

Міністерство освіти і науки України
Національний університет водного господарства
та природокористування

Кафедра іноземних мов

06-09-76М

МЕТОДИЧНІ ВКАЗІВКИ

та навчальні завдання для практичних занять
і самостійної роботи з навчальної дисципліни «Іноземна мова
(англійська) (рівень володіння B2+)» для здобувачів вищої освіти
першого (бакалаврського) рівня усіх освітньо-професійних програм
спеціальностей НУВГП денної і заочної форм навчання
Частина I.

Схвалено науково-методичною
радою НУВГП
Протокол № 4 від 22.03.2023 р.

Методичні вказівки та навчальні завдання для практичних занять і самостійної роботи з навчальної дисципліни «Іноземна мова (англійська) (рівень володіння B2+)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей НУВГП денної і заочної форм навчання. Частина I. [Електронне видання] / Купчик Л. Є., Літвінчук А. Т. – Рівне : НУВГП. 2023. – 72 с.

Укладачі: Купчик Л. Є., к.пед.н., доцент кафедри іноземних мов;
Літвінчук А. Т., к.пед.н., доцент кафедри іноземних мов.

Відповідальний за випуск:
Купчик Л. Є., завідувач кафедри іноземних мов

Секретар науково-методичної
ради НУВГП

Костюкова Т. А.

© Л. Є. Купчик,
А. Т. Літвінчук, 2023
© Національний університет водного
господарства та
природокористування, 2023

Передмова

Методичні вказівки та навчальні завдання для практичних занять і самостійної роботи для здобувачів першого бакалаврського рівня вищої освіти з дисципліни «Іноземна мова (англійська) (рівень володіння B2+)» укладено на основі сулабусу дисципліни «Іноземна мова (англійська) (рівень володіння B2+)» для здобувачів вищої освіти усіх освітньо-професійних програм НУВГП. Дана розробка є функціональним доповненням до навчально-методичного забезпечення дисципліни, викладання якої здійснюється на основі підручника “Roadmap B2+” видавництва Pearson і укладена відповідно до структури і тематики підручника.

Відповідно, **метою** методичних вказівок та навчальних завдань є вдосконалення англійської лексики-граматичної компетентності і сприяння активізації знань, засвоєних студентом в процесі роботи з підручником. У процесі досягнення цієї мети реалізуються основні **практичні завдання**, а саме: збільшення й активізація словникового запасу на рівні незалежного користувача англійської мови, підвищення рівня мовно-граматичної компетентності із усвідомленим і коректним використанням функціональних граматичних структур, лексичних одиниць і фразеологічних сполук, які сприятимуть ефективному спілкуванню на суспільно-політичні й академічні теми з таким ступенем вільності й спонтанності, що уможливило б звичне спілкування з носіями мови без напруги для обох сторін; формування навчальних стратегій у студентів для здійснення самостійного навчання і самоаналізу.

Вказівки укладено відповідно до структури підручника за розділами (Units) і підрозділами (Sections), кожен з яких містить лексичну частину (Vocabulary Activator) із укладеним тематичним словником до кожного розділу; граматичну частину (Grammar Activator) із системою репродуктивних і продуктивних вправ в межах кожної окремої теми; автентичні текстові завдання, аудіо- і відео-матеріали з ресурсів British Council, BBC Learning English тощо. Дана розробка є ефективним інструментом для студента в підготовці до модульного контролю, оскільки не лише дозволяє відпрацювати основні навички відповідного рівня володіння лексикою, граматику і розуміння прочитаного, а й включає розділ із типовими завданнями, які входять до бази тестів для проміжного і підсумкового контролю.

UNIT 1

SECTION 1 A. FREE-TIME ACTIVITIES. CLEFT SENTENCES

VOCABULARY ACTIVATOR

Topical Vocabulary	
hype	to give it a go
pastime	to get around to doing
blockbuster	to get rid of smth.
to be addicted to smth.	to go camping / hiking
to be concerned about smth.	to grow on smb.
to be hopeless at doing smth.	to let off steam
to change one's mind	to perform
to encourage	to switch off
to do crosswords / puzzles / gardening / martial arts / online gaming / keep-fit activities	to take to smth.
to fancy doing smth	to take up

Task 1. Match the words and phrases from Topical Vocabulary with their meaning.

- a. _____ relax
- b. _____ the publicity and excitement
- c. _____ terrible at
- d. _____ very successful film, usually one that is full of action or adventure
- e. _____ hobby
- f. _____ to get rid of anger, excitement or energy
- g. _____ would like to start spending time doing something new
- h. _____ sports in which you fight with your hands and feet
- i. _____ confidence-giving
- j. _____ a type of word puzzle
- k. _____ entertaining other people
- l. _____ an adjective meaning exercise
- m. _____ find time to do smth that you have intended or would like to do
- n. _____ to adopt a different opinion or plan

Task 2. Find someone who fits each category and ask follow-up questions to find out more.

Category	Name	More information (ask follow-up questions)
1 ... has seen a blockbuster in the past year		<i>e.g. When was the last time you saw a film? Had you seen anything similar before?</i>
2. ... knows a move from a martial art .		
3 ... can think of two benefits of doing crosswords .		
4 ... fancies taking up another language or a musical instrument in future.		
5 ... can think of three keep-fit activities available in the local area.		
6 ... prefers online gaming to outdoor pursuits to let off steam .		
7 ... knows a very encouraging quote or saying.		
8 ... likes to follow the hype around celebrity trends.		
9 ... is either very good or hopeless at remembering people's names.		
10 ... has a creative pastime that they didn't take to straight away but that grew on them over time.		
11 ... has experience performing , for example in a play or in a musical group.		
12 ... thinks that to really switch off , nothing beats spending time in nature.		

Task 3. Match the sentence halves.

1. You should think about taking ...	a. ... to swimming as soon as she tried it
2. Although she was very young, Olivia took ...	b. ... rid of this old sweater.
3. It took Sally years to get ...	c. ... on me the more that I've read of it.
4. It's time for me to get ...	d. ... up a martial art, to defend yourself.
5. The novel was very tedious at the beginning, but it has grown ...	e. ... around to visiting her aunt.

GRAMMAR ACTIVATOR

Task 1. Put the words in brackets in the correct order to complete the cleft sentences.

A. *What's the best thing where you live.*

1. _____. It adds colour and character. (the street art / like / particularly / one / I / thing / is)
2. _____, like a festival or a concert. (there's / something on / great / is / that / What's / always)
3. _____ (the green spaces / would / I / appreciate / what / most / be)

B. *Tell me about one thing you wish you could change about where you live.*

4. _____ (I'd / like / what / really / would / to / see / cycle lanes / be / more)
5. _____ (a stadium / is / cool / one / that / thing / would / be / have / to)
6. _____ I can't stand all the litter. (what / needs / town / this / a decent clean-up / is)

C. *Think of a place you enjoyed going as a child. What did you like about it?*

7. My grandparent's place. _____ (was / what / all / special / was / me / the love / gave / they)

8. _____. The water slide was the best fun ever.
(enjoyed / our local pool / I / place / one / was)

9. _____, funnily enough! I really took to all the activities, and had some great friends too. (stands / out / for / school / me / is / what)

D. Where is a place you'd fancy going in the future?

10. _____ for the history, scenery and food! (I'd / visit / one day / Turkey / somewhere / love / to / is)

11. _____. I'm a huge wildlife fan. (I / of / is / dream / going / where / the Amazon rainforest)

12. _____ across the road. Do you fancy it? (keen / to / I'm / go / place / one / is / that new vegetarian café)

Task 2. Write your own answers to the questions in Task 1. Use cleft sentences.

Task 3. Make up cleft sentences using the following ideas.

1. enjoy about studying English
e.g. *Something I enjoy about studying English is having interesting conversations.*

2. a popular keep-fit activity
3. pastime I've never tried
4. do to help remember new vocabulary
5. fancy doing this weekend
6. admire in people
7. made me choose this course
8. should spend more time doing
9. always find encouraging
10. many people are concerned about
11. effective study strategy
12. helps people switch off
13. not really into
14. don't have any patience for
15. appreciate in a friend
16. has grown on me

**SECTION 1 B. HELPING PEOPLE.
NARRATIVE SENTENCES**

VOCABULARY ACTIVATOR

Topical Vocabulary	
to let someone down	to pull over
to mourn	welcoming
desperate	rave review
apprenticeship	to take under your wing
down	to put at ease
bill	moral support
mentor	to reassure
expertise	to make allowances for smb
to sleep rough	to go easy on smb
grab	encouragement
stranded	to be in the same boat
scheme	grant

Task 1. Read the text to learn what a bystander effect is and a real life example of it. Fill in the gaps with one word only.

What is Bystander Effect?

The Bystander effect is a phenomenon in ¹___ people are less likely to help someone in an emergency due ²___ the presence of the people (bystanders) around them. The phenomenon of the bystander effect was first explained ³___ two psychologists named John Darley and Bibb Latané in 1968. Darley and Latané proposed that with the increase in the number of people around the person in the emergency, the people become less likely ⁴___ help the one in need.

The bystander effect can ⁵___ understood from the story behind a Pulitzer winning photograph of a South African photojournalist, Kevin Carter. He clicked this photograph in March 1993. This photograph represents the brutality and suffering ⁶___ the people of sub-Saharan Africa. In this photograph, a female toddler is attempting to crawl towards the nearby rescue centres ⁷___ food and shelter, and a vulture is standing behind her, waiting to eat the toddler when she dies. It was claimed by the carter that he waited ⁸___ about 20 minutes to get the picture of the vulture ⁹___ the spread wings that he thought would be a

better picture, but it didn't happen and he took the picture. The female toddler wanted the food and ¹⁰_____ trying to reach the aid station, but carter did not help, he just waited to get the shot of the vulture with open wings. ¹¹_____ taking the shot, he flew the vulture away from the girl and left her as it is. Later, upon asking carter that why he did not help the girl, he said that "I didn't want to ¹²_____ involved."
(Adapted from <https://studiousguy.com/bystander-effect-examples-in-real-life/>)

Task 2. Choose one option to complete the list of random acts of kindness you can do today.

1. Offer to *let down* / *pick up* some groceries for your elderly neighbour.
2. Offer to *babysit* / *grab* a neighbour's child for free.
3. Tell your family members how much you love and *appreciate* / *estimate* them.
4. Help your parents with *homemade* / *household* chores.
5. Reach out to spend time with a friend, family member or neighbour who is *experiencing* / *comforting* loneliness.
6. Offer your compassion and concern for those who are *stranding* / *mourning* the loss of someone.
7. Pick up some rubbish lying *around* / *about* in the street.
8. Volunteer at the local animal *shed* / *shelter*.
9. Give someone a *seat* / *comfort* on a crowded bus or subway.
10. Stop to *mentor* / *assist* someone who looks lost.
11. Take the time to write a *rave* / *desperate* review for a restaurant you love.
12. Share your knowledge or *mentor* / *strand* someone.
13. Write a thank you note to a teacher who *had* / *made* difference in your life.
14. Do something that's outside your *welcoming* / *comfort* zone just to make your loved ones happy.

Task 3. Watch the video and get ready to voice your opinion on the bystander effect <https://www.youtube.com/watch?v=Wy6eUTLzcU4>

GRAMMAR ACTIVATOR

Task 1. Choose the correct alternatives to complete the story.

I *sat/was sitting* in the middle of my first English class at university, when suddenly I *heard/was hearing* the most unexpected sound: a cat! Everyone *had started/started* laughing and looking around for the animal. Even the teacher, who *had been/had been being* in the middle of explaining a grammar point, *couldn't/wasn't being able to* keep a straight face. When I *realised/was realising* the sound *came/was coming* from my own bag, I *turned/was turning* bright red. I suddenly *remembered/had been remembering* that my flatmate *played/had been playing* on my phone that morning. Obviously, she *'d changed/'d been changing* the ring tone as a practical joke. I *switched/was switching* it off as quickly as I could, but for many weeks afterwards, my classmates *were always asking/had been always asking* whether I *'d brought/'d been bringing* any pets to class in my bag that day.

Task 2. Complete the sentences using the Past Continuous, Past Perfect or Past Perfect Continuous. Use the verb given in brackets. Sometimes more than one answer is possible.

1. They stood under the shelter because it _____ (rain).
2. The roads were wet because it _____ (rain) all night.
3. He was broke. He _____ (spend) all his money.
4. I _____ (have) a nightmare when the alarm went off and woke me up.
5. His hands were covered in oil because he _____ (try) to fix the car all morning. Unfortunately, he _____ (manage) to make it start.
6. When she opened the window she was happy to see it _____ (snow) lightly. In fact, it _____ (snow) all night and snow _____ (cover) all the rooftops.
7. When Mrs Morgan came into the classroom, the pupils _____ (run) around and _____ (scream) at the tops of their voices. They _____ (knock) over chairs and desks and someone _____ (draw) funny pictures on the board.
8. Although I _____ (set) off early, I got there late and everyone _____ (wait) for me to start the meeting; the chairperson told me they _____. (wait) for a whole hour.

9. When we got back from our holiday we discovered that someone _____ . (break) into our house. The burglars, however, _____ (drop) a piece of paper with an address on it as they _____ (climb) out of the window.

Task 3. Fill each gap in the text with one suitable word.

DISASTER!

About seventy years ago, a Dutch ship was _____ (1) near the North Pole; it _____ (2) heading for Blacklead Island. On the ship was a scientist, Edgar Greenhead, who _____ (3) worked on the island for many years; he had _____ (4) conducting research into the life of the local inhabitants, who were Eskimos (Inuits). Greenhead had _____ (5) away for a long holiday and now he was _____ (6) back to the island to continue his work. At about midnight, Greenhead felt very tired as he had _____ (7) writing his journal all day. After he had _____ (8) good-night to the captain, he _____ (9) down to his cabin. Outside there _____ (10) a strong wind, and the waves _____ (11) crashing onto the side of the ship. Greenhead was just _____ (12) ready to climb into his bunk when he suddenly _____ (13) a great crash. He dashed up on deck and although it was dark he _____ (14) see that the ship _____ (15) run into an iceberg.

**SECTION 1 C. ANNOYING INCIDENTS AT WORK.
EXAGGERATION**

VOCABULARY ACTIVATOR

Topical Vocabulary	
jam	to have a go at smb
irritation	to go on and on about smth
at fault	to come up with smth
to distract	to undermine smb
pointless	to point the finger of blame
fellow worker	to smash smth into little pieces
device	to be irrelevant
it was hopeless	unaware
worthless	irrational

careless	irresponsible
meaningless	immature
disorganised	impatient
disrespectful	immoral
dishonest	improper
unrealistic	imperfect
unreasonable	insecure
unclear	inexperienced
unequal	inadequate
unsuitable	insufficient
untidy	inconsistent
	incompetent

Task 1. Choose the correct alternatives to complete the work situations and come up with coping strategies for these cases:

1. Your co-worker *speaks / goes* on and on about how incompetent the boss is.

2 A customer *undermines / underlines* your service with an awful online review.

3 Your colleagues keep unfairly pointing the *hand / finger* of blame at one employee for everything that goes wrong.

4 You have too many *pointless / pointed* meetings.

5 Someone plays music on their computer and you find it really *distracting / distracted*.

6 You arrive at work to find your favourite cup has been knocked off your desk and *smashed/jammed* to pieces.

7 A fellow worker has a go *at / to* you about being late in front of everyone.

8 The printer keeps getting *jammed / smashed* with paper and nobody fixes it.

9 One of your major *irritations / irritates* is that your boss sends you emails after hours.

10 There's a lot of pressure to wear expensive clothes and have the latest *budget / gadget*.

Task 2. Work in groups. Which three situations do you think are the most irritating? Which situation do you think would be the easiest to deal with?

Task 3. Do the following to develop your vocabulary and listening comprehension.

3A. Pre-listening task

1. What office habits seem to be the most annoying for you?
2. What does the word “onychophagia” mean?
 - a) picking your nose
 - b) biting your nails
 - c) talking very loudly
3. Match these words and phrases with the right definition:

1) jargon	a) to complain, protest
2) to air your grievances	b) words and phrases that only make sense to people doing the same kind of work
3) a water-cooler moment	c) to stop doing something that is bad for you
4) distracting	d) to annoy, irritate or bother you
5) to kick the habit	e) small things that you particularly find annoying
6) to get under your skin	f) causing you to stop concentrating on what you are trying to do
7) tolerant	g) something that annoys or irritates you
8) pet hates	h) a time when work colleagues get together by the water cooler and discuss trivial matters such as something they saw on television
9) bugbear	i) on time
10) punctual	j) showing willingness to accept someone else’s behaviour or habits

3B. Listen to the recording from BBC Learning English

<https://www.youtube.com/watch?v=0LIU2mbTbKg>.

3C. Post-listening tasks

Listen to the audio and answer the following questions:

1. Which annoying office habits did you hear. Did you mention any beforehand?
2. Which habits belong to workers and which ones to bosses?
3. What is exactly “onychophagia”?

Task 4A. Cross out the words in the box that do not go with the prefix *in-*.

ability accuracy adequate appropriately attractive capable descript edible efficient exposed formally justice managed possible secure sensitively significantly sufficient valuable

Task 4B. Complete the sentences with the correct form of the words from Task 4A. Decide if the word should include the prefix *in-* or not.

1. Numbers of course bookings are _____ and we will therefore be required to cancel the course.
2. There are a lot of _____ in your report. Can you correct them?
3. We would like to _____ invite you to our wedding on 10th October.
4. Yves very _____ gave Greta feedback on her work so he didn't upset her.
5. I'm really sorry, I can't eat this food. It's _____.
6. I have a real _____ to grow plants. They just seem to die as soon as I start to look after them.
7. The number of students studying physics has dropped _____, by almost thirty percent.
8. My piano skills are _____ for a hobby, but I could never be a professional.
9. Thom's expertise on this project is _____. We just wouldn't be able to do it without him.
10. There are many _____ in the world. Poverty and inequality are just two of them.
11. Jobs just aren't _____ anymore. Companies often make people redundant.
12. Don't you think you're _____ dressed? I'm not sure jeans are acceptable at the restaurant.
13. Our old heating system was very _____. It cost us a fortune, but the house never felt warm.
14. Maria's _____ of keeping a tidy house. Everywhere you look there's mess.

GRAMMAR ACTIVATOR

Task 1. Complete the online reviews of places to eat with the phrases in the box.

<i>a few seconds</i>	<i>ages and ages</i>	<i>as if</i>	<i>died of hunger</i>
<i>to die for</i>	<i>loads and loads</i>	<i>entire</i>	<i>every ten seconds</i>
<i>to murder</i>	<i>million times</i>	<i>heaven</i>	<i>like an oven</i>

Top burger spot *****

This food truck is a (1) _____ better than any other fast-food place, it's always fresh and tasty. I arrived after a big night out, ready (2) _____ a burger, and I wasn't disappointed. My first one only lasted (3) _____, and it was so good I went back for round two!

Something for everyone ***

There are (4) _____ of choices at this place, so everyone in our group was happy, even my aunty, who usually complains (5) _____. The only downside was that the temperature inside was (6) _____, although staff eventually opened a window at my request.

Overcrowded *

We had to queue for (7) _____ before we even got a table. Honestly, the (8) _____ city was there. I almost (9) _____ by the time our food finally came, and it wasn't even anything special.

Secret terrace *****

When you step out of the lift into this rooftop café filled with jungle-style palm trees and green plants, you feel (10) _____ you've entered another world. Seriously, the views are absolutely (11) _____. And I highly recommend the lemon cheesecake, it's like a piece of (12) _____!

Task 2. Think of something you can speak of using the following ways of exaggeration and make up sentences of your own:

- A skill that takes hours and hours to learn
- A food you'd kill for right now
- A chore or job you spend half your life doing
- Something that costs a small fortune
- A place you know that's like the Arctic
- A reminder you've been given thousands of times
- A place you know that's like an oven
- Something that could make you die of boredom
- Someone you've known for years and years
- A food you're dying to try
- Something that makes you rush around like a mad person
- A topic you tend to go on and on about to whoever's listening

SECTION 1D. NEGOTIATING SOLUTIONS TO DISPUTES

VOCABULARY ACTIVATOR

Topical Vocabulary	
row	to clear the air
dispute	on speaking terms
to mediate	to quarrel
tension	ongoing dispute
to make up	to come to blows
to side with	to kick smb out
to escalate	to be willing to compromise

Task 1. Read the following quote and either support or contradict it.

For some, negotiating is about winning. For others, it's about compromise. But if we think about it as a collaboration, often both sides can get what they want.

Task 2. Complete the text with the words from the box.

<i>assess bear cons consideration</i>
<i>dilemma drawbacks predicament through</i>

When faced with a _____(1), the best thing to do is to _____(2) the situation as carefully as possible. Write a list of possible solutions

and think each one _____(3) carefully. You can do this by weighing up the pros and _____(4) of each one. _____(5) in mind that there might be other people involved and try to think about the situation from their perspective too. Once you've taken the benefits and _____(6) of each solution into _____(7), you should be better able to make the right choice. Talk it over with someone else if it helps. When you're in a _____(8) it can feel as if you're alone, but speaking to someone else can help you to make the right decision.

Task 3. Match the definitions (a-h) with the words (1-8).

1. to clash	a. a situation where people work together to achieve the same thing
2. to get your (own) way	b. the capacity to make a profit
3. to compromise	c. a wrong idea that is based on a failure to understand a situation
4. collaboration	d. to get what you want, even though other people disagree
5. a misconception	e. to reduce your demands in order to reach an agreement
6. a foundation	f. an argument
7. profitability	g. to be in conflict
8. quarrel	h. a base or starting point

Task 4. Read the article and do the tasks below.

NEGOTIATING

Whether you're negotiating a multimillion dollar deal, agreeing on your role in a project or simply persuading your colleagues to go for Chinese food for lunch, effective negotiation skills can help you to motivate other people, get the best results and improve profitability.

There is often a misconception that negotiating is about insisting on our point of view to get our own way. Conversely, others assume that negotiation is all about compromise and that we have to be ready to forget 50 per cent of what we want.

But thinking of negotiating as either insisting or compromising can damage relationships and leave both sides feeling as if they've lost. According to Fisher and Ury in their best-selling book

Getting to Yes, there is another way. They argue that collaboration is the key to negotiating successfully, and they illustrate this by telling the story of the Orange Quarrel. It goes like this:

Joey and Jenny are arguing over an orange. In a win–lose situation, Joey might simply take the orange from Jenny. Joey would then be satisfied but Jenny would be upset and frustrated. Alternatively, Joey might find dishonest ways of convincing Jenny that she didn't want that orange after all. Using this method, Joey might get his way, but he might damage their relationship in the long run.

If they focus on compromise, Joey and Jenny might decide to cut the orange in half. Their effort to share means that each of them now has half of what they wanted but neither of them is fully satisfied.

However, if Joey and Jenny spent some time talking to each other, they might find out that Jenny in fact wants the orange peel to make a cake. Joey, on the other hand, loves eating oranges and doesn't want the peel. In this collaborative scenario, Joey and Jenny are both able to achieve 100 per cent satisfaction when they realise that Jenny can have all the peel and Joey all the fruit. Yet, according to Fisher and Ury, too many negotiations end up with half an orange for each side instead of the whole fruit for one and the whole peel for the other.

The first step to understanding the role of collaboration in negotiations is to realise that it is not always a competitive situation. One person's 'win' doesn't have to equal another person's loss. Exploring the interests and needs of both parties can help us see solutions we didn't consider before.

Here are five things we can do to collaborate when negotiating.

1. Know your objectives.

What are your interests in this? Make a list of the results you'd like to achieve. What are your priorities? Remember that maintaining a good relationship might be one of your objectives.

2. Separate the people from the issue.

Understand the difference between the content of the

negotiation and the people who are negotiating. Try to be objective and manage your negative emotions.

3. Ask questions and listen.

Some people enter a negotiation prepared with a speech about what they want. But as seen in the Orange Quarrel, it is important to also understand your negotiation partner's interests and objectives. So, ask questions, listen and get an overview of everyone's situation.

4. Find shared interests.

How different are your interests from your negotiating partner's? Get to know which interests clash and which ones are shared. An understanding of shared interests will help you see this as an opportunity to work together rather than a competitive situation.

5. Look at creative options.

The first solution you think of, for example splitting the orange in half, might not always be the best one. Think creatively and discuss different alternatives that might work for everyone. Most people have positive intentions and they do want to get along, even in potentially tense situations. By showing that we are professionals capable of collaborating, we can not only please everyone involved but also set a strong foundation for future negotiations.

Task 5A. Match the situation (1-3) with the type of negotiation (a-c).

Situation	Negotiation
1. Joey takes the whole orange and Jenny gets nothing.	a. Negotiating by compromise
2. Joey and Jenny split the orange and each of them gets half.	b. Win-lose negotiation
3. Joey and Jenny find out that they each need different parts of the orange. Jenny takes the peel and Joey takes the fruit.	c. Collaborative negotiation

Task 5B. Decide whether these statements are *TRUE* or *FALSE* according to the text.

1. Negotiating is about how we can insist on our point of view and get what we want.

2. If we don't want to compromise, then we can't negotiate.

3. The moral of the Orange Quarrel is that both sides can achieve 100 per cent satisfaction if they understand each other's needs and think creatively.

4. One objective in negotiation could be to keep a good relationship with the negotiation partner.

5. We should spend most of our negotiation time telling others about what we want.

6. It is important to understand which of your objectives are shared with the other party as well as which objectives could be in conflict.

7. We might have the same goals and objectives as our negotiation partner.

8. We should follow our instincts and take the first solution that comes to mind.

(Adapted from

<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Business-magazine-Negotiating>)

Task 6. Complete each sentence with one word from the box.

<i>haggle</i>	<i>bluff</i>	<i>tactful</i>	<i>defer</i>	<i>compromises</i>	<i>goals</i>
---------------	--------------	----------------	--------------	--------------------	--------------

1. You can't always get your own way. You often have to make ____.

2. In many markets around the world, you're expected to _____ to get a better price.

3. Could we _____ the decision to a later date? We still haven't made up our minds.

4. Harriet knows nothing but manages to _____ her way through life successfully.

5. Business partners should probably establish common _____ early on.

6. Can't you be more _____ when you give feedback in future?

UNIT 2

SECTION 2A: INJURIES AND ILLNESSES. THE FUTURE IN THE PAST

VOCABULARY ACTIVATOR

Topical Vocabulary	
to irritate	to come down with smth
to bump	to be out cold
stomach bug	to limp
to strain	to be out of action
spinal	swollen
kidney	joint
failure	transplant
to bash	organ donor
arthritis	to beat black and blue
to vomit	itchy
mobility	to severely restrict

Task 1. Your friend has a few marks on his body. Match the name of a mark with the explanation of its origin.

1. This bite on my leg.	6. This scar on my belly.
2. These blisters on my feet.	7. This scratch on my arm.
3. This bruise on my eyelid.	8. These spots on my cheeks.
4. This graze on my knee.	9. This sting on my chin.
5. This cut on my thumb.	10. This plaster on my arm.

- a. I got when I was operated for appendicitis.
- b. I got when I went on a walking tour in too tight shoes.
- c. I got when I was hit by my friend during our quarrel.
- d. I got when I fell down when running.
- e. I got when I suffered from measles.
- f. I got when I was cutting onions with a sharp knife.
- g. I got when I was attacked by a fierce dog.
- h. I got when I was playing with my cat.
- i. I got when I took some honey from the beehive.
- j. I got it in the ambulance to restrict its mobility after an injury.

Task 2. Make up sentences with the words given.

1. irritated / itchy

e.g. I was just about to finish my gardening, when I accidentally touched a plant that made my skin very itchy. My skin got really irritated and I had to go to the doctors.

2. strained / out of action / limp

3. bumped / out cold

4. kidney failure / an organ donor / transplant

5. bashed / black and blue

6. spinal / severely restricted mobility

7. developed arthritis / swollen joints

8. came down with a stomach bug / vomit

Task 3. Complete the text using one of the alternatives.

Research that's a roller coaster ride

Kidney stones are no fun, so it seems strange that two scientists keen (1) _____ people suffering from them would spend hours at a theme park. However, they did. That's because people with kidney stones who travelled on one roller coaster at a famous theme park, claimed it helped their stones to pass through their body. A research team from Michigan State University in the USA decided to conduct an unusual (2) _____ on the roller coaster to see if they could find scientific (3) _____ of this. They rode the roller coaster 60 times in different seats carrying a 3D-printed model of a kidney and three kidney stones of different sizes. The research provided (4) _____ evidence that the roller coaster rides did in fact help the stone to pass.

The (5) _____ of the study in terms of our understanding of how the roller coaster affects real people is questionable. A model of one kidney with three types of stones was used rather than a variety of people with different kidney stones selected at (6) _____. However, the (7) _____ and its results do help to (8) _____ the argument that further investigation is desirable. It will also help to secure funding for a possible (9) _____ with real life kidney stone sufferers in future, so that scientists can work (10) _____ exactly what causes the phenomenon.

- | | | | |
|---|--------------|---------------|----------------|
| 1 | a) help | b) helping | c) to help |
| 2 | a) diagnosis | b) experiment | c) exploration |

- 3 a) proof b) argument c) information
 4 a) average b) statistical c) probability
 5 a) honesty b) responsibility c) reliability
 6 a) once b) random c) least
 7 a) simulation b) reproduction c) duplication
 8 a) approve b) confirm c) validate
 9 a) examination b) trial c) testing
 10 a) out b) on c) for

GRAMMAR ACTIVATOR

Task 1. Complete the sentences to report the thoughts about the future seen from the past.

<i>Thoughts in the past about the future</i>	<i>Report past thoughts in the present</i>
<i>The clinic's due to open at 9 a.m.</i>	1. The clinic <u>was due to open</u> at 9 a.m., so why aren't they answering the phone?
<i>What a spectacular fall. He'll be out of action for a while.</i>	2. His fall was spectacular, so I knew he _____ for a while.
<i>Oh no, she's about to vomit.</i>	3. I realised _____ so I grabbed a bucket.
<i>I'm due for a check up</i>	4. Even though I _____, I just never got around to it
<i>I'm not going to be an organ donor.</i>	5. I _____ an organ donor, but then I changed my mind
<i>We might not be able to get an appointment.</i>	6. I had a feeling _____ an appointment, and I was right.
<i>Let's go hiking on Saturday.</i>	7. We _____ on Saturday until I strained a muscle in my leg.
<i>He's not sure how long he'll have to stay in hospital.</i>	8. He _____ in hospital. Fortunately, he made a quick recovery.
<i>I'm just about to see the doctor.</i>	9. I _____ when an emergency came in and I had to wait another two hours.

Task 2. Give answers to the questions when stating your excuse in the following situations using the following: *I was due to ...*, *I was (just) about to ...*, *I was going to ...*, *I had a feeling that it would be ...*

1. Why didn't you bring your homework?

Answer *e.g. I was about to finish my homework when my laptop died.*

2. Why did you change your mind about coming to the party last week?

Answer _____

3. Why didn't you finish the project on time?

Answer _____

4. Why haven't you been to the dentist recently?

Answer _____

5. I thought you were going to Australia last summer. Why didn't you go?

Answer _____

6. It's like an oven in here. Why haven't you opened a window?

Answer _____

7. Why didn't you call me when you said you would?

Answer _____

8. Why haven't you cleaned the kitchen?

Answer _____

9. Why didn't you return your library book on time?

Answer _____

10. Why did you arrive late today?

Answer _____

SECTION 2B: CHARITIES. DOUBLE COMPARATIVES

VOCABULARY ACTIVATOR

Topical Vocabulary	
awareness	to empower
campaign	to lobby
deprivation	to reclaim
expertise	to tackle
sustainable	comprehension
worthy	persuasion

expansion	embarrassment
conclusion	authenticity
deprivation	security
donation	stardom
concentration	boredom
homelessness	wisdom
consciousness	opposition
supervision	recognition
the establishment = the group of people in a society or profession who have a lot of power	

Task 1. Complete the article with collocations a) – i). Use a dictionary if necessary.

- a) hopes were dashed
- b) given up hope
- c) best hope
- d) expressed hope
- e) high hopes
- f) glimmer of hope
- g) have no hope
- h) renewed hope
- i) completely hopeless

Extending a Hand of Hope

Have you ever been in a situation when everything seemed _____(1)? Well, in times of need, it's worthwhile remembering that help could be close at hand. Help@Hand is a website which connects individuals in need with charitable organisations and provides them with opportunities to turn their lives around.

As website founder Andy Steele explains, 'Sometimes people come to us who have just _____(2). They can't see a way out from their current difficulties. We address that by actively seeking solutions.' His website can offer a _____(3) in these troubled times by matching people's needs with services that can readily assist them. One recipient of this help was medical student Orthan Demir. After completing his studies, he wanted to set up a small clinic. His _____(4) when he realised that his visa had expired, and that without a job offer he would _____(5) of staying in country. His _____(6) was to try and find an

employer fast. Help@Hand matched him with a charity that offered check-ups to the homeless and vulnerable. For Orthan, there is _____(7) that he'll one day be able to fulfil his ambition. For the charity, there is a skilled practitioner.

What makes Help@Hand an interesting proposition is that it isn't a charity solely focused on raising donations. The main approach is to ensure that those in need can work within part of a wider community to improve their lot. Charity groups _____(8) that benefactors will continue to support this ground-breaking initiative, and Steele certainly has _____(9) that it will grow in scope.

GRAMMAR ACTIVATOR

Task 1. Rewrite the sentences using double comparatives:

Sample: 1. When I revise more, I remember more. *The more I revise, the more I remember.*

2. When I remember more, I feel more confident.
3. When I feel more confident, I speak more fluently.
4. When I speak more fluently, people respond more.
5. When people respond more, I become more motivated.
6. When I become more motivated, I revise more.
7. When I revise more, I stay up later.
8. When I stay up later, I sleep for fewer hours.
9. When I sleep for fewer hours, I have less energy.
10. When I have less energy, I concentrate less.
11. When I concentrate less, I retain less information.
12. When I retain less information, I need to revise more!

SECTION 2 C: URBAN CHANGE. NEGATIVE QUESTIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
abandoned	to decline
outdated	to demolish
bankrupt	to neglect
bungalow	to restore
dam	to shrink

dock	to take over
hut	to turn into smth
mansion	pier
memorial	reservoir

Task 1. Complete the sentences with the phrases in the box.

<i>abandoned</i>	<i>bankrupt</i>	<i>neglected</i>	<i>restore</i>	<i>shrinking</i>
<i>outdated</i>	<i>turned into</i>	<i>demolished</i>	<i>taken over</i>	<i>declining</i>

1. After its construction, the Empire State building was close to going ¹ _____ so the owners raised funds by charging visitors to visit the top floor. It quickly ² _____ an iconic New York experience.

2. The Eiffel Tower was built as a temporary structure and was due to be ³ _____ in 1909, twenty years after it was built.

3. Last year around 50,000 people toured Pripjat, a town which was ⁴ _____ after the Chernobyl nuclear disaster. Surprisingly, many of the buildings have been ⁵ _____ by plants.

4. Rome's famous attraction, the Colosseum, lay ⁶ _____ for hundreds of years, covered in weeds.

5. Some small Spanish towns with ⁷ _____ populations are actually paying people to move there. They hope to ⁸ _____ their areas to busy centres.

6. Steps have had to be taken to stop the Great Wall of China ⁹ _____ because of weather and some tourists taking bits of the wall.

7 Every year, thousands of people complain to online map providers that the pictures of their home or business are ¹⁰ _____.

Task 2. Complete the article with the words in the box.

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

Redevelopment in our city has turned it into a place fit for 21st-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.

GRAMMAR ACTIVATOR

Task 1. Complete the conversation with the words in the box.

<i>aren't (x2)</i>	<i>can't</i>	<i>didn't</i>	<i>don't</i>
<i>haven't</i>	<i>isn't (x2)</i>	<i>shouldn't</i>	<i>wouldn't</i>

A: Happy Birthday, Kris!

B: Thanks. ¹ _____ you good to remember?

A: I've got you a little something too.

B: ² _____ I tell you not to get me anything?

A: I know, but I couldn't resist! Well, ³ _____ you going to open it?

B: OK, well ... Oh. Well, ⁴ _____ this interesting? Err ... thank you so much!

A: Oh no, ⁵ _____ you like it?

B: It looks great, but ... I'm just not 100 percent sure what it is.

A: Seriously, ⁶ _____ you guess?

B: No, not really! ⁷ _____ you like to tell me?

A: It's a piece of the Berlin wall. ⁸ _____ you ever realised your birthday is on the anniversary of it coming down?

B: I hadn't actually, but ⁹ _____ that cool? Thank you!

A: Now, seeing as it's your birthday, ¹⁰ _____ we go out and celebrate?

Task 2. Put the words in the correct order to complete the negative questions in A and respond with answers a-f in B.

A. 1. (haven't / your / finished / you) assignment yet?

2. (don't / you / a / want) cup of tea?

3. (didn't / use / you / to / work) with Kathy Brown?

4. (you / coming / aren't / with us) to the film tonight?
 5. (think / don't / you / it's) freezing in here?
 6. (isn't / an / this / enjoyable) class?
- B.**
- a. Yeah, didn't we meet at that charity event last year?
 - b. I'm not due there until later this afternoon.
 - c. I haven't for a while, they don't agree with me.
 - d. No, I've never been there.
 - e. I'm sorry, all prices are fixed here.
 - f. Yeah, I love this kind of weather.

UNIT 3

SECTION 3 A. THE WEATHER. WAYS OF EXPRESSING THE FUTURE

VOCABULARY ACTIVATOR

Topical Vocabulary	
to blow a gale	sticky
to brighten up	humid
to spit	glorious
to pour down	miserable
to get soaked	bitter cold
to flood	chilly
crisp	frost
breeze	thunderstorm

Task 1. Choose the correct alternatives in the sentences. Then tick the statements you agree with.

- 1 If it's blowing a *breeze* / *gale*, I enjoy walking outside.
- 2 On a *glorious* / *bitter* sunny day, people are in a better mood than on a miserable day.
- 3 I love listening to a good *thunderstorm* / *frost*. And watching the lightning too.
- 4 I've experienced *chilly* / *humid* weather, like a frost or snow.
- 5 I'm usually optimistic that the weather is going to brighten *up* / *out*, even when it doesn't.
- 6 We don't need to worry about it *soaking* / *flooding* where I live.
- 7 Humid, *sticky* / *crisp* weather is becoming more common here.

8 In my hometown, it might be fine one minute and pouring *down* / *out* the next.

9 I've been *flooded* / *soaked* to the skin from wet weather before.

10 I don't like to go out in the rain, even if it's only *spitting* / *pouring*.

GRAMMAR ACTIVATOR

Task 1. Read Sam's email. What is happening next month? Complete the email with the phrases in the box.

<i>hoping to</i> (2)	<i>is set</i>	<i>'ll be</i> <i>waiting</i>	<i>'m considering</i>	<i>may</i> <i>still be</i>	<i>planning</i>
<i>'s expected</i>	<i>should</i>	<i>shouldn't</i>	<i>supposed to</i>	<i>thinking of</i>	

Hi Angie,

I'm really looking forward to seeing you next month. Thanks for sending through your arrival details, I ¹ _____ for you at the airport at 10 a.m. on the 3rd May.

It's ² _____ be warming up, so don't forget to pack your swimming costume, as I'm ³ _____ to take you to a gorgeous lake. I'm also ⁴ _____ show you the local markets. They ⁵ _____ have some amazing fresh berries at this time of year.

For a day trip, I'm ⁶ _____ take you to our nearest castle. It has been closed for restoration but it ⁷ _____ to re-open to the public any day now. Apparently, it ⁸ _____ to become a popular film location!

I wondered if you could let me know how long you are ⁹ _____ staying. I guess you ¹⁰ _____ working out your plans. It's just that I ¹¹ _____ taking a few days off work to show you around. It ¹² _____ be a problem because I've saved up plenty of leave.

I can't wait to catch up, it's been far too long!

Sam

SECTION 3B. THE LAW AND COURTS. VERB PATTERNS AND REPORTING

VOCABULARY ACTIVATOR

Topical Vocabulary	
petty crime	to plead guilty / not guilty

online fraud	to award custody
claimant	to award damages
people's rights	to crack down on
access to information	to rule in favour / against
ruling	to restrict
verdict	to appeal against
charges	to testify for the prosecution / defence
corruption	to be accused of causing
crash	to break the terms of
(public) nuisance	to be armed
agreement	to hold up smb
patent	to go into hiding
in custody	to make off with smth
raid	to be on the run
conviction	to open fire on smb
offensive	to seize
front	to assault
undercover	to make an example of smb
to wound	to pose as smb
to free smb	to stand trial
bail = money left with a court of law to make sure that a prisoner will return when their trial starts	

Task 1. Each of the words in bold is in the wrong sentence. Write the correct word on the line.

1. All twelve members of the **witness** were convinced of Davidson's guilt. _____

2. If you **sentenced** the law, you deserve to be punished.

3. A number of **rules** watched the robbers speed off in a getaway car.

4. Everyone should have the **jury** to a fair trial. _____

5. The spy was **broken** to life imprisonment. _____

6. If the school **laws** aren't written down anywhere, how are we supposed to know what they are? _____

7. Governments must be allowed to introduce, change and scrap **bystanders**. _____

8. A psychiatrist was called as an expert **right** during the trial.

Task 2. Choose the correct word.

1. I don't know why you're *putting* / *taking* the blame on me.
2. We need prisons in *solution* / *order* to keep society safe from dangerous criminals.
3. Many people are *making* / *taking* advantage of the change in the tax law.
4. The judge said the *character* / *evidence* was reliable and dismissed the case.
5. They decided not to *put* / *press* charges and gave him a *warning* / *bill* instead.
6. The police *blamed* / *warned* drivers to slow down or they would face a fine.
7. The judge rejected the *prosecution's* / *persecution's* request for a break.
8. After their separation, the parents agreed to share *contract* / *custody* of their children.

Task 3. Match the sentence halves.

1. In court, the defendant admitted ...	a. ... the jury to weigh up the evidence carefully.
2. At the beginning of the trial, the judge advised ...	b. ... that we try to negotiate a better deal on the land.
3. Accused of theft, the defendants admitted ...	c. ... to sue for damages for the lost profits.
4. The property lawyer suggested ...	d. ... that he had been at the scene of the crime
5. By signing the contract, I agreed ...	e. ... entering a house but denied they took anything.
6. The company threatened ...	f. ... to follow the terms of the agreement.

Task 4. Match a beginning in A with a word in B and an ending in C to make sentences.

1. Rioters went	for	custody on suspicion of theft.
2. A new suspect is helping police	in	the rampage through the city.
3. A new antisocial behaviour law comes	at	their inquires.
4. Andrii was given points on his licence	into	assault.
5. Three suspects are being held	on	public safety.
6. A woman involved in a fight has been charged	to	force at midnight tonight.
7. The increase in phone muggings is posing a threat	with	speeding on the motorway.
8. Water cannons were fired	with	the crowd of angry protestors.

Task 5. Underline the correct alternatives.

1. The public should have faith in the *criminal / crime* justice system.
2. There's huge public demand to *bring / have* the killers to justice.
3. The crowds outside the courthouse are *demonstrating / demanding* justice.
4. It's *imperative / vicinity* that the police are fair and honest.
5. It's the role of the police and the judge to *uphold / hold up* justice.
6. In some areas, gangs practise *rough / tough* justice rather than go to the police.
7. It's *in/up* to the public to protect themselves online with complex passwords.
8. We must never allow criminals to *leave / escape* justice.

Task 6A. Read the blog post about strange crimes around the world. Choose the best summary of the tone of the article.

1. Quite dry and academic, making serious points about these crimes.
2. Informal and light-hearted, using a lot of funny and practical examples.
3. Exaggerated and dramatic, describing these crimes in great detail.

STRANGE CRIMES

When you travel, I reckon it's a good idea to take precautions, find out how safe your destination is and accustom yourself to the different laws that might apply there.

Mind you, a city's reputation can change a lot. Parts of New York City used to be very dangerous a few decades ago, but now it's considered one of the safest metropolises in the world. Meanwhile, people are seduced by the beauty and culture of a city like Barcelona where live, but petty crime such as muggings are surprisingly common, as you might come across street scams and pickpockets in touristy areas. Muggings and thefts would be considered crimes wherever you go. However, nothing can properly prepare you for certain laws that exist in some places and that might seem futile anywhere else.

One of the best known is the law against selling or importing chewing gum in Singapore. Authorities say it damages pavements and gets stuck in subway doors. Break the law and you face a £49,000 fine or even a two-year prison sentence. Singapore is a country renowned for its cleanliness and functionality, so the law does fit the place well. Having been there now, I can say that the law is enforced – it is actually great not to see gum on pavements or have it stuck to your shoes!

Other laws related to hygiene include the ban on feeding pigeons in Trafalgar Square in London. One of the UK's great tourist sights was becoming increasingly dirty due to these 'rats with wings', as Londoners call them in disgust. Likewise, the act is forbidden in St Mark's Square in Venice as some of the great monuments there have also fallen victim to the pigeons.

If we're talking about damaging ancient monuments, then another ban is the wearing of high heels at historic sites in Greece, such as the Acropolis. Although I can't imagine why anybody would want to do that!

Spain is such a hot country, it's easy to understand why you might wear flip-flops while driving. But if you do, you'll be breaking the law. Another favourite of mine is the law against carrying a durian fruit on public transport in Indonesia. Why? Because it smells so bad!

Meanwhile, in Finland, fines for certain crimes are based on your income. If you are rich, you pay more. It's as simple as that. A few years ago, a businessman was caught speeding and got a fine of over 100,000

euros. Now that wouldn't happen in my country and I'm not sure it should. Surely, fines should be the same for everybody.

It's unlikely you'll ever be caught committing these offences but it's worth knowing about them just in case!

Task 6B. Read the blog post again. Are the sentences true (T) or false (F)? Correct the false sentences.

1. The image of a city can sometimes be *worrying / deceptive* – there is more crime there than you think.

2. Most crimes that tourists are involved in are *not / quite* serious.

3. The author is *skeptical / enthusiastic* about Singapore's chewing gum law.

4. Feeding pigeons is banned in London and Venice for *similar / different* reasons.

5. The author thinks that the anti-high heels law in Greece is silly because it is *impractical to wear them / difficult to enforce* at historic sites.

6. The author says that the law in Finland is *not right / a very welcome idea*.

Task 7. Complete the sentences with the words in the box.

<i>precautions</i>	<i>petty</i>	<i>pickpockets</i>	<i>futile</i>
<i>renowned</i>	<i>enforced</i>	<i>speeding</i>	<i>offences</i>

1. Some of these _____ are not really serious crimes, but they are culturally interesting.

2. Most city centres suffer from _____, so avoid very crowded places and look after your valuables.

3. Some countries, like China, are _____ for enforcing quite strict laws.

4. Take _____ if you are going to some cities. Street crime is serious in some places and it's not safe to walk the streets.

5. A lot of the laws in the article are _____, they are not necessary and probably don't do much good.

6. You can get caught for _____ if a camera spots you driving over the limit.

7. Some laws exist officially but they are not _____, nobody would arrest you for breaking them.

8. If you are unlucky enough to suffer a crime, it is most likely to be a _____ one, something not serious at all.

GRAMMAR ACTIVATOR

Task 1. Choose the correct alternatives a, b or both to complete the sentences.

1. Libby's friends encouraged _____ her dream of opening a small organic café.

a. her to pursue *b. to pursue*

2. They discussed _____ the café at length.

a. to name *b. naming*

3 Eventually, someone suggested _____ Libby's.

a. she call it *b. that she call it*

4. All went relatively well until Libby got a letter demanding _____ the café's name.

a. she change *b. that she change*

5. The letter, from a global corporation, warned _____ their trademark of the word Libby's.

a. her she was breaching *b. her breaching*

6. They threatened _____ legal action if she didn't change it.

a. taking *b. to take*

7. Libby's friend advised _____ the situation on social media.

a. her to post *b. posting*

8. Thousands of people criticised _____ in an online petition.

a. the global corporation *b. at the global corporation*

9. However, the company rejected _____ and sent a lawyer to Libby's.

a. the petition *b. to the petition*

10. Libby was so stressed out by this point that she promised _____ the name.

a. changing *b. to change*

11. She blamed the company and wished she hadn't taken a stand against them.

a. her stress on *b. on her stress*

12. She changed the name to No-name Café and it became a big success. A few years on, she admitted _____ had ultimately been helpful for her business.

a. that the publicity *b. the publicity*

SECTION 3 C. SPORTS EVENTS, ACTIONS AND NEWS. EVEN AND HARDLY

VOCABULARY ACTIVATOR

Topical Vocabulary	
bribe	to be disqualified
neck and neck	to burn off
lap	to dive
possession	to foul
stroke	to talk back
sponsorship	to turn pro = to start to be paid to play a sport that other people do for pleasure
workout	to work out
break-in	to break in
go ahead	to go ahead
turnout	to turn out
mix-up	to mix up
write-up	to write up
lie-down	to lie down

Task 1. Complete the sentences with a word or phrase from the box.

<i>lap</i>	<i>disqualified</i>	<i>burn off</i>	<i>back</i>	<i>stroke</i>	<i>dive</i>
<i>pro</i>	<i>sponsorship</i>	<i>neck and neck</i>	<i>fouled</i>	<i>possession</i>	<i>bribes</i>

- I've competed at a club level for a long time while I work a regular job, but my dream would be to turn _____.
- After the gold medal winner failed a drug test, she was _____.
- I've almost finished my training on the track today. I'll just do one final _____.
- He's gone for a run because of the calories he wants to _____.
- Even if you don't agree with what the referee says, it's best not to approach and talk _____.
- Top sports people often find companies who, in return for advertising products, will offer them _____.
- Did you see that kick to the striker's shins? It should have been a red card. Clearly, he was _____.
- They're never going to win if they keep losing the ball. You can't

score if you don't have _____.

9. At my tennis lessons, the coach gave me a lot of tips to play better _____.

10. It was a photo finish between the first two swimmers. For the whole race they were _____.

11. It was such an incredible shot. I don't know how the goalie managed to save it. She really knows how to _____.

12. I could hardly believe the rumours about my favourite sportsperson cheating in the match. He's been accused of accepting _____.

GRAMMAR ACTIVATOR

Task 1. Complete the sentences with the words *even* and *hardly*.

A Do you consider yourself sporty?

Definitely. ¹ _____ a day goes by when I don't have some kind of training session for swimming or rowing. ² _____ on my rest days, I usually kick around a ball with some friends or go for a hike.



Rose



Nabila

I'd ³ _____ call myself sporty, although I do make a habit of walking the three kilometres to work every morning. I'm quite strict with myself so I go ⁴ _____ if it's miserable weather.

⁵ _____ though I enjoy sports, we've got two-year-old twins and we're expecting another baby so I ⁶ _____ ever get to play them these days!



Owen

B Which sport do you follow most?

I'm a huge basketball fan, I ⁷ _____ ever miss a match. I think I've become ⁸ _____ more obsessed this season because my team is doing so well.



Isabel



Jerome

Underwater hockey is my favourite sport – I ⁹ _____ know someone in the national team. I know ¹⁰ _____ anyone plays it compared to some other sports. It takes a lot of skill to be good at it!



Adrian

I ¹¹ _____ follow any sports to be honest, I'm too busy with my postgraduate studies. People talk about the World Cup coming up and I don't ¹² _____ know which sport they're talking about anymore.

C. Write your own responses to the questions in A and B. Use *even* or *hardly* in your answers.

Task 2. Choose between *hard* and *hardly* to complete these sentences.

1. Your sister _____ works at all.
2. He really studied _____ for his exam.
3. I _____ know this guy over there.
4. She was _____ able to care for herself.
5. They like _____ boiled eggs for breakfast.
6. I _____ remember what we did last winter.
7. It will be _____, but I can help them.
8. It's _____ to understand why he failed.
9. They _____ had any influence in this decision.
10. There are _____ any detached houses in this area.
11. If you try _____ you will become a good skier.
12. This author is _____ known by everyone.

SECTION 3 D. GENDER STEREOTYPES

VOCABULARY ACTIVATOR

Topical Vocabulary

Engineering = the work involved in designing and building roads, bridges, machines, etc.

caring professions

to talk about your feelings

strength	to express anger
self-esteem	inequality

Task 1. Complete the gaps in the text with an appropriate word or phrase from the box.

<i>prejudice</i>	<i>objectification</i>	<i>perception</i>
<i>gender stereotypes</i>	<i>discrimination</i>	<i>equality</i>

Despite increasing level of gender ¹_____ in modern society, ²_____ are still a major problem for most of the people. The stereotypes can be negative (e.g. women are irrational) or simply benign (e.g. women are nurturing), in any case they are harmfully reflected in everyday life.

In the worst case, stereotypical ³_____ of gender roles can result in ⁴_____ at school or workplace (for example, based on a ⁵_____, a woman might be perceived as less suitable for high managerial positions than equally qualified man).

Another example of gender stereotype is an ⁶_____ (e.g. in media). An example of this practice is a sexist portrayal of both genders in advertisement.

Task 2A. Complete the words to make compound nouns/adjectives with meanings a) – g).

<i>place</i>	<i>ended</i>	<i>forward</i>	<i>tags</i>	<i>loving</i>	<i>respected</i>	<i>polite</i>
--------------	--------------	----------------	-------------	---------------	------------------	---------------

- a) work*place* = where people do their jobs
- b) open-_____ = being able to develop in several ways
- c) super-_____ = very careful not to be rude
- d) well-_____ = highly admired
- e) straight _____ = easy to understand
- f) question _____ = ‘aren’t we?’, ‘do they’, etc.
- g) gossip-_____ = enjoying conversation about other people’s private lives

Task 2B. Read the article. Fill in the gaps with the compound nouns/adjectives from Task 2A.

HE SAID, she said ...

In today’s workplace _____ (1), a knowledge of the differences between men’s and women’s styles of communication is essential. Of

course, it can be dangerous to generalize, but it's possible to identify some patterns that frequently apply to women and men.

Who talks the most?

The stereotype is that _____(2) women would be ahead here. The truth is quite the opposite. In mixed-sex groups, men often spend more time talking than women. They tend to start more conversations, too.

Do men and women speak in a particular way?

Several _____(3) studies have attempted to show that women tend to be 'softer' than men in their requests and statements. For instance, they suggest they are more likely to use _____(4) or phrases like "Don't you think ...?" before statements. However, none of the evidence is conclusive.

Who interrupts?

This question is much more _____(5). Men are more likely to interrupt than women and women are also more likely to be interrupted than men. What's more, women actually allow themselves to be interrupted more than men.

Does it matter?

In short, yes. Research indicates that:

- People who talk the most are often seen negatively as controlling situations. However, in decision-making groups, they also tend to become the leaders.
- Both males and females who use more direct language are perceived as more intelligent and often more able. Conversely, people see users of _____(6) language as less powerful.

What can we do about it?

We need to look at achieving a balance in the behaviour of men and women that will help both sexes to get their message across.

- Men need to be more conscious about how much they speak in relation to their female colleagues so that they are not seen as too dominant.
- Both sexes should avoid overusing 'soft' expressions and _____(7) questions such as "How is the project going?" Instead, use more closed questions such as "When will the next stage be complete?"
- Rather than simply interrupting more – and so becoming like men – women could concentrate on stopping themselves from being interrupted. Simple strategies such as insisting on

finishing will help. Finally, men should consider delaying their questions until an interruption would be natural.

Task 2C. Read the article again. Are these sentences true (T) or false (F)?

1. The writer warns about stereotyping men and women.
2. In general women talk more than men.
3. According to some studies, women use more question tags than men.
4. Women are less likely than men to interrupt.
5. Talking a lot can be both good and bad for your career.
6. The advice is mainly for women.
7. The article tells women to speak more like men.
8. The article encourages men to be more sensitive about interrupting.

Task 3. Watch the video and discuss the factors driving the gender pay gap <https://www.youtube.com/watch?v=l7fyqpHKARg&t=12s>

MODULE TEST PRACTICE

Level I. 1. Multiple Choice

1. Government will help those who want to _____ an IT career, says Prime Minister.

- a) let off b) take to c) grow on
d) take up e) put off

2. I'm proud of many things in life but nothing _____ being a father.

- a) gets b) states c) beats
d) makes e) stands

3. Shops were closed as a sign of _____ for the queen.

- a) mourning b) cheering c) wondering
d) getting e) surprising

4. He _____ me back the book and _____ me for lending it.

- a) gave, thanked b) had given, thanked
c) gave, had thanked d) had given, has thanked
e) has given, has thanked

5. Jane _____ all the test-tubes after she _____ the experiment

- a) wash, has washed b) washed, completed

- c) washed, had completed d) wash, had completed
 e) washed, was completing

6. He left his job because he _____ dissatisfied for months.

- a) had fallen b) has been feeling c) felt
 d) had been feeling e) were feeling

7. He had a knee injury in early November which kept him _____ until just prior to the new year.

- a) out cold b) out of action c) swollen
 d) black and blue e) vomiting

8. The _____ the child cried, the _____ the mother became.

- a) much more / much angry b) much / angry
 c) most / more angry d) most / angriest
 e) more / angrier

9. Questioned by the police, she confessed to all the _____ of corruption she faced.

- a) fines b) terms c) charges
 d) thefts e) frauds

10. I'd advise you _____ there if at all possible.

- a) don't stay b) not to stay c) not staying
 d) not to staying e) not do stay

2. MATCHING

2.1. Match the words to make up collocations

1. to change	a) martial arts
2. to take	b) one's way to
3. to do	c) camping
4. to go	d) one's mind
5. to push	e) up playing chess

2.2. Match the sentence halves

1. I'll put forward...	a) ... outline of the causes.
2. I'll give you a brief ...	b) ... answering the question.
3. I'll examine the pros ...	c) ... the floor for discussion.
4. I'll open up ...	d) ... some solutions.
5. I'll give a conclusion before finally ...	e) ... and cons of the proposal.

Level II.

1. Matching. A. Find the best response to each remark.

<i>1. Why are you limping?</i>	<i>a) Low-fat diet and daily exercise can be effective.</i>
<i>2. I spent half the night vomiting.</i>	<i>b) I'm glad everything worked out OK.</i>
<i>3. I realized I was going to be out of action for ages.</i>	<i>c) That must've been difficult for you to deal with.</i>
<i>4. After having her liver transplanted, she's well on the road to recovery.</i>	<i>d) It might be food poisoning.</i>
<i>5. How can one reduce the risk of arthritis?</i>	<i>e) I think I've strained a muscle in my thigh.</i>

B. Match the word with its explanation.

<i>1. defendant</i>	<i>a) a request made to a court of law</i>
<i>2. testimony</i>	<i>b) a person in law case who is accused of having done something illegal</i>
<i>3. appeal</i>	<i>c) a decision by a jury as to whether someone is guilty</i>
<i>4. charge</i>	<i>d) a formal police statement saying that someone is accused of a crime</i>
<i>5. verdict</i>	<i>e) spoken or written statement that something is true</i>

2. Reading Comprehension.

Read the paragraph below and choose the correct answer.

Is it OK to eat lunch at desk?

'No way', says Jemma Spicer, CEO of management consultancy Frobisher White. 'It doesn't make anyone happy: not the worker, not their boss and certainly not the co-workers who have to put up with the smell of salad dressing or spicy noodles.' And Spicer has a good point, according to Professor Hardley Wakeham of the Fens School of Business Studies. He notes that all the research shows that workers are happier and more productive if they can take a proper break. That means getting away from their screens and desks and interacting with other people in an enjoyable manner. 'Anyone who eats at their desk is actively harming the organization they are working for', says Wakeham

The employees work more effectively when ...

- a) they are well fed and watered*
- b) they can smell different food at their workplace*
- c) they can communicate with each other during breaks*
- d) they enjoy their work*
- e) they cause harm to each other*

3. Read the text and choose from choices the one which best fits each space.

The Good Old Days

Ask any adult ____ (1) forty to make a comparison between the past and the ____ (2) and most will tell you that things have ____ (3) getting steadily worse for as long as they can remember. Take the weather for example. Everyone remembers that in their youth the summers were considerably hotter, and that winter always included abundant falls of ____ (4) just when the school holidays had started.

Of course, the food in those days was far superior too, as nothing was imported and everything was fresh. Unemployment was negligible, the money in your pocket really was ____ (5) something, and you could buy a sizeable house even if your means were limited. And above all, people were somehow nicer in those days, and spent their free time ____ (6) innocent pursuits making model boats and tending their stamp collection rather ____ (7) gazing at the television screen for hours on end. As we know, this figure of the past simply cannot be true, and there are plenty of statistics dealing ____ (8) health and prosperity which prove that it is not true. So, why is it that we all have a tendency to idealise the past and to be so critical of the present?

- | | |
|-------------------|-----------------|
| <i>3) over</i> | <i>1) worth</i> |
| <i>2) present</i> | <i>8) on</i> |
| <i>4) been</i> | <i>7) than</i> |
| <i>5) snow</i> | <i>6) with</i> |

Level III.

Read the text. Choose from choices the one which best fits each space (1-5). There are two choices you do not need to choose.

When I started my degree, it was the first time ____ (1) and it was

quite a big thing for me as I am registered blind. Fortunately, new students got a lot from support from the university. Firstly, ____ (2) so I had a couple of older students who took me under their wing – showed me around the campus, ____ (3) and generally put me at ease. One of my mentors became a good friend and she gave me a lot of moral support when I was feeling down. She would tell me she'd had similar feelings, and always found the words to reassure me. Apart from this, I also received a grant ____ (4) like help me with writing up my essays and buying books.

When it came to studying, I found the lecturers made allowances for different people by, for example, providing recordings of lectures and giving copies of notes in advance. They also went easy on us in the first term as we were setting in. They gradually demanded more, but they always gave us lots of help and encouragement.

Actually, most of this support was available for any student, not just ones with disabilities, and ____ (5), away from our families for the first time.

3. *I'd lived away from home*
2. *to get support*
1. *introduced me to different people*
4. *to pay for some of my additional need*
5. *always teased me*
there was a mentoring scheme
most of us were in the same boat

ADDITIONAL TASK TO PRACTISE READING COMPREHENSION

UNDERSTANDING IMPLICATION

Look at the extracts (1-6) and choose the one thing (A-C) for each that you can infer from what the writer says.

1. I'd always loved sailing, so when I saw an advert asking for volunteers to work on a large yacht during the summer vacation, I jumped at the chance to imply.

The writer _____

A. had no difficulty in getting a summer job.

- B. found a summer job which suited her perfectly.
- C. had always wanted to work on a yacht.

2. My website wasn't getting many hits, so I contacted a friend who was into film-making and asked if he'd help me make a few short videos to upload to it.

The writer _____

- A. was interested in film-making.
- B. was very disappointed in the website.
- C. made a decision to improve the website.

3. Preparing for a six-month backpacking trip requires some hard decisions, wherever you're planning to go. You have to look at everything you'd like to take with you and ask yourself: "Do I need this?"

The writer mentions _____

- A. the need to travel light when backpacking.
- B. the importance of planning a route carefully.
- C. the need for good decision-making when travelling.

4. A lot of my friends at university came from wealthy backgrounds, so had as much financial help as they needed. They could afford a decent place to live and expensive nights out whenever they wanted. It wasn't quite that simple for me.

The writer _____

- A. was extremely unhappy at university.
- B. had some money worries as a student.
- C. spent too much money socializing at university.

5. I realised I had just given up a steady job with a good income in order to throw myself into the world of acting, with all its uncertainties. What was I thinking?

The writer _____

- A. is confident of success as an actor.
- B. has doubts about her decision to leave her job.
- C. is aware of her lack of experience as an actor.

6. I opened the door and cast my eyes over the small, one-room flat with its hard bed and bare walls. Was this really going to be my home for the

next six months? Still, at least I had my new job to look forward to.

The writer mentions _____

- A. a feeling of nervousness about a new job.
- B. a feeling of disbelief about a new opportunity.
- C. a feeling of disappointment about accommodation.

Key answers: 1 B, 2 C, 3 A, 4 B, 5 B, 6 C

UNIT 4

SECTION 4 A. DESCRIBING DIFFERENT AGE GROUPS. DEFINING AND NON-DEFINING RELATIVE CLAUSES

VOCABULARY ACTIVATOR

Topical Vocabulary	
sharp = able to think and understand things very quickly, and not easily deceived	
in a bad way	mature for your age
promising	he lacks confidence
initiative	by choice
insecure	by definition
potential	by rights
paralysed	by the book
streak	by today's standards
on the ball	on average
dyslexia	on the ball
at the top of your voice	on second thoughts
at your own expense	on prescription
at least	on the spot
at face value	on the house
at the crack of dawn	on a personal level
in a bad way	in full swing
in other words	in the long run
in theory	in the red

Task 1. Complete the sentences with a word or phrase from the box.

<i>dyslexia</i>	<i>in a bad way</i>	<i>potential</i>	<i>initiative</i>	<i>sharp</i>
<i>paralysed</i>	<i>on the ball</i>	<i>promising</i>	<i>insecure</i>	<i>streak</i>

1. My assistant is always ready to deal with unexpected issues, he's really _____.

2. My little sister contacted several companies on her own _____ and got a job!

3. Since he was diagnosed with _____, his teachers have been much more understanding.

4. Her stubborn _____ is coming out – everything we ask her to do turns into a battle!

5. We're looking for a web designer with a _____ eye for detail.

6. It was her first break-up and she's devastated. I'm afraid she's _____.

7. My neighbour is a _____ violinist – he's just been selected to play in the national orchestra.

8. I know she's inexperienced, but I believe she has lots of _____.

9. My boss was _____ from the waist down in a car accident a few years ago.

10. He's quite shy and feels a bit _____ when he meets new people.

GRAMMAR ACTIVATOR

Task 1. A. Complete the sentences with the relative pronouns in the box.

<i>during</i>	<i>which</i>	<i>in which</i>	<i>of which</i>	<i>of whom</i>	<i>when</i>
<i>time</i>					
<i>whereby</i>	<i>which (x2)</i>	<i>who (x2)</i>	<i>whose</i>	<i>why</i>	

1. This is a condition _____ makes it difficult for someone to read and spell. It is estimated to affect 5–10 percent of the population.

2. This collocation describes a group of relatives, some _____ may be grandparents, aunts or uncles.

3. This is an informal phrase _____ people use to say someone is able to act quickly and intelligently.

4. This verb describes an action _____ a person or organisation is requested to do a particular piece of work for which they are paid.

5. Apparently, feeling this way has risen over the last few decades, _____ social media use has soared.

6. If there's a time _____ you need another word to mean someone's child or children, you could use this.

7. This informal phrase could be used to describe someone _____ is very ill, unhappy or injured.

8. This quality is the reason _____ someone might make decisions, or take action, without waiting to be told what to do.

9. This adjective could describe a person _____ potential to be successful in a certain area is very high.

10. This adjective describes a part of someone's body _____ they have no feeling and cannot move.

11. This noun is often preceded by character adjectives, some _____ are stubborn, mean and independent.

12. This collocation means that a situation is good or acceptable to both or all the people _____ are involved

B. Match sentences 1-12 with the words and phrases a-l.

- a. commission (v)
- b. streak
- c. extended family
- d. dyslexia
- e. offspring
- f. on the ball
- g. promising
- h. mutually beneficial
- i. paralysed
- j. initiative
- k. insecure
- l. in a bad way

Task 2. Choose three words or phrases you have learned during this course. Write your own sentences about the words using relative clauses.

Task 3. Put the remarks in the correct order to create a welcome speech for a university open day. *The first one is given to you.*

1. A very good morning to everyone. I'd like to welcome all of our visitors, ...

a. ... which has become an annual tradition here at Halsey College, you will have the opportunity to explore our beautiful campus, ...

b. ... who will guide you on your visit, waiting at the entrance over there.

You'll be taken to see the rooms, ...

c. ... some of whom have travelled a long way to be here today. During this open day, ...

d. ... which opened just last month.

Make sure you stop by the cafeteria between 12 and 3 p.m., ...

e. ... whereby you'll experience a small taste of student life.

We also have a group of student volunteers, ...

f. Thank you again for coming. By the end of the day, I am confident you will understand the reasons ...

g. ... in which teaching takes place, the dormitories ...

h. ... why students love studying at Halsey College.

i. ... which has become an annual tradition here at Halsey College, you will have the opportunity to explore our beautiful campus, ...

j. ... where students sleep, and the new recreational facilities, ...

Task 4. . Imagine you have been asked to give a welcome speech in the situations of an open day at your university. Write your welcome speech. Use the words/phrases below to write at least five different relative clauses.

- during which time
- in which
- of which
- of whom
- when
- where
- whereby
- which

- who
- whose
- why

**SECTION 4 B. CLOTHES AND FASHION.
NOUN PHRASES**

VOCABULARY AND GRAMMAR ACTIVATOR

Topical Vocabulary	
pattern	flared
accessory	flowery
blouse	laces
bob	pendant
bracelet	ripped
buckle	strap
cap	stripy
chain	stud
checked	tights
dyed	wavy
faded	

Task 1. Put the words in the correct order to make noun phrases and complete each text with the correct noun phrases from a-f in A and B respectively.

- A.** a. dress / silk / patterns / detailed / with
 b. India / the / of / capital / New Delhi,
 c. wearing / people / bright / such / colours
 d. I / wore / the / sari
 e. clothes / traditional / Indian
 f. celebrations / week-long

My cousin's wife, Amita, grew up in ¹_____. As part of their ²_____, wedding guests were encouraged to wear ³_____. I'd never seen ⁴_____. For example, ⁵_____ was vivid-pink. Amita wore a ⁶_____.

- B.** a. / Sydney Opera House, / building / the / famous
 b. wedding / outfits / wearing / people

c. expensive / wear / you'll / the most / thing / ever

d. perfect / portrait / wedding / the

e. spots / tourist / beautiful

f. I / a lot / see / something

I work near ¹ _____, and ² _____ is ³ _____. A lot of overseas visitors spend their honeymoon travelling around ⁴ _____, dressing up again for ⁵ _____. I guess it's a clever idea to re-use ⁶ _____!

Task 2. Make a list of ten things you need for one of the situations in the box, or your own ideas. Use a range of noun phrase types to give detail of the items you choose.

Top ten things ...

... for a fantastic trip to the beach.

... you need to wear around here to look like a local.

... to take in a carry-on bag for a long flight.

... for a student of English.

... for an emergency survival kit.

... needed for your favourite pastime

e.g. I think a reusable water bottle is a useful thing for a student to have, so you can stay hydrated in class.

SECTION 4 C. INFLUENCES AND IDENTITY. PREPOSITIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
emphasis on smth	to impact on smb/smth
meaningful	to rebel against smb/smth
blessing	to stand out from the crowd
equal	to rub off on smb
influential	to catch up (on)
pointless	to crack down (on)
relevant	to fall out (with)
debt of gratitude	to fight back (against)
invaluable	to go on (about)

leading figure	to rub off (on)
to stand out (from)	to stand in (for)

Task 1. Choose the correct alternatives to complete each statement.

1. Leading sport stars are more *influential / meaningful* than politicians.

2. It's *leading / pointless* for parents to tell their adult children what to do.

3. Photos aren't as *blessing / meaningful* as they used to be because people take so many.

4. If you've received some *equal / invaluable* advice, you have a duty to share it

5. *Rebelling / Standing out* against authority is a normal part of growing up.

6. I hope some of this enthusiasm *rubs off / impacts* on me!

7. At school, there should be more *emphasis / stand out* on skills relevant to day-to-day adult life.

8. As we age, we usually get better at counting our blessings or feeling *gratitude / emphasis*.

9. Over time, the personalities of your friends *impact / rebel* your own personality.

10. I'd rather *stand out / rub off* than fit in

Decide how much you agree from 1 to 5 (1 = strongly disagree, 5 = strongly agree) and discuss the statements.

GRAMMAR ACTIVATOR

Task 1. Complete the phrases with the correct preposition.

Finding common ground

1. I A foreign country you would both be keen _____ visiting.

2. Something you both participate _____ regularly.

3. A topic you both think there should be more emphasis _____ at school.

4. A type of technology you both think too many people are addicted _____.

5. Something you'd both like to succeed ____.
6. Something you are both fed up _____.
7. Something you both find people ____ their 20s and 80s have in common.
8. A global issue you both worry _____.
9. Something you both check _____ a daily basis.
10. An animal you're both terrified _____.
11. Something you've both done _____ accident.
12. Something you're both capable _____ doing quite well.

Give your answers, compare them with those of your friends and find out what you have in common.

Task 2. Complete these words with the necessary preposition.

addicted debt
appeal	jealous
approve	keen
..... accident purpose
capable	rebel
crazy	succeed
dedication	terrified
emphasis	the key
fed up doubt
have faith	worry

Task 3. Underline the correct alternatives.

1. Running the tap each time we brush our teeth wastes *by/on/in/out of* average eight litres of water.
2. If we don't make air pollution laws tougher, we will continue to put our health *at/on/in/out of* risk.
3. The number of polar bears has been *by/on/in/out of* decline for a number of years.
4. We have to stop spending. Our household finances *at/on/in/out of* control.
5. The new taxation laws mean that *at/on/in/out of* effect many people will actually be poorer.
6. *By/On/In/Out of* law, large companies have to publish their annual

accounts.

7. I know you don't like my cooking, but you can *at/on/in/out of* least pretend!

8. If we keep these terrible sales figures *by/on/in/out of* sight of the boss, we'll be OK.

Task 4A. Match the phrases in the box with their meanings a)-n).

<i>fit in</i>	<i>in moderation</i>	<i>in a nutshell</i>	<i>lock in</i>	<i>in two minds</i>
<i>in aid of</i>	<i>log into</i>	<i>in tune</i>	<i>in danger of</i>	<i>in decline</i>
<i>settle in</i>	<i>in the public eye</i>	<i>kick in</i>	<i>give in</i>	

- a) be well-known / famous / in the media
- b) agree / accept something you first opposed
- c) in short
- d) be accepted by others in a group
- e) begin to feel happy or relaxed in a new situation
- f) not too much
- g) be uncertain or unable to make a decision
- h) sing or play an instrument in the right key
- i) reducing in number, amount
- j) start to be effective
- k) in order to help a charity
- l) put your username and password into a webpage or app
- m) prevent someone from leaving a room
- n) at risk of

Task 4B. Complete the sentences with the correct form of phrases from Task 4A.

1. I'm _____ about where to go tonight. I fancy the cinema but Katy's invited me to her house.

2. We're _____ missing the bus if we don't hurry up.

3. Once you've _____ to your new job, I'd love to meet up and hear all about it.

4. I wish I could sing _____, like you. I sound like a dying bird when I sing!

5. Ursula's not _____ very well at university. She doesn't have much in common with her classmates.

6. A: How was the concert? – B: _____, it was incredible!

7. Hopefully these tablets will _____ soon and get rid of this headache.

8. It must be horrible being _____ and having strangers come up to you all the time.

9. The opposition party tried to fight against rising student fees, but in the end they _____.

10. It was so embarrassing. Last night I _____ myself _____ a public toilet and couldn't get out!

11. You should eat chocolate _____, but I know that's easier said than done.

12. I can't _____ my email account. I must have got the wrong password.

13. Runners are running the marathon _____ the Red Cross this year.

14. The number of white rhinos in the world is seriously _____.

UNIT 5

SECTION 5 A. COMMUTING. CONTINUOUS FORMS

VOCABULARY ACTIVATOR

Topical Vocabulary	
the all-clear = a signal such as a loud whistle that tells you that a dangerous situation has ended	
bypass = a road that goes around a town or other busy area rather than through it	
debris	to crawl
diversion	to evacuate
northbound	to flow freely
consciously	to hold up
carriageway	to shed its load
power failure	collectively
replacement bus service	vaguely
roadblock	sharply
tailback	abruptly
thoroughly	deliberately
readily	dramatically
sensibly	explicitly

Task 1. Read the article about ‘extreme commuting’. What are the pros and cons for Nick Thorner?

‘Extreme commuting’ – would you do it?

Job recruiters say that it is getting more and more difficult today to convince candidates to relocate. Instead people are increasingly open to ‘extreme commuting’ as an alternative to relocation. Extreme commuting is the term used to describe a daily journey to work by car or train that takes more than 90 minutes each way, or a plane journey to work and back each week. Family ties are the leading reason for resistance to relocating, according to half the recruiters surveyed, while lifestyle preferences (25%) and housing market costs (10%) are also contributing factors.


Nick Thorner works in publishing in the UK. He commutes every day to get from his home in south-east London to his office in Oxford, and then back again. ‘My journey to work and back usually ends up about 6 hours of my day. The morning trip involves getting up at the crack of dawn. Going home is marginally more tiring because I have to contend with rush-hour traffic. If I leave the office by 5.15 p.m., I’ll normally struggle through my front door by around 8.30 p.m. I’ll then have an hour to eat, read a story to my daughter, and iron clothes for next day before I go to bed.




I do it because my wife and daughter are quite settled where we are and they’d prefer not to move. For my part, I enjoy my job so feel it’s worth the commute. The long journey does have its advantages, too. It gives me some precious ‘me time’ when I can listen to music or radio programmes that my family don’t like listening at home.’

GRAMMAR ACTIVATOR





Task 1. Complete the comments 1-4 and replies a-d with the correct form of the words in brackets.

A

1.  _____ I saw a video of a guy who lives in Barcelona but _____ (commute) to London four days a week for the last few years, an eighty-minute flight each way!

2.  I _____ (drive) to work yesterday and saw a very near miss between one of those e-scooters and a pedestrian. I _____ (start) to think e-scooters should be banned.
3.  I finally got my motorcycle licence yesterday. I _____ (ride) to work from now on!
4.  At the moment remote worker numbers _____ (grow). In a few years' time I think the majority of office workers _____ (might/work) from home

B

- a.  Really? I _____ (use) one for a while. I find it fun, fast and convenient.
- b.  Now I _____ (wonder) about asking my boss if I could start doing it one day a week!
- c.  _____ you (think) about it for a while? I _____ (consider) getting mine last summer, but I never got around to it.
- d.  Wow, he _____ (must/spend) a fortune on plane tickets!

SECTION 5 B. GEOGRAPHICAL FEATURES. PARTICIPLE CLAUSES

VOCABULARY ACTIVATOR

Topical Vocabulary	
glacier	pass
marine reserve	sea level
marsh	channel
ridge	mainland
rocky	waterfall
shoreline	sandy
(sand) dune	mountainous
valley	

Task 1. Complete the phrases with the words from the box.

A.

<i>channel</i>	<i>marsh</i>	<i>ridge</i>
<i>sandy</i>	<i>shoreline</i>	<i>valley</i>

1. Swim under a _____.
2. Dive in a marine _____.
3. Ride a camel on sand _____.
4. Watch ice break off a _____.
5. Walk a mountain _____, high above sea level.
6. Visit a remote island far from the _____.

B

<i>dunes</i>	<i>glacier</i>	<i>mainland</i>
<i>pass</i>	<i>reserve</i>	<i>waterfall</i>

1. Abseil off a _____.
2. Relax on a _____ beach.
3. Explore a rocky _____ at low tide.
4. Kayak across a _____.
5. View autumn leaves in a forest _____.
6. Spot wildlife at a _____.

Task 2. A. Read the article about the craziest/most dangerous roads in the world and answer the questions.

1. What is the main difficulty of each of the roads?
2. Which roads goes in a downhill direction, which uphill and which neither?
3. What kind of scenery would you expect to see on each?

AT YOUR OWN RISK

Yungas Road, Bolivia

This is the world's most dangerous road. Its nickname is 'Camino de la Muerte' (Road of Death) for a reason – it claims more than 200 lives per year. Starting in Bolivia's capital, la Paz, it ascends to a height of 4650 metres before dropping 3000 metres to Coroico, in the tropical Yungas region. The landscape thus changes very fast as the road winds its way over steep hillsides of lush greenery and round rocky outcrops. The road could not be more perilous – it has no rails and is only about 3/2 metres wide. Rain and fog can hamper visibly and there are loose rocks in many places. Yet, despite all this, the breathtaking scenery and its potential danger has attracted an increasing number of tourists, mostly mountain

bikers. This is also due to the fact that there is an amazing stretch of downhill riding, around 50 km long. Every year, thousands embark on this crazy adventure. Just think carefully before you join them!

Stelvio Pass, Italy

The British motoring programme Top Gear called this the ‘greatest driving road in the world’. The Stelvio Pass has 48 never-ending hairpin turns that zigzag through the Alps, making this a real challenge for any driver. Overtaking is strictly prohibited here! The road’s construction dates back to the 1820s and its design has hanged very little since then. Before the end of World War I, it formed the border between the Austro-Hungarian Empire and Italy. Today, it connects the Italian region of Lombardy with Austria. Apart from cars, in high season scores of cyclists and motorcyclists struggle to ride this highest stretch of road in the Eastern Alps. Italy’s top cycling competition, the Giro d’Italia, often crosses it. Don’t let the astonishing Alpine views break your concentration – the panorama gets increasingly beautiful as you ascend – you’ll need all your wits about you to drive this successfully. The reward comes when you get to the top and can experience great skiing on the Stelvio glacier at an elevation of 2750 metres. Enjoy!

Trans-Sahara Highway, Northern Africa

Most roads are dangerous because of heights but some are frightening for other reasons. This highway’s risks actually are significantly greater than the two mountain passes above. Here, the danger lies in the road’s extreme length (over 4500 km), the fact that only 85 percent of it is paved and the number of potentially complicated border crossing. The highway links the capital of Algeria and Nigeria – Algiers and Abuja – and crosses the whole of Niger via the city of Adagez. The barren landscape and desert barely change for days on this road. Before you set off, you’ll need a special 4x4 adapted for the desert climate, at least two spare tyres and plenty of fuel and water supplies. Sandstorms and temperatures of up to 50°C can be a major problem, with sand blocking parts of the route. So why undertake such a journey? For the incredible peace and quiet that you’ll experience and the thrill of taking a journey of really epic proportions.

Task 2B. Read the article again. Match the roads 1-3 with the facts a) – l). There are three facts per road.

1 Yungas Road, Bolivia _____, _____, _____

2 Stelvio Pass, Italy _____, _____, _____

3 Trans-Sahara Highway, Northern Africa _____, _____, _____

- a) It is technically very difficult to drive.
- b) There are many fatalities every year.
- c) You need to make special preparations before tackling the journey.
- d) It is worth it when you reach the top.
- e) There could be some issues when crossing from one country to another.
- f) The road is not entirely finished.
- g) It has become a major tourist attraction.
- h) It hosts an important competition.
- i) The views on the road change incredibly fast.

Task 2C. Underline the correct alternative.

1. Any road can be *panoramic* / *perilous*, you always have to be careful when you drive.
2. Some weather conditions can really *harm* / *hamper* your progress on the road.
3. The landscapes are really *brehtaking* / *hair-raising* but don't stop to look at them or you could fall!
4. The road is really dangerous because it's never straight, it *zigzags* / *straightens* continuously.
5. The history of the road is really interesting, it *dates back* / *stretches* to World War I.
6. If you *undertake* / *overtake* this road, you'll need to be especially prepared.
7. The road is particularly *barren* / *unsealed*, there is nothing to see except the flat land and the horizon.
8. The *reward* / *rock fall* of a great view at the end of a journey always makes it worthwhile.

Task 2D. Discuss. Which of these roads would you like / not like to travel on? Why?

GRAMMAR ACTIVATOR

**Task 1. Rewrite the first half of each sentence as a participle clause.
Destination New Zealand**

1. Ninety Mile Beach

This golden beach offers sand dunes, surf and sunsets. It is almost never-ending!

_____, this golden beach is almost never-ending!

2. Waitemata Harbour

Once you've explored Auckland city, take a ferry from the mainland to visit one of the many islands nearby.

_____, take a ferry from the mainland to visit one of the many islands nearby.

3. Goat Island

This marine reserve was established in 1975. It has great snorkelling along its rocky shoreline.

_____, this marine reserve has great snorkelling along its rocky shoreline.

4. Rotorua

After you spend the day mountain biking, relax in a natural thermal pool.

_____, relax in a natural thermal pool.

5. Tongariro Crossing

This walk has been voted one of the world's best one-day hikes. It will take you through diverse landscape with volcanic ridges, valleys and forest.

_____, this walk will take you through diverse landscape with volcanic ridges, valleys and forest.

6. Abel Tasman National Park

As you hike from bay to bay, you can stop for a swim in clear turquoise waters.

_____ you can stop for a swim in clear turquoise waters

Task 2. Choose two natural wonders or tourist attractions which you would recommend in your country. Describe them using participle clauses.

Task 3. Open the brackets and complete the text with the appropriate participle form.

_____ (Rise) to 8,848 metres above sea level, Mount Everest is the world's highest peak. _____ (Locate) in the Himalayas, its summit is on the border between Nepal and Tibet. ____ (Form) over millions of years, the ranges grow in height by a few centimetres annually. _____ (Climb) successfully for the first time in 1953, Mount Everest has become a popular tourist destination. _____ (Say) that, the climb is incredibly dangerous. ____ (Face) icy temperatures and limited oxygen, only a few adventurers make it up the final ridge.

SECTION 5 C. DESCRIBING HOMES AND DECORATIONS. COLLOCATIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
antique	to be worth
china	panel
exclusive	herd
blind	fleet
clutter	mob
bookshelf	bunch
stack	stack
pot plant	string
shady	body
fitted	wave
neatly	flock
polished	pack
spotless	flood

Task 1. Think of the following and give names to:

1. two things that could be antiques
2. two household appliances worth a lot
3. two things that could be on a bookshelf other than books
4. two advantages of a spacious room
5. two advantages of storing items neatly
6. two ways someone might make their garden or patio shady
7. two things someone could put in a pot

8. two things someone might have stacks of
9. two things in a home that could be fitted
10. two things that could be made of china
11. two things that could be clutter
12. two reasons someone might put a certificate on their wall

Task 2. Complete the text with an appropriate word from the box.

<i>suburban</i>	<i>buildings</i>	<i>apartments</i>	<i>homes</i>	<i>expensive</i>
<i>land</i>	<i>families</i>	<i>quarter</i>	<i>large</i>	<i>less</i>
<i>communities</i>		<i>single-family</i>		

About two-thirds of the ¹_____ in the United States live in single-family ²_____. About a ³_____ of the families live in ⁴_____ that have two to four ⁵_____.

⁶_____ cities have more apartment housing than small ⁷_____, because ⁸_____ is scarce and ⁹_____. Small towns and ¹⁰_____ areas, where land is ¹¹_____ expensive than in the city have mostly ¹²_____ homes.

Task 3. Choose the right option when describing furniture and fittings.

1. Some rooms don't have curtains at the windows, they have _____.

carpets *blinds* *gates* *stores*

2. It was on the top shelf, out of _____.

achievement *attempt* *reach* *touch*

3. The house is very quiet because the carpets are so _____.

fat *heavy* *smooth* *thick*

4. The table was a curious _____ as both the top and the legs were curved.

form *model* *pattern* *shape*

5. She closed the window and drew the _____ before switching on the light.

coverings *curtains* *masks* *shades*

6. Her room is comfortable but rather on the small _____.
angle *basis* *side* *size*
7. Be careful how you handle this vase as it is _____.
invaluable *priceless* *valueless* *worthy*
8. The windows don't fit very well and it makes the room awfully _____.
airy *breezy* *draughty* *ventilated*
9. The room was so _____ with furniture that it was impossible to move.
cluttered *burdened* *assembled* *overrun*
10. The vacuum cleaner is a valuable labour-saving _____ for the busy housewife.
device *engine* *instrument* *piece*

GRAMMAR ACTIVATOR

Task 1. Choose the correct words to complete the phrases.

1. a friend's <i>house/home</i>	2. be in a care <i>house/home</i>
3. do up my <i>house/home</i>	4. feel at <i>house/home</i>
5. go round to their <i>house/home</i>	6. heading <i>house/home</i>
7. <i>house/home</i> hunting	8. <i>house/home</i> improvement
9. leave <i>house/home</i>	10. <i>house/home</i> ownership
11. wake up the whole <i>house/home</i>	12. <i>house/home</i> -warming party

Task 2. Complete the sentences with the correct form of the collocations from Task 1.

- Quick, turn that alarm off, you're going to _____!
- My grandmother, who _____, is frail, but sharp as ever.
- I've been invited to a _____. What shall I take?
- Seeing as you can do virtual tours, _____ is becoming much easier in the age of the internet.
- I don't enjoy _____, but I'm happy to watch TV shows about it.

6 Just one more thing to do at the office, then I'll be _____.

7 Young people sometimes move back in with their parents a few times before they _____ permanently.

8 I'm staying over at _____ tonight.

9 If I'm going to _____, I always call first, even if I'm just dropping something off.

10 We're _____ in our spare time, starting with the kitchen.

11 The host was very kind and made us _____.

12 Taking into account price rise, it isn't surprising that _____ rates are declining.

Task 3. Complete the phrases with either *make* or *do*.

1. _____ my day

7. _____ a house a home

2. _____ sense

8. _____ the dishes

3. _____ the cooking

9. _____ sure that

4. _____ up a house

10. _____ the right thing

5. _____ yourself at home

11. _____ a good job

6. _____ our homework

12. _____ the most of an opportunity

Task 4. Put the following with the correct verb to make verb phrases.

<i>do</i>	<i>make</i>
<i>an appointment</i>	<i>a decision</i>
<i>badly</i>	<i>a bad impression</i>
<i>a cup of coffee</i>	<i>the bed</i>
<i>a difference</i>	<i>the dishes</i>
<i>a dress</i>	<i>French</i>
<i>good</i>	<i>a good impression</i>
<i>your hair</i>	<i>harm</i>
<i>your homework</i>	<i>a job</i>
<i>a living</i>	<i>a loss</i>
<i>marks on the wall</i>	<i>Maths</i>
<i>a mistake</i>	<i>money</i>

a phone call
a profit
a suggestion
well

Physics
sth for a living
the washing up
some work

Task 5. Complete the following sentences with an appropriate form of *do* or *make*.

1. Her job has something to _____ with marketing.
2. Girls _____ up half of the students in the school.
3. You'll have to _____ without your dinner if you don't get back in time.
4. She sits in front of the mirror for ages _____ herself up.
5. The government have decided to _____ away with the old tax law.
6. When the bell rang, the students _____ for the door.
7. Let's _____ the store room into an extra kitchen, shall we?
8. Speak louder – I can't _____ out what you're saying.
9. _____ up your coat – it's cold.
10. I was _____ out of ten pounds in the shop this morning.
11. They mugged the old lady and _____ off with her handbag.
12. If you _____ your best to explain the problem, I'm sure she'll understand.
13. What did the robbers _____ off with?
14. It's about time you _____ some exercise – you're getting a bit overweight.
15. I don't know what to _____ of Christina's odd behaviour just lately.
16. I could have _____ with more help.
17. I don't believe him – he's _____ it up!
18. How many times a week do you _____ the shopping?

SECTION 5 D. HOSTING GUESTS

VOCABULARY ACTIVATOR

Topical Vocabulary	
en suite	to flush
communal	to clear
dimensions	to set off an alarm
payable	safe
recycling bin	duvet

Task 1. A. Read about four different people talking about their experiences with renting accommodation and do the tasks that follow.

A

We saw the ad in the summer, in about July, I think, but we weren't really serious about moving then so we didn't even go and see it. It wasn't until November when they readvertised it that we got in touch with the agency and had a look. They'd put the price down since the summer too, I suppose because it had been empty so long, so that made it more affordable for us which helped us make up our minds. It was perfect – a bigger garden for the kids and enough space for an office. In winter it was lovely, very cosy, in fact, which is important to me as I really feel the cold, whereas my husband will open a window when it's minus temperatures outside! Anyway, in July when summer really started and we had that heatwave, we understood why no one had wanted to rent it over summer. It was boiling! All those lovely big windows that made the flat so light and open were like a greenhouse as soon as it got warmer. From about 8 in the morning until 7 in the evening, it was like living in a sauna! We couldn't stand being at home, and weekends were especially bad. No air conditioning, of course. If only we'd gone to see it when it was first advertised in July, we'd never have moved in!

B

I always rent apartments when I go on holiday, rather than staying in hotels. Hotels are so impersonal, aren't they? This way you get to feel like you really live in the place you're visiting. It's the first time I've done it the other way round, though, and rented out my place ... but it seemed like a good way of making some extra money. The website is

really easy to use and they only charge five per cent commission, which is lower than a lot of the other holiday rental sites. It's all about the photos and the reviews. Get the photos right and the place can look really upmarket and spacious, but you don't want to make it look too much better than it really is or you end up with a bad review. It's better to undersell and overdeliver so guests are pleasantly surprised and leave an extra positive review. So far, I'm averaging three stars because of one bad review that brought my average down from four and a half stars, but hopefully I'll get it back up during the busy season.

C

Buying a house seems so far out of my reach it's almost impossible, as it is for loads of people my age these days. My parents always told me renting was throwing money away, but it was different in their day. Then people could afford to buy a house on a normal salary, but nowadays house prices are so high and no bank will look at you unless you've got a huge deposit. The problem with my dream of buying is that it's never going to come true. Not unless my parents help me out, but I've got two sisters and we're all in the same position. At least they've both got good jobs. Not good enough to buy a house, but at least they can afford to rent places of their own in nice areas. I just don't earn enough to rent around here. Even if I get promoted to manager, it'll be tough to find somewhere unless I share, and call me fussy, but there aren't that many people I want to share a bathroom and kitchen with. Some days I think I'll be stuck living with my parents forever – even renting is like a dream to me.

D

At first our landlord was really helpful, couldn't do enough for us. You hear stories of nightmare landlords and we felt like we were really lucky, or so we thought anyway. He redecorated the whole place, from top to bottom, and let us keep all the bills in his name so we didn't have the bother of contacting all the companies ourselves. He even offered to come round and do the gardening as he knew we both worked long hours and might not have time. That's where the problems started now I look back. Then he'd pop round 'just to check everything's OK for you' ... once a month, then twice a month. Soon he was coming every week with some excuse or other. In the beginning we'd invite him in for tea, but it was only encouraging him, so when we realised, we'd try to have the conversation on the doorstep instead. It got so bad we pretended to

be on our way out if we saw him coming up the path. We'd grab our coats and walk round the block until he'd gone. I don't know if he was just lonely or just didn't trust us not to ruin his precious house. In the end we gave our notice and found somewhere else. It's a shame because we really loved that house, but at least it's more peaceful in the new place.

B. Match the ideas with the speaker A, B, C or D.

1. is not renting yet
2. told the landlord they were moving out
3. regrets the timing of their decisions to move in
4. feels as if their situation will never improve
5. had a problem with the owner of the house
6. thought they'd found their dream home
7. is doing something they've never done before
8. offers their flat for rental

Task 2. Write the correct form of the word in CAPITALS to complete the sentences.

1. This _____ city apartment sleeps 2-4 people. SPACE
 2. Buying a house seems so far out of reach it's _____. POSSIBLE
 3. We spent my birthday weekend in an _____ boutique hotel in London. MARKET
 4. Hotel rooms always feel so _____ to me – identical furniture and the same white hotels. PERSONAL
 5. If you move out of the city centre, nice flats become more _____. AFFORD
 6. It gets so hot in July – you really need air _____. CONDITION
- (Adapted from <https://learnenglish.britishcouncil.org/skills/listening/c1-listening/renting-a-house>)

Список використаної та рекомендованої літератури

1. Clare A., Wilson Jj. Speakout. Advanced Student's Book. 2nd edition. Essex: Pearson Education Limited, 2016. 175 p.
2. Dellar H., Walkley A. Roadmap (B2+). Students' book: with digital resources and mobile app. Essex: Pearson Education Limited, 2020.
3. Dellar H., Walkley A. Roadmap (B2+). Work book: with key and online audio. Essex: Pearson Education Limited, 2020.
4. Dellar H., Walkley A. Roadmap (B2+). Teacher's book. Essex: Pearson Education Limited, 2020.
5. Eales F., Oakes S. Speakout. Upper Intermediate Student's Book. 2nd edition. Essex: Pearson Education Limited, 2015. 176 p.
6. Oxenden C., Latham-Koenig Ch. New English File. Advanced Student's Book. Special edition. Oxford University Press, 2010. 171 p.
7. Tims N., Bell J. Face to Face. Upperintermediate Workbook. Cambridge: Cambridge University Press, 2007. 100 p.
8. Vince M. First Certificate Language Practice. English Grammar and Vocabulary (intermediate – upper-intermediate). Macmillan, 2017.

Інформаційні ресурси

1. British Council. URL : <https://www.britishcouncil.si/en/english/websites>.
2. BBC Learning English. URL : <https://www.bbc.co.uk/learningenglish/>
2. Наукова бібліотека НУВГП (інформаційні ресурси у цифровому репозиторії). URL : <http://lib.nuwm.edu.ua/>.
3. Рівненська обласна наукова бібліотека. URL : <http://litopys.com.ua/places/b-bl-oteki/r-vnenska-oblasna-un-versalna-naukova-biblioteka>.

Корисні покликання

- <https://www.bbc.co.uk>
<https://learnenglish.britishcouncil.org>