербальними засобами вираження думки в усній та письмовій формі.

У процесі досягнення мети реалізуються основні завдання навчання:

- активізація й поповнення словникового запасу в межах визначеної тематики та сфери спілкування;
- актуалізація граматичних знань, засвоєних у процесі вивчення дисципліни «Іноземна мова (англійська)»;
- закріплення, поглиблення та синтезування мовних знань у процесі їх використання для вирішення конкретних професійних завдань, зокрема, у сфері міжкультурної взаємодії;
- розвиток вміння висловлювати думки в монологічній та діалогічній формах;
- розвиток вміння адаптуватися до іншомовного середовища та встановлювати мовний контакт зі співрозмовниками.

Практика сприяє формуванню лінгвокраїнознавчої компетенції, яке здійснюється в процесі інтенсивної роботи з мовним матеріалом, опрацювання текстів культурологічного, історичного та соціально-політичного змісту, пошуку й пояснення безеквівалентної лексики, фразеологізмів, паремій тощо. Студенти мають змогу засвоїти основи мовного етикету та особливості невербальної комунікації у різних країнах, а також за допомогою використання кейс-методу, дискусій та рольових ігор застосувати отримані теоретичні знання на практиці.

Методичні матеріали мають на меті ознайомити студентів зі специфікою кембриджських міжнародних іспитів, які дають змогу підтвердити рівень знань мови згідно з усталеними стандартами.

MODULE 1

Unit 1. International Language Tests

1. Read the article about various international tests.

The International English Language Test (**IELTS**) is designed to help you work, study or migrate to a country where English is the native language. This includes countries such as Australia, Canada, New Zealand, the UK and USA. Your ability to listen, read, write and speak in English will be assessed during the test. IELTS is graded on a scale of 1-9.

If you are looking to work, live or study in an English-speaking country, then you must be able to demonstrate a high level of English language ability.

Being able to communicate in the native language of the country you wish to work or study in, has a wide range of benefits. It is also essential for job opportunities as well as integration into the community.

IELTS is the most popular test for those looking to migrate to Australia, Canada, New Zealand and the UK. It is globally recognised by more than 10,000 employers, universities, schools and immigration bodies including 3,400 institutions in the USA.

The **TOEFL iBT**[®] test helps you stand out confidently in English, and it comes with a clear advantage — universities know you are ready to succeed.

That's why it's accepted by more than 11,000 universities and other institutions in over 150 countries, including Australia, Canada, New Zealand, the United States, the U.K., and across Europe and Asia.

The **TOEFL iBT**[®] test has 4 sections: Reading, Listening, Speaking, and Writing. During the test, you'll perform tasks that combine these 4 English communication skills, such as:

- read, listen and then speak in response to a question
- listen and then speak in response to a question
- read, listen and then write in response to a question

The total test takes about 3 hours to complete, but you should plan for 3½ hours, allowing 30 minutes for check in.

The First Certificate in English (**FCE**) is the most important of the Cambridge exams. The test has four sections:

1. Reading & Use of English -75 minutes
2. Writing - 2 essays, 80 minutes
3. Listening - 40 minutes
4. Speaking - interview, normally with another candidate, 14 minutes

You can do the FCE exam on a computer or on paper. If you get A, B, C, you pass the exam, if D, E or U, then you fail. FCE A grade pass is accepted for entry to some universities. The FCE test can be taken most months in either paper-based or computer-based format. The paper-based test can be taken in March, May, June, August and December. The computer-based test can be taken in February, April, July, August and November. Not all test centres will administer both types of test.

The Cambridge English: Preliminary exam, also known as the **PET** exam, which stands for Preliminary English Test, is designed for students with intermediate English. Like all of the Cambridge English exams, the PET Exam is a pass/fail test and for those who pass, it delivers a certificate that does not expire. The PET exam can be either a paper-based test or a computer-based test. In both versions, the PET lasts 140 minutes in total.

The PET exam tests all four skills: listening, reading, writing, and speaking. The first section of the PET Exam tests reading comprehension and writing ability at the same time. It is subdivided into 8 subsections with a total of 42 questions. The second section of the PET exam test listening comprehension. You hear each recording twice and must answer questions about the recording. The last section of the PET exam tests speaking ability. Students are put into pairs and asked to have a conversation with an examiner and then with each other. There is a second examiner listening. The speaking test starts with the examiner asking questions about each student. The examiner then presents a situation and the students discuss possible solutions. Finally, the examiner gives the students a picture and the students describe and discuss it. The speaking test may be given on a different day from the first two parts of the PET Exam, depending on the exam center's scheduling.

The Cambridge English Key exam, otherwise known as the **KET** exam, which stands for Cambridge Key English Test, is designed

for students at an elementary level of English. It is the lowest level of Cambridge exam offered to adults outside the UK. Like all of the Cambridge English exams, the KET Exam is a pass/fail test and for those who pass, it delivers a certificate that does not expire. The Cambridge Key exam can be either a paper-based test or a computer-based test. In either case, it lasts 110 minutes in total.

The KET exam tests all four skills – listening, reading, writing, and speaking. The first section of the KET Exam tests reading comprehension and writing ability at the same time. It is subdivided into 9 subsections with a total of 56 questions. The second section of the KET tests listening comprehension. There are several short recordings of everyday English spoken slowly and clearly and questions about the recordings. The last section of the KET Exam tests English speaking. Students are put into pairs and asked to have a conversation with an examiner and then with each other. This group situation is meant to be more realistic than a one-on-one conversational situation.

FCE	IELTS	TOEFL
Total time: 4 hrs.	Total time: 3 hrs.	Total time: 3.5 hrs.
Reading: 60 min.	Listening: 40 min.	Reading: 60 min.
Writing: 80 min. Use of Eng.: 45 min.	Reading: 60 min	Listening: 60 min.
Listening: 40 min.	Writing: 60 min.	Speaking: 20 min.
Speaking: 15 min.	Speaking: 16 min.	Writing: 50 min.
Results: 8 weeks	Results: 2 weeks	Extra: 30 min.
		Results: 3 weeks

Mock IELTS test
Reading

Section 1.

Questions 1-14.

Read the text below and answer Questions 1-6.

1. Read the text below and answer Questions 1-6.

Consumer advice

What to do if something your ordered hasn't arrived

If something you've ordered hasn't arrived, you should contact the seller to find out where it is. It's their legal responsibility to make sure the

item is delivered to you. They should chase the delivery company and let you know what's happened to your item. If your item wasn't delivered to the location you agreed (e.g. if it was left with your neighbour without your consent), it's the seller's legal responsibility to sort out the issue.

If the item doesn't turn up, you're legally entitled to a replacement or refund. You can ask for your money back if you don't receive the item within 30 days of buying it. If the seller refuses, you should put your complaint in writing. If that doesn't work, you could contact their trade association - look on their website for this information, or contact them to ask.

You might also be able to get your money back through your bank or payment provider -this depends on how you paid.

- If you paid by debit card, contact your bank and say you want to use the 'chargeback' scheme. If the bank agrees, they can ask the seller's bank to refund the money to your account. Many bank staff don't know about the scheme, so you might need to speak to a supervisor or manager. You should do this within 120 days of when you paid.

- If you paid by credit card and the item cost less than \$100, you should contact your credit card company and say you want to use the 'chargeback' scheme. There's no time limit for when you need to do this.

If the item cost more than \$100 but less than \$30,000, contact your credit card company and say that you want to make a 'section 75' claim.

If you paid using PayPal, use PayPal's online resolution center to report your dispute. You must do this within 180 days of paying.

Do the following statements agree with the information given in the text?

*Write “**True**” if the statement agrees with the information, “**False**” if the statement contradicts the information, “**Not given**” if there is no information on this.*

1. You will receive a card telling you if an item has been left with a neighbor.
2. It may be quicker to get a refund than a replacement for a non-delivered item.
3. You are entitled to a refund if the item fails to arrive by a certain time.
4. There is a time limit when using the 'chargeback' scheme for a debit card payment.

5. You can use the 'chargeback' scheme for a credit card payment of more than \$100.
6. PayPal's online resolution center has a good reputation for efficiency.

Read the text below and answer Questions 7-14

Rice cookers

What's the best rice cooker for you?

A. Ezy Rice Cooker

This has a 1.8 litre pot and a stainless steel exterior. It has a separate glass lid, and the handle on the lid stays cool. It produces perfectly cooked white rice, but tends to spit when cooking brown rice. There are slight dirt traps around the rim of the lid, and neither the pot nor the lid is dishwasher safe.

B. Family Rice Cooker

This has a plastic exterior and a flip-top lid. The lid locks when closed and becomes a secure handle to carry the cooker. The aluminum interior pot is quite difficult to clean, and it can't be put in a dishwasher. It's programmed to adjust the temperature once the rice is done so that it stops cooking but doesn't get cold.

C. Mini Rice Cooker

This has a flip-top lid and a 0.3 litre capacity. The interior pot is made of non-stick aluminum and is dishwasher safe. This rice cooker is ideal when cooking for one. However, it does not have any handles at the side, and water sometimes overflows when cooking brown rice.

D. VPN Rice Cooker

This has a painted steel exterior with a handle on each side and a steel inner pot. It has a lift-off lid and comes with a booklet including a range of ideas for rice dishes. However, the keep-warm setting must be manually selected, and the handles are tricky to grip.

E. Rice cooker

This is simple to use, not spitting or boiling over even when cooking brown rice. The exterior stays cool when in use, so there's no danger of burning your hand. However, the lack of handles is a nuisance, and a recipe book would have been useful.

Look at the five reviews of rice cookers, A-E, on page 18.

For which rice cooker are the following statements true?

Write the correct letter, A-E, in boxes 7-14 on your answer sheet. You may use any letter more than once.

7. The handles at the side are hard to use.
8. It cooks brown rice without making a mess.
9. It automatically switches setting to keep the rice warm when cooked.
- 10 It's difficult to get the removable top really clean.
- 11 A selection of recipes is provided with the cooker.
- 12 It has a handle at the top for carrying the cooker safely.
- 13 The outside of the cooker doesn't get too hot.
- 14 You can put the pot in the dishwasher.

SECTION 2

Questions 15-27

Read the text below and answer Questions 15-22

Safety when working on roofs

A fall from height is the most serious hazard associated with roof work. Preventing falls from roofs is a priority for *WorkSafe New Zealand*. Investigation by *WorkSafe* into falls that occur while working at height show that more than 50 percent of falls are from under three metres, and most of these are from ladders and roofs. The cost of these falls is estimated to be \$24 million a year – to say nothing of the human costs that result from these falls. More injuries happen on residential building sites than any other workplace in the construction sector.

In order to prevent such injuries, a hazard assessment should be carried out for all work on roofs to assess potential dangers. It is essential that the hazards are identified before the work starts, and that the necessary equipment, appropriate precautions and systems of work are provided and implemented. Hazard identification should be repeated periodically or when there is a change in conditions, for example, the weather or numbers of staff onsite.

The first thing to be considered is whether it is possible to eliminate this hazard completely, so that workers are not exposed to the danger of falling. This can sometimes be done at the design, construction planning, and tendering stage. If the possibility of a fall cannot be eliminated, some form of edge protection should be used to prevent workers from falling. It may be possible to use the existing scaffolding as edge protection. If this

is not practicable, then temporary work platforms should be used. In cases where such protection is not possible, then steps should be taken to minimise the likelihood of any harm resulting. This means considering the use of safety nets and other similar systems to make it less likely that injury will be caused if a fall does occur.

Ladders should only be employed for short-duration maintenance work such as touching up paint. People using ladders should be trained and instructed in the selection and safe use of ladders. There should be inspection of all ladders on a regular basis to ensure they are safe to use.

Questions 15-22

Complete the notes below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 15-22 on your answer sheet.

Safety when working on roofs

Investigations show that

- over half of falls are from less than **15**.....
- most falls are from ladders and roofs
- falls cost \$24 million per year
- the majority of falls occur on **16**.....

Hazard identification should be carried out

- before the work starts
- when conditions such as the weather or worker numbers change

Controls

- **17** the hazard at the planning stage before the work begins if possible
- prevent a fall by using edge protection, e.g. scaffolding or **18**.....
- reduce the likelihood of injury, e.g. by using **19**.....

Ladders

- these should only be used for **20**..... which does not take a long time
- training should be provided in their **21**..... and use
- regular **22**..... of ladders is required

Read the text below and answer Questions 23-27

Maternity Allowance for working women

You can claim Maternity Allowance once you've been pregnant for 26 weeks. Payments start 11 weeks before the date on which your baby is due.

The amount you can get depends on your eligibility. You could get either:

- £140.98 a week or 90% of your average weekly earnings (whichever is less) for 39 weeks
- £27 a week for 14 weeks

Maternity Allowance for 39 weeks

You might get Maternity Allowance for 39 weeks if one of the following applies:

- you're employed
- you're self-employed and pay Class 2 National Insurance (including voluntary National Insurance)
- you've recently stopped working

You may still qualify even if you've recently stopped working. It doesn't matter if you had different jobs, or periods when you were unemployed.

Maternity Allowance for 14 weeks

You might get Maternity Allowance for 14 weeks if for at least 26 weeks in the 66 weeks before your baby is due:

- you were married or in a civil partnership
- you were not employed or self-employed
- you took part in the business of your self-employed spouse or civil partner

How to claim

You'll need an MA1 claim form, available online. You can print this and fill it in, or fill it in online. You also need to provide a payslip or a Certificate of Small Earnings Exemption as proof of your income, and proof of the baby's due date, such as a doctor's letter.

You should get a decision on your claim within 24 working days.

You should report any changes to your circumstances, for example, if you go back to work, to your local Jobcentre Plus as they can affect how much allowance you get.

Questions 23-27

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 23-27 on your answer sheet.

23. The maximum amount of money a woman can get each week is £..... .

24. Being for a time does not necessarily mean that a woman will not be eligible for Maternity Allowance.

25. In order to claim, a woman must send a or a Small Earnings Exemption Certificate as evidence of her income.

26. In order to claim, a woman may need to provide a as evidence of the due date.

27. Payment may be affected by differences in someone's, such as a return to work, and the local Jobcentre Plus must be informed.

SECTION 3

Questions 28-40

Read the text below and answer Questions 28-40.

The California Gold Rush of 1849

The discovery of gold in the Sacramento Valley sparked the Gold Rush, arguably one of the most significant events to shape American history in the 19th century.

A. On January 24, 1848, James Wilson Marshall, a carpenter, found small flakes of gold in the American River near Coloma, California. At the time, Marshall was working to build a water-powered sawmill for businessman John Sutter. As it happens, just days after Marshall's discovery, the Treaty of Guadalupe Hidalgo was signed, ending the Mexican-American War and transferring California, with its mineral deposits, into the ownership of the United States. At the time, the population of the territory consisted of 6,500 Californios (people of Spanish or Mexican descent); 700 foreigners (primarily Americans); and 150,000 Native Americans.

B. Though Marshall and Sutter tried to keep news of the discovery quiet, word got out, and by mid-March 1848 at least one newspaper was reporting that large quantities of gold were being found. Though the initial

reaction in San Francisco was disbelief, storekeeper Sam Brannan set off a frenzy when he paraded through town displaying a small bottle containing gold from Sutter's Creek. By mid-June, some three-quarters of the male population of San Francisco had left town for the gold mines, and the number of miners in the area reached 4,000 by August.

C. As news spread of the fortunes being made in California, the first migrants to arrive were those from lands accessible by boat, such as Oregon, the Sandwich Islands (now Hawaii), Mexico, Chile, Peru and even China. Only later would the news reach the East Coast, where press reports were initially skeptical. Throughout 1849, thousands of people around the United States (mostly men) borrowed money, mortgaged their property or spent their life savings to make the arduous journey to California. In pursuit of the kind of wealth they had never dreamed of, they left their families and local areas; in turn, their wives had no option but to shoulder different responsibilities such as running farms or businesses, and many made a real success of them.

By the end of the year, the non-native population of California was estimated at 100,000 (as compared with 20,000 at the end of 1848 and around 800 in March 1848). To accommodate the needs of the '49ers, as the gold miners were known, towns had sprung up all over the region, complete with shops and other businesses seeking to make their own Gold Rush fortune. The overcrowded chaos of the mining camps and towns grew ever more lawless. San Francisco, for its part, developed a bustling economy and became the central metropolis of the new frontier.

D. How did all these would-be miners search for gold? Panning was the oldest way. The basic procedure was to place some gold-bearing material, such as river gravel, into a shallow pan, add some water, and then carefully swirl the mixture around so the water and light material spilled over the side. If all went well, the heavier gold nuggets or gold dust would settle to the bottom of the pan. Gold panning was slow even for the most skillful miner. On a good day, one miner could wash about 50 pans in the usual 12-hour workday.

E. Another way was to use what was called a 'rocker'. Isaac Humphrey is said to have introduced it to the California gold fields. It was simply a

rectangular wooden box, set at a downward angle and mounted on a rocking mechanism. The dirt and rock was dumped into the top, followed by a bucket of water. The box was rocked by hand to agitate the mixture. The big rocks were caught in a sieve at the top, the waste exited the lower and with the water, and the heavy gold fell to the bottom of the box.

The rocker had advantages and disadvantages. The advantages were that it was easily transportable; it did not require a constant source of water; and, most importantly, a miner could process more dirt and rock than with a pan. The primary disadvantage was that the rocker had difficulty in trapping the smallest particles of gold, commonly known as ‘flour’. Some miners added small amounts of mercury to the bottom of the rocker. Due to its chemical composition, it had a facility to trap fine gold. Periodically, the miners would remove and heat it. As it vaporized, it would leave gold behind.

F. After 1850, the surface gold in California had largely disappeared, even as miners continued to reach the gold fields. Mining had always been difficult and dangerous labor, and striking it rich required good luck as much as skill and hard work. Moreover, the average daily pay for an independent miner had by then dropped sharply from what it had been in 1848. As gold became more and more difficult to reach, the growing industrialization of mining drove more and more miners from independence into wage labor. The new technique of hydraulic mining, developed in 1853, brought enormous profits, but destroyed much of the region’s landscape.

G. Though gold mining continued throughout the 1850s, it had reached its peak by 1852, when gold worth some \$81 million was pulled from the ground. After that year, the total take declined gradually, leveling off to around \$45 million per year by 1857. Settlement in California continued, however, and by the end of the decade the state’s population was 380,000

Questions 28-31

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 28-31 on your answer sheet.

28. The writer suggests that Marshall’s discovery came at a good time for the US because

- A. the Mexican-American War was ending so there were men needing work.
- B. his expertise in water power would be useful in gold mining.
- C. the population of California had already begun to increase rapidly.
- D. the region was about to come under the control of the US.

29. What was the reaction in 1848 to the news of the discovery of gold?

- A. The press played a large part in convincing the public of the riches available.
- B. Many men in San Francisco left immediately to check it out for themselves.
- C. People needed to see physical evidence before they took it seriously.
- D. Men in other mines in the US were among the first to respond to it.

30. What was the result of thousands of people moving to California?

- A. San Francisco could not cope with the influx of people from around the world.
- B. Many miners got more money than they could ever have earned at home.
- C. Some of those who stayed behind had to take on unexpected roles.
- D. New towns were established which became good places to live.

31. What does the writer say about using pans and rockers to find gold?

- A. Both methods required the addition of mercury.
- B. A rocker needed more than one miner to operate it.
- C. Pans were the best system for novice miners to use.
- D. Miners had to find a way round a design fault in one system.

Questions 32-36

The text has seven sections, **A-G**.

Which section contains the following information?

Write the correct letter, A-G, in boxes 32-36 on your answer sheet.

- 32.** a reference to ways of making money in California other than mining for gold
- 33.** a suggestion that the gold that was found did not often compensate for the hard work undertaken
- 34.** a mention of an individual who convinced many of the existence of gold in California.

35. details of the pre-Gold Rush population of California
36. a contrast between shrinking revenue and increasing population

Questions 37-40

Complete the summary below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 37-40 on your answer sheet.

Basic techniques for extracting gold

The most basic method used by many miners began with digging some **37**..... out of a river and hoping it might contain gold. Small amounts were put in a pan with water. The pan was spun round, causing the liquid and less heavy contents of the pan to come out. Gold dust, which weighed more, remained in the pan or, if the miners were very lucky, there might even be some **38**..... too. It was, however, a very laborious method.

The rocker was also used. A miner would put some earth and rock into the higher end, together with some water. He would then shake the rocker. Larger stones stuck in the **39**....., while gold dropped to the bottom. Unfortunately, the rocker was not designed to catch what was called flour. However, a process was introduced involving **40**..... to ensure no gold was washed out in the water.

WRITING

You should spend about 20 minutes on this task.

A friend of yours is thinking of going on a camping holiday for the first time this summer. He/she has asked for your advice.

Write a letter to your friend. In your letter:

- explain why you think your friend would enjoy a camping holiday
- describe some possible disadvantages
- say whether you would like to go camping with your friend this summer

Write at least 150 words.

You do NOT need to write any addresses. Begin your letter as follows:

Dear,

WRITING TASK 2

You should spend about 40 minutes on this task. Write about the following topic:

In many countries today, crime novels and TV crime dramas are becoming more and more popular.

Why do you think these books and TV shows are popular?

What is your opinion of crime fiction and TV crime dramas?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

PART 1.

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Email

What kinds of emails do you receive about your work or studies?

Do you prefer to email, phone or text your friends? [Why?]

Do you reply to emails and messages as soon as you receive them? [Why/ Why not?]

Are you happy to receive emails that are advertising things? [Why/ Why not?]

PART 2

**Describe a hotel that you know. You should say:
where this hotel is**

what this hotel looks like

what facilities this hotel has

and explain whether you think this is a nice hotel to stay in.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Staying in hotels

Example questions:

What things are important when people are choosing a hotel?
Why do some people not like staying in hotels?
Do you think staying in a luxury hotel is a waste of money?

Working in a hotel

Example questions:

Do you think hotel work is a good career for life?
How does working in a big hotel compare with working in a small hotel?
What skills are needed to be a successful hotel manager?

(Adapted from *IELTS General Training 15 Authentic Practice Tests*.
Cambridge University and Cambridge Assessment 2020. 140 p.)

Unit 2. Education

1. Read the text about the system of education in the USA. Choose from (A-E) the phrase which best fits each space. There is one phrase you don't need to use. Think about the differences between American and Ukrainian educational systems.

Studying in the USA

Americans use the term "college students" to mean students either in colleges or universities. Colleges and universities have many things in common. Both offer undergraduate degrees in the arts and science and both can help prepare young people to earn a living. But many colleges do not offer graduate studies. Moreover, universities are generally bigger. They offer more programs and do more research.

Another place of higher education, especially in technical areas, is an institute, like the Massachusetts Institute of Technology (M.I.T.). It offers a wide choice of programs and activities. M.I.T. says that seventy-five percent of freshmen come there 1) _____.

Modern universities developed from those of Europe in the Middle Ages. The word "university" came from the Latin '*universitas*', describing a group of people organized for a common purpose. "College" came from '*collegium*', a Latin word with a similar meaning. In England, colleges

were formed 2)_____. Usually each group was studying the same thing. So, college came to mean an area of study.

The first American universities divided their studies into a number of areas and called each one a college. This is still true. A college can also be a part of a university. For example, Harvard College is the undergraduate part of Harvard University. Programs in higher learning can also be called schools, like a school of engineering or a medical school within a college or university.

There are both private and public educational institutions in the USA, as well as in many other countries. A big difference involves money. Public colleges and universities charge 3)_____. But state schools cost less because they get money from the states that started them to educate local citizens. As a result, out-of-state and international students usually pay more than state residents, at least the first year.

To earn a bachelor's degree, students usually take general subjects during their first two years. After that they take classes in their major area of study. Students who major in a scientific area receive a bachelor of science degree, known as a B.S. Students in the arts and humanities get a B.A. – a bachelor of arts. Schools may also offer specialized degrees, like a bachelor of music.

After students have a bachelor's degree, they may go on to earn a graduate degree – either a master's degree or a doctorate. A master's degree generally takes two to three years of full-time study. A master of business administration, for example, 4)_____. A doctorate can take much longer. It is the highest degree offered in graduate school. Some programs require six years of study or even longer after college.

- A. with a strong interest and involvement in the arts
- B. for an education just like private schools
- C. takes about two years to complete
- D. having been educated from an early age
- E. to provide students with places to live

2. Match the words and phrases from the text with the definitions.

1.	degree	a)	the same in a lot of places or for a lot of people
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2.	to graduate	b)	to receive money as payment for work that you do
3.	to provide	c)	a student in the first year of high school, college, or university
4.	freshman	d)	the act or process of taking part in something
5.	in common	e)	to complete a first university degree successfully
6.	involvement	f)	a course of study at a college or university, or the qualification given to a student after he or she has completed his or her studies
7.	to earn a living	g)	a person who has finished their school, college, or university education
8.	to charge	h)	to give someone something that they need

3. Answer the questions.

- 1) What is the main difference between colleges and universities?
- 2) What can be inferred from the text about Massachusetts Institute of Technology?
- 3) What do students need to do to obtain a bachelor's degree?
- 4) What do B.A and B.S stand for?
- 5) How long does it take to get a master's degree?

4. Fill in the correct word into each sentence.

- 1) Take / pass

I decided to _____ an exam, even though I knew I was going to fail.
You can't _____ exams without working, so don't deceive yourself.

- 2) Degree / certificate

Doctors often put their _____ up in their offices to show that they are qualified.

His plan is to get a _____ in economics and then work abroad for a year.

3) Achieve / reach

We _____ what we set out to do.

At 15 children often _____ the age when they want more privacy.

4) Teach / learn

She _____ children with learning difficulties.

What did you _____ at school today?

5) Qualifications / qualities

What _____ do you most admire in others?

Last year, one in five boys left school without a _____.

6) Count / measure

_____ your garage: how high is the door?

Mary, who is only 3 years old, can already _____ from one to twenty.

7) Recognise / know

I can easily _____ the house from your description.

We don't _____ what we've got until we lose it.

5. Read the sentences. Match the phrasal verbs with their definitions. Complete the sentences with the correct phrasal verbs.

- 1) He was too polite to **point out** my mistake
- 2) He was going to **rip up** the canvas.
- 3) **Turn over** and look at the next page.
- 4) **Look up** the trains to Beijing in the timetable.
- 5) Jack's always the last to **catch on** my joke.
- 6) Teenagers who **drop out of** high school have trouble finding jobs.
- 7) How do you intend to **deal with** this problem?
- 8) Stop playing around and **get on** with your homework!
- 9) My family insisted that I should not **give in**, but stay and fight.
- 10) I read the papers to **keep up with** what's happening in the outside world.
- 11) Details of the pension plan are **set out** below.
- 12) We'll **think over** your proposal.

- a) Stop making efforts
- b) Try to find information in a book, etc
- c) Understand
- d) Stay at the same level as
- e) Leave school, etc before you have finished a course
- f) Tell somebody important information
- g) Turn something so the other side is towards you
- h) Cope with, handle
- i) Explain
- j) Continue doing
- k) Consider
- l) Tear into pieces

6. Complete the text with the following phrasal verbs.

Look up, turn over, keep up with, give in, catch on

We had our English exam today. It was a disaster! We all sat there nervously, waiting for Mrs. Jennings to say we could start. Finally, she told us to _____ our exams papers _____. Then she read out the instructions to make sure we all understood. We had to write three essays in two hours! We weren't allowed to _____ any words in the dictionary. I found it quite difficult to _____ my groupmates because I couldn't _____ the topic of the first essay. However, I decided not to _____ as this test was quite important for me. I did well on the test!

7. Read the information card below about a man called Peter. The card contains useful vocabulary for talking about studies and work so look up any words you do not know in a dictionary. Using the notes, talk about Peter.

Name: Peter

Nationality: German

Favourite subject at school: Maths (likes using logic to work answers out)

Bachelor's and Master's degrees in: Mechanical Engineering from Leeds University (more practical than Maths; wanted British qualifications)

Dream job: Mechanical Engineer for Army (good job security; high prestige; interesting)

8. Read about Peter's studies and dream job.

My name's Peter and I'm from Germany. My favourite subject at school was Maths. I really loved it, I think primarily because I liked being able to use logic to work out answers, rather than having to speculate and theorise, as you often do in **arts subjects**.

I went on to study for Bachelor's and Master's degrees, both in Mechanical Engineering at Leeds University in England. I chose that subject because, although I was more keen on Maths, engineering is more practical. My decision to study in Britain was motivated by the high prestige of British qualifications back in my home country. The **tuition fees** are very high for foreign students but my family paid them for me.

I found the course very challenging. English is, of course, not my mother tongue so I found some of the **lectures** and **seminars** hard to follow. As a result, I **failed** my first year exams. I had to **retake** them all, but then, thankfully, I **passed**. I always did well in my **coursework** because I could take time to research the topic and check my English.

My **dream job** would be to work as a mechanical engineer for the Army. The reasons are that such a job carries high prestige, it would be interesting, and there would be good **job security** – if I got such a job, I would probably have it for life.

9. Read again and write the highlighted words and phrases from the previous exercise which correspond to definitions 1-10.

1) subjects such as history, literature, or languages in contrast to scientific subjects _____.

2) the amount of money that you pay to a university for your education_____.

3) talks that someone gives in order to teach people about a particular subject, usually at a university or college_____.

4) classes at a college or university in which the teacher and a small group of students discuss a topic_____.

5) I was unsuccessful in an exam _____.

6) take an exam again because you did not pass it the first time _____.

7) I was of an acceptable standard (in an exam) _____.

8) work done by a student during their studies that forms part of their final grade or mark _____.

9) my perfect job _____.

10) a feeling of being safe and free from worry because your job is permanent _____.

Grammar Section

10. Fill in the gaps with the Past Simple or Past Continuous form of the verbs in brackets.

I 1_____ (have) a wonderful literature teacher, Mrs. Hughes. She 2_____ (make) us excited about the subject because she 3_____ (be) so interested herself. I remember one lesson in particular; we 4_____ (study) different poetic genres, and Mrs. Hughes 5_____ (describe) some prominent poets. She 6_____ (open) a book, I can't remember exactly what it was, and then suddenly we 7_____ (notice) that she 8_____ (cry)! She 9_____ (apologize) and 10_____ (say) that sometimes poetry was so beautiful it just made her cry! We 11_____ (not/know) what to do at first, but it certainly 12_____ (make) us think. Something similar 13_____ (happen) while she 14_____ (tell) us poets' biography. She suddenly 15_____ (get) all excited and 16_____ (say), 'Isn't it wonderful?'. Some students 17_____ (laugh) at her when she 18_____ (not/ look) but I didn't. Somehow her enthusiasm 19_____ (inspire) me, and I 20_____ (start) to like reading!

11. In each of the following sentences, underline the correct form of the verb

1. Some pages (tore, torn) when I dropped the book.

2. Before she had (written, wrote) two pages, all the electricity in the school went off.
3. You should have (spoke, spoken) to your counselor about the course schedule.
4. Last weekend, my brother and I (flew, flown) alone to Topeka to visit our grandparents.
5. Sharon, with some help from her father, has (buildded, built) a doghouse for Treasure, her golden retriever.
6. Although he had never (drew, drawn) much before, he was clearly talented.
7. Some of the peaches had (fell, fallen) off the trees, but plenty were left to pick.
8. Overnight, the rain had (froze, frozen) into a thin sheet of ice on all the roads.
9. My great-grandmother (brung, brought) these dishes with her when she came to America.
10. Did you (break, broke) your collarbone when you fell off the fence?

Discussion.

12. Answer the following questions.

1. Do you work or are you a student?
2. Why did you choose that subject?
3. What do you plan to do when you finish studying?
4. Is there anything else you would like to study in the future?
5. Do you think school and university prepares young people adequately for real life?

Unit 2. Art

1. Read the text.

Graffiti through the ages

The word “graffiti” is borrowed from an Italian verb meaning “to scratch”. It’s easy to understand the connection as graffiti in Ancient Rome was literally scratched into stone and often made fun of politicians or merely recorded the writer’s thoughts.

However, it's in the Ancient Greek city of Ephesus where the first recorded graffiti was found, which is now modern-day Turkey. Historians believe a picture which is still visible today, portraying a foot, a woman, and a jug of wine on a table, is an advertisement for a brothel.

Modern graffiti as we know it seemingly started in Philadelphia, USA in the mid-60s with two local graffiti writers, Cornbread and Cool Earl writing their names all over the city in a practice known as 'tagging'. This soon spread to New York City, and with the rise of Hip Hop culture in the late 70s, graffiti became even more widespread.

Writers, often working in groups called 'crews' were soon painting entire subway trains with their colourful designs. As it was illegal, the crews had less chance of getting caught in train yards where the subway cars were stored overnight. Their criminal status only added to the appeal in the eyes of many youths.

By the early 80s, graffiti was worldwide. Some writers, such as Blek Le Rat in Paris had begun using stencils to create their pieces. The stencil, a thin piece of metal or card with a design cut into it, allowed graffiti artists to prepare their work in advance.

The time then spent painting, the most dangerous time for the writers as they can be caught, was shortened. Stencils evolved the style of graffiti, with some artists creating elaborate pictures, often with a political message behind them.

In Bristol in the UK, Banksy started his career in the late 90s and was influenced by 3D, a member of Bristol-based music group, Massive Attack and fellow graffiti artist. From there he moved to London where his graffiti started to get noticed, drawing criticism and praise. Not limited to walls, Banksy has also used canvas, paper, bank notes and even portable toilets to create his work.

Much of his work has been both intentionally and unintentionally destroyed, often depending on whether it is viewed as art or vandalism. Since he started, Banksy's work has appeared internationally, and sold for millions of pounds. His identity, however, remains secret.

Adapted from Britishcouncil.org

2. Fill in the gaps in the following sentences with no more than three words from the text.

1. Due to the graffiti from the Ancient Rome, we can see that people used to _____ political leaders, just as they do now.
2. It's still possible to see the _____ in, what is now Turkey, but used to be controlled by Greece.
3. _____ is when graffiti artists write their names in various public places around a city or town.
4. Graffiti artists had to be cautious about where they did their paintings as what they were doing _____.
5. Artists started to use stencils as it _____ the time they spent actually painting and was therefore safer.
6. With the use of stencils, artists could create more intricate paintings and they would often contain _____.
7. Early on in his career, Banksy was _____ but later moved on to London.
8. Even though his work is famous, Banksy does not reveal _____ as he is still a graffiti artist and has broken the law.

3. Underline the most suitable word or phrase.

1. I like this book, and I've read six capitals/chapters/prefaces already.
2. It's not a proper drawing, only a rough/plan/sketch.
3. The play is very long but there are three breaks/intervals/rests.
4. At the cinema I don't like sitting too near the film/screen/stage.
5. We heard a piece by Mozart performed by a German band/group/orchestra.
6. Her second book was very popular and became a best buy/seller/volume.
7. I like the painting but I can't stand its ugly border/frame/square.
8. Robert's new book will be broadcast/published/typed in August.
9. I liked the acting, and the costumes/dressing/outfits were good too.
10. The best act/place/scene in the film is when Jack meets Kate.

4. Complete each sentence with a word from the box. Use each word once only.

*Announcer composer critic editor playwright
author conductor director novelist sculptor*

1. The orchestra would not be so successful with a different _____.
2. I want a book on art, but I don't know the name of the _____.

3. We must see the new film by that Italian _____.
4. The _____ said that the sports programme is on after the news.
5. Harry writes for the theatre, but he is not only a _____.
6. We saw some interesting metal objects made by a French _____.
7. That's a nice piece of music. Who is the _____?
8. Peter Smith was the only _____ who wrote in praise of the film.
9. Charles Dickens is probably the best known British _____.
10. The _____ of the newspaper usually decides what it contains.

5. Complete the following sentences by using the correct word from each pair.

1. show / play

- a. The local cinema is _____ the new Spielberg film all week.
- b. In her latest film, she _____ the part of an ambitious actress. It's a great role for her.

2. scene / scenery

- a. We enjoyed our visit to the theatre; the acting was good and the _____ was beautiful.
- b. In the first _____ of the opera, the soprano sings a famous aria.

3. organ / instrument

- a. My favourite musical _____ is the flute.
- b. The church choir sang to the accompaniment of an _____.

4. rose / raised

- a. The curtain _____ and the performance began.
- b. When our drama teacher asked for a volunteer, nobody _____ his hand.

5. listen to / hear

- a. The orchestra played so loudly that we couldn't _____ the singers.
- b. I find _____ classical music very relaxing.

6. look at / watch

- a. I stopped in front of the Michelangelo painting and _____ it in wonder.

b. The audience was _____ the performance intently.

7. *take place / take part*

a. The school concert will _____ next week.

b. Over a hundred dancers _____ in the festival last month.

Grammar Section

6. Circle the correct words.

1. Tina *hadn't sung / hadn't been singing* for long when she was discovered and became a star.

2. The star *had already given / had already been giving* three interviews that day.

3. I *had waited / had been waiting* in line for concert tickets all morning.

4. Mike *hadn't been / hadn't been going* to the theatre before.

5. Rumors *had gone / had been going* around for some time that the singer was getting married.

6. *Had you waited / Had you been waiting* long in the stadium before the group arrived?

7. As soon as I *had left / had been leaving* the cinema, it started to rain.

8. No one knew that the famous singer *had started out / had been starting out* as a shop assistant.

7. Complete the sentences with the present perfect simple, past simple or past continuous form of the verbs in brackets.

1. Bert _____ (never/be) abroad before and he felt really excited about it.

2. I _____ (call) my travel agent three times today, but he hasn't phoned back yet.

3. While I _____ (consider) the price of the accommodation, I nearly changed my mind.

4. Three weeks ago, I _____ (send) you an email to confirm my booking.

5. I _____ (use) to study Spanish when I was young, but now I don't.

6. The programme on globalization _____ (feature) on TV last night.

7. We _____ (not/have) such a good meal, since we went to that Greek restaurant last year.
8. Dad _____ (not/visit) a good museum or an archaeological site since he was a student.
9. My passport was in my jacket pocket when I unpacked yesterday, but I _____ (not/see) it since then.
10. Recently, the music awards ceremony _____ (become) even more exciting with use of interactive media, computer graphics, laser lighting and holograms.
11. During Ted's travels across Asia, he _____ (gain) a greater understanding of different cultures.
12. The new tourist information office _____ (just/open) in our town.

Discussion.

8. Answer the following questions.

1. How great is your interest in art?
2. What's the best art gallery you've been to?
3. Do you like modern art?
4. What do you think of installation art?
5. Do you ever think a lot of art is not really art?
6. Do you have a favourite artist?
7. What kind of art do you like – paintings, sculpture, ceramics?
9. Does art change the way you think or feel?
10. Do you think anyone can be an artist or do you need a special talent?

MODULE 2

Unit 3. Accommodation

1. Read the text.

For many centuries hotels have been thinking of different and novel ways to attract guests. A new survey reveals that the twenty-first century guest needs free Wi-Fi Internet access to make his or her stay complete. According to Hotels.com, hotel guests much preferred to be connected in their rooms than have the little luxuries such as Italian espresso coffee

makers, video game consoles or a gym to work out in. Of 415 people who responded to the website's survey, more than 38% said free Wi-Fi was a must when deciding where to book a room. Just under a third of respondents said they wanted it to be a standard amenity at hotels. Many people are tired of paying the often exorbitant charges to get online.

Taylor L. Cole, director of public relations and social media for Hotels.com, said the results of the survey were as he expected: "Given the explosion of mobile use in the past few years, it is no surprise that travellers are requiring free and fast Wi-Fi," he said. He added that: "Many guests never travel without their tablets, smartphones and laptops. It's as intuitive as packing a toothbrush. Guests use these items in their rooms to plan activities for the next day." Internet these days is seen as an automatic freebie in many parts of the world. Charging for it is like asking guests to pay for water. Countries with a strong focus on attracting business clientele and higher end travellers are leading the way in providing free Wi-Fi. The United Arab Emirates is one destination where it is unlikely that Wi-Fi will be added to your hotel bill. Other countries are quickly following suit.

(Adapted from Breaking News English)

2. Read the article again. Decide if the sentences below are true (T) or false (F).

- a. The article says free Wi-Fi could greatly change a hotel guest's stay. T / F
- b. Most hotel guests prefer free luxuries to free Internet access. T / F
- c. More than half of those who took a survey said free Wi-Fi was a must. T / F
- d. Around 30 per cent of those polled said hotels should have free Wi-Fi. T / F
- e. A website spokesman was surprised at the results of his site's survey. T / F
- f. The man said guests always brought a laptop but not a toothbrush. T / F
- g. The article said charging for Wi-Fi is like charging for water. T / F
- h. Hotels in many nations will soon be doing similar to those in the UAE. T / F

3. Think and discuss in a group. How could you make hotels better? Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

Improve...	Current problems	Improvements
Wi-Fi		
room service		
the rooms		
check-in		
bathrooms		
booking		

4. Match the following synonyms from the article.

1. centuries	a. doing the same
2. mediocre	b. run-of-the-mill
3. complimentary	c. poll
4. connected	d. over the top
5. exorbitant	e. free
6. survey	f. natural
7. explosion	g. ages
8. intuitive	h. mushrooming
9. attracting	i. online
10. following suit	j. drawing

5. Put each of the following words or phrases in its correct position in the passage below.

Deposit, fee, flat, advertisements, self-contained, landlord, rent, references, accommodation agency, block.

The first thing I had to do in London was find somewhere to live, if possible a small, one-bedroomed 1) _____. I didn't want to share a kitchen or toilet; I wanted to be independent in my own 2) _____ place.

I decided I could pay a 3) _____ of \$50 a week. I couldn't find what I wanted in the newspaper 4) _____ so I went to 5) _____. They offered me a nice place. It was in a modern 6) _____ on the third floor. I had to pay the agency a 7) _____, and the 8) _____ wanted a big _____ and _____ from my employer and bank manager.

6. Put one of the following words in each space in the sentences below.

For, at, in, on, of, into, with

1. She wanted a place ___ her own.
2. He'll move ___ tomorrow.
3. He'll move ___ his new flat tomorrow.
4. I share the kitchen ___ three other people.
5. The landlord asked the tenant ___ more rent
6. My flat is ___ the top floor.
7. My flat is ___ a modern block.
8. The house is ___ good condition.
9. I looked ___ advertisements.
10. She pays a rent ___ \$90 a week.

7. Fill in the words into the sentences.

Hi Mike,

Detached doorbell drive front garage gate

I've left the keys with the neighbour at number 14, it's the large 1) _____ house with the green 2) _____. You'll need to ring the 3) _____ more than once, she's a bit deaf. The large key is for the 4) _____ door and the small one is for the 5) _____. Put your car in there or just leave it in the 6) _____ if you prefer.

bedroom bedside bulb lamp mattress pillow table upstairs wardrobe

Your 7) _____ is 8) _____ next to the bathroom. That bed has the most comfortable 9) _____ the house. The bedding is on the dressing 10) _____ and there's another 11) _____ and more sheets and

blankets in the 12) _____. Could you get a new light 13) _____ for the 14) _____ on the 15) _____ table? Thanks.

*Armchair bookcase coffee hall heating living
player sofa*

The control for the central 16) _____ is in the 17) _____, but don't touch it, it's automatic. Feel free to use the TV and the DVD 18) _____ in the 19) _____ room. The remote control is on the 20) _____ table. Or you could just lie on the 21) _____ or sit in an 22) _____ and read a book. There's a good selection in the 23) _____.

*back garden lawn separate stairs teapot washing
windowsill*

There's a 24) _____ WC so you needn't run up the 25) _____ when you're desperate. The 26) _____ machine is in there, by the way. If the weather's nice, you could sit in the 27) _____. The key to the 28) _____ door is under the old 29) _____ on the 30) _____. If you get bored, you could even cut the 31) _____! Thanks for house sitting for us. See you in a fortnight.

All the best

Rob

8. Match the two columns. The first column represents British words, the second - their American equivalents.

British English	American English
1) student halls	a) drapes
2) two storeys	b) dormitory
3) curtains	c) home loan
4) mortgage	d) two floors
5) rubbish	e) vacuum cleaner
6) property	f) faucet
7) tap	g) garbage can
8) Hoover	h) closet
9) bin	i) real estate
10) wardrobe	j) garbage/ trash

Grammar Section

9. Fill in the correct relative pronouns (which, who, that, whom, whose etc.).

Hay-on-Wye is a charming town _____ lies on the river Wye in South Wales. The town, _____ has existed since Roman times, is known throughout Wales for its colourful well-kept gardens. The people, for _____ gardening is more than a hobby, take part in a national competition _____ decides which town has the best gardens. The town is also popular with people _____ enjoy fishing, especially for the trout and salmon _____ swim in the river. The Bull Inn, _____ you can find a wide selection of fish, is ideal for those _____ like to eat fish but don't enjoy fishing. The owner, _____ grandparents opened the inn in 1920, only serves fish _____ have been caught that day.

10. Join the sentences using *which* or *whom*.

1. I baked a cake. I gave half of it to my sister.
2. I have two brothers. Neither of them likes seafood.
3. Ten people were asked. All of them answered promptly.
4. Tom visited two villages. Both of them were on the coast.
5. There are many films on tonight. Several of them are good.
6. They met lots of people. Some of them were from Spain.

Discussion

11. Answer the following questions.

1. Are you a 'house and home' person?
2. What's your favourite thing about your home?
3. What is your dream home?
4. What home improvements would you like to make to your home?
5. Are you happy with the colour scheme and furniture in your home?
6. Would you rather live in a house or an apartment?
7. Do you agree that 'home is where the heart is'?
8. Do you like being at home alone?
9. What are the differences between a house and a home?
10. Do you like the houses in other countries?

Unit 4. Cultural Behavior

1. Read the text about culture shock.

The 4 Stages of Culture Shock

You're lost, standing confused in a new place, unable to tell left from right, up from down, phone booths from trash cans or **con-artists** from friends. But this image of **sudden** shock isn't quite right.

In reality, culture shock is a **phenomenon** that can take months to develop. Culture shock tends to move through four different **phases**: wonder, frustration, depression and acceptance.

1. **Wonder**. This phase, also known as the "Honeymoon Phase," is usually the first phase experienced. It's often very positive. You're **fascinated** with the language, the people and the food. The trip seems like the greatest thing you've ever done. It's an adventure and you enjoy every thing!

2. **Frustration**. This is a difficult stage of culture shock, familiar to anyone who has lived abroad or traveled for a long time. You don't understand **gestures**. You get laughed at or you **offend** a little old lady without knowing why. You feel angry often and miss your own culture.

3. **Depression**. This is the worst stage of culture shock. You are homesick and sad all of the time. It's hard to be so far away, **especially** if you're all by yourself. It feels like nothing will ever be OK again until you get on that plane home.

4. **Acceptance**. After weeks and months of **struggling** through a thousand different emotions, acceptance finally arrives like a warm bath at the end of a hard day. Acceptance does not mean total understanding – it's almost impossible to ever completely understand another culture – but involves the **realization** that you don't have to "get" it all. You find what makes you happy and **content** in your new **surroundings**.

2. Look at the list of vocabulary from the text. Match the words with the definitions.

Words	Definitions
1. Con-artist	a. extremely interested by something or someone

2. Sudden	b. to accept a situation which cannot be changed
3. Phenomenon	c. a stage or a number of changes that will occur
4. Phase	d. a feeling of sadness that makes you think there is no hope
5. Wonder	e. someone who tricks people in order to get money from them
6. Fascinated	f. fighting to win when you are losing
7. Frustration	g. happening quickly
8. Gesture	h. more importantly, in particular
9. Offend	i. something that is unusual or difficult to understand/explain
10. Depression	j. moving a part of your body to show meaning or feeling
11. Especially	k. understanding something that you had not understood before
12. Acceptance	l. a feeling of amazement for something new to you
13. Struggle	m. happy and satisfied
14. Realization	n. to make someone angry by doing or saying something rude
15. Content	o. the objects, buildings, nature, etc.. around a person
16. Surroundings	p. a feeling of being upset because you can't control

3. Look at the adjectives below. Choose those that best describe the nationalities listed below.

Punctual
Respectful
Humorous
Hospitable
Quiet
Rude

Tolerant
Nationalistic
Lazy
Talkative
Formal
Arrogant

Romantic
Well-dressed
Emotional
Sociable
Aggressive
Ignorant

Outgoing
Hard-working
Sophisticated
Serious
Polite
Casual

Americans are thought to be _____.
British are thought to be _____.
French are thought to be _____.
Ukrainians are thought to be _____.

4. Say whether you think the following sentences are true or false and why?

1. German people don't have a sense of humor
2. Women are not good drivers
3. Men can't multi-task
4. Spanish people aren't punctual
5. Irish people drink too much
6. British people eat fish chips all the time

5. Read the article about stereotypes.

British culture revealed

British people drink too much, have a terrible sense of humour and the weather is awful – according to a survey of foreign expats who live in Britain.

About 30 per cent of the expats said that they did not like living in Britain, mainly because of the weather, the culture and the cuisine. And around a quarter of the expats didn't really like the British people.

The survey was conducted by a website that tries to help people with visa applications. More than 1,400 expats from different parts of the world were asked questions. Over half of them said that the behaviour of British people agreed with their international stereotype, but 'only' 41 per cent agreed with the famous British preference for drinking lots of tea.

For 42 per cent of the expats, the excessive drinking culture was the worst British trait. Many others mostly disliked our sarcastic sense of humour.

But despite the negative things, most expats said that generally speaking they liked the British. Nearly half said our best trait is our good manners, and our special ability to wait in queues was appreciated by 40

per cent of the expats. Also, 61 per cent of the people who didn't like Britain said their opinion of the people and place was better than before.

Liam Clifford, from GlobalVisas.com, the website that conducted the research, said: "Moving to a new country is very challenging. "Maybe you think that you know everything about a place from your holidays there, but actually living in a country is completely different. "There are stereotypes about many nationalities. But, historically, so many countries have been influenced by Britain, so the stereotypes about British people are very well-known. "However, the survey shows that opinions improve after living here, in most cases. This is good to see."

Adapted from "The Independent"

6. Check your understanding of the article. Answer the questions below.

1. What stereotypes about British people does the article mention?
2. What did the expats dislike about Britain?
3. What did the expats like about British people?
4. Why are stereotypes about British people well-known all over the world?
5. Why is Liam Clifford positive about the survey results?

7. Complete the statements according to the article.

1. About _____% do not like living in Britain, mainly because of the weather, culture and cuisine.
2. _____ do not like the British people.
3. _____ think that British people drink a lot of tea.
4. _____ really dislike the drinking culture in Britain.
5. _____ appreciate the British ability to wait in queues.
6. _____ have a better opinion of Britain than before.

Grammar Section.

8. Find examples of Passive Voice in the article "British cultures revealed" (task 5).

9. Complete the sentences using one of these verbs in the correct form (Passive Voice).

Break clean invite lose make teach write

1. The sauce _____ this morning from fresh tomatoes and red wine.
2. I didn't see you at the party because I _____.
3. The office _____ every morning, before the workers arrive.
4. I don't know when the book _____.
5. John _____ French at school when he was a child.
6. I can't find my keys anywhere. I think they _____.
7. I'm afraid we can't watch the football match today. The television _____.

10. Complete the sentences with the verbs in the correct form (active or passive).

1. This photo _____ (take) while I was relaxing on the beach.
2. I can't get in the house. The door _____ (lock)!
3. Mr Smith _____ (close) his shop every day at 5pm.
4. Can I borrow some money from you? My wallet _____ (steal) this morning.
5. Somebody _____ (steal) my wallet while I was at the bar. I'm never going back there again!
6. I liked your old Facebook profile picture. Why _____ (you/change/it)?
7. Alan _____ (drive) everywhere. He loves his new car.
8. The president _____ (drive) everywhere. He has his own private chauffeur.

11. Write questions using the passive.

1. When / the first website / build?
2. When / the telephone / invent?
3. How often / the Olympics / hold?
4. When / the first car / make?
5. When / America / discover?
6. Which leader / show / on Indian banknotes?

Discussion.

12. Answer the following questions.

- 1) What springs to mind when you hear the word ‘stereotype’?
- 2) What is the stereotype of someone from your country? Is it fair?
- 3) Where do stereotypes come from?
- 4) Which people today do you think are being unfairly stereotyped?
- 5) Do gender stereotypes annoy you?
- 6) Do you think information technology has reduced or increased racial stereotyping?

Unit 5. Business Etiquette

1. Read the two letters, both written by employees of a Britain-based international public relations firm. The two employees work together as editors.

To the Editor-in-Chief

I am writing you to tell you of some problems I have been having with the other editor in the office, Sakiro Fujita. We don't work well together. She seems to depend on me for most all the ideas and decisions. I seem to carry the responsibility all the time.

To give you an example of our tensions, I will describe what happened between us today. This morning we were working on an article. I found that I was doing all the work. She didn't contribute to the discussions. When I finally asked her what she thought of my decisions, she hesitated. Then she only said that my work was interesting and she would think about it more. I am very frustrated. She doesn't give me her opinion or ideas. How can I work with someone who doesn't communicate or give feedback? I want to move forward with our work but I can't with her. How can I get her to take on more responsibility?

I know that part of the problem is communication. She doesn't seem to listen to what I am saying. She rarely looks at me when we speak. And she sits so far away. She is a very reserved person. I can't figure out what is going on in her head.

I hope that you can talk to her and get her to be more involved in our work. As things are now, our collaboration is not at all productive.

Sincerely,
Edmundo Montaya Reyes

My Dear Friend Noriko,

Hello. How are you? I hope everything is going well.

I am not doing so well. Life at GIP International has been difficult lately. One of my colleagues is very difficult to work with. He seems only to consider himself. He doesn't know how to share work space or work responsibilities.

Part of the problem is that he has difficulty listening carefully to people. When we work together, he rarely asks me for my opinion. He just talks all the time! When I try to offer my opinion, he interrupts me. For example, today we had to make some important changes in an article. He told me what he wanted, and when I tried to say it wasn't the best idea, he just didn't want to listen to me.

I feel a bit uncomfortable with him. He sits very close and looks at me all the time. I try to get some distance between us but he just pushes closer. He doesn't give me room to talk or think. I think his behavior is a little aggressive.

I don't know what to do. Maybe I should ask for a transfer to a different office. It is too hard for us to work together. I don't think we can resolve our differences. Tomorrow I will mention my problem to the editor in chief. I think she will understand.

Thanks for listening to me and my troubles.

With love,
Sakiko

2. Match the following words (taken from two letters) to their definitions.

Words	Definitions
1. tensions	a. think about
2. hesitate	b. a person you work with
3. frustrated	c. working together
4. feedback	d. way of acting
5. figure someone out	e. opinion in response to someone or something
6. collaboration	f. understand someone

7. colleague	g. to clear up a problem
8. to consider	h. feelings of worry, pressure or anger
9. behavior	i. to pause
10. to resolve	j. annoyed or disappointed

3. Underline all the complaints Sakiko had about Edmundo in her letter and all the complaints Edmundo had about Sakiko in his letter. Put the complaints in the correct categories in the chart.

	Sakiko says	Edmundo says
Eye contact		
Physical distance		
Cooperation		
Giving opinions		
Listening		

4. Read the following list of expectations. Decide which are Edmundo's and which are Sakiko's.

1. When people are working together they usually sit close to each other. Closeness indicates interest and cooperation.
2. A man should give a woman some physical distance. Physical distance shows respect for a person's space
3. People should invite each other to say something in conversation. One should ask questions or remain silent so that the other person has a chance to say something.
4. One should begin speaking even if the other person is speaking. If one doesn't interrupt, one will never speak.
5. Silence expresses disinterest or boredom.
6. People often disagree with each other. It is normal to have different opinions.

7. People should give their opinions and not wait to be asked. It is the individual's responsibility to say what he or she feels.
8. One should express disagreement carefully. An open disagreement could offend or embarrass someone.
9. It is not polite to speak while someone else is speaking.
10. People may be silent for a few seconds if they are thinking about something. One should respect the silence and not interrupt it.
11. If there is a conflict, one should try to resolve it indirectly so that no one is embarrassed.
12. It is impossible to resolve a conflict without facing it directly.

5. Answer the following questions.

1. Why are Sakiko and Edmundo having problems with each other? What specific behaviors are causing the misunderstandings?
2. What small things can they do to work together better on a daily basis?
3. What is the best way for you, the editor-in-chief, to communicate with them? Should you write them each a letter? Or should you call a meeting with both of them?
4. How much should you, the editor-in-chief, be involved in their cultural misunderstandings?

6. Individually, think of four values that are important in Ukrainian culture and four values that you think are important in the United States. Discuss in small groups.

7. Complete the following chart with the missing forms.

Verb	Noun	Adjective
behave		
	collaboration	
		considered
	frustration	
generalize		
prejudge		
		responsive

8. Complete the following sentences with the correct verb, noun, or adjective form of the words in the chart above. Use one form of each word base, and do not repeat any words.

1. They fired her after she yelled at the client. Her _____ was rude and inappropriate.

2. She stopped smoking last week. It is now impossible to work with her. She is too _____ to do anything.

3. He listened to her ideas and then said he would _____ using some of them.

4. Learning how to speak a new language can _____ even the most patient student!

5. They are quite a team! He has great creativity, she has lots of technical knowledge, and they _____ well together.

6. She was confused by his question, so she didn't _____

7. Some people see a couple of American movies and then _____ that all Americans are violent.

8. _____ prevents people from seeing one another with open minds.

Grammar Section

9. Look at the following sentences from the text and answer the questions below.

Should you offer to go Dutch with the host on the restaurant bill?

The social side of Japanese commerce can also unnerve the western visitor, who might have to go to a karaoke bar and sing.

...the whole affair has to be treated with respect.

You must accept your client's card with both hands.

1. Which modal verb means that something is generally possible?

2. Which modal verb means that something is possible, although not very likely?

3. Which modal verb means 'it is a good idea'?

4. Which two modal verbs express an obligation?

5. What is the negative form of each modal verb?

6. What are the positive and negative past forms of might and should?

7. What are the positive and negative past forms of *have to* and *must* (used for obligation)?

8. What other modal verb expresses obligation? what are the negative and past forms?

9. What is the difference between these two sentences?

I must get some sleep.

I have to get some sleep.

10. What is the difference between these two sentences?

I don't have to get up early tomorrow.

I mustn't get up late tomorrow.

11. What other modal verbs express possibility and speculation?
What are the past forms?

10. Rewrite the sentences below using a suitable modal verb.

Example: It is a good idea to arrive on time for meetings in the Netherlands.

You should arrive on time for meetings in the Netherlands.

1. Calling your new boss by his first name is not a good idea in this country.

2. Parking your car in the manager's parking space is not allowed.

3. The company dress code is very relaxed, so it is not necessary to wear a suit and tie for the meeting.

4. If you don't learn about the country's culture, there is a slight chance that you will cause someone offence on your business trip.

5. There is a general possibility of offending someone if you ignore cultural etiquette.

6. I'm feeling rather tired. It is necessary for me to go to bed now.

7. It is necessary for me to get up early tomorrow because I start work at 8 o'clock.

8. If you want to do successful business in Russia, it is a good idea to stick to your guns during negotiations.

9. If Sam keeps arriving late for work, there is a possibility that he will get the sack.

10. Karina has been very stressed lately. It is necessary for her to take a holiday.

Discussion.

11. Role activity. Work in pairs. For each of the situations below, use past and present modal verbs to speculate on what went wrong,

how the situation should have been dealt with correctly, and on the possible consequence of the mistake.

Example: During negotiations with a potential customer from Singapore, Tom said 'no' to several important propositions. It has been a week now and he hasn't heard anything. He is worried that the potential customer has decided to make a deal with one of his competitors.

Answer: Tom might lose the deal. The potential customer may have been offended. In Singapore, 'no' is considered an impolite word. Carl should have learnt something about the culture in order to be better prepared for the meeting.

1. Bob, the representative of an American manufacturing company, had arranged an important meeting in Rio with a group of Brazilian businessmen to discuss their possible investment in his company's new business plan. When the Brazilians arrived at the conference room, Bob was already there waiting for them. He had turned up 20 minutes early.

2. Mike, an architect from Britain, turned up 10 minutes late for an important meeting with a potential client in Amsterdam. Mike's firm is well-established in the market and offered a better price than his competitors. However, now the Dutch client isn't replying to his follow-up emails.

3. Peter, an electronics distributor in Italy, is in the middle of an important meeting with the representative of a potential Japanese supplier in Tokyo. During the exchange of business cards at the beginning of the meeting, Peter took the representative's card, folded it in two and slipped it into his back pocket. The Japanese negotiator seemed less friendly after that.

4. During a business dinner in Turkey, Paul tried to insist on paying his share of the bill. His host went quiet and appeared a little red in the face.

Topics for individual projects

1. Do we understand each other? Stereotypes across cultures.
2. Cultural generalization: values and customs.

3. Hospitality across cultures. Socializing with colleagues.
4. Gift giving in the international business culture.
5. Negotiations across cultures. Nonverbal communication.
6. Business etiquette around the world.
7. Time management across cultures.

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