

Міністерство освіти і науки України
Національний університет водного господарства
та природокористування

Кафедра іноземних мов

06-09-82М

МЕТОДИЧНІ ВКАЗІВКИ

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

Схвалено науково-методичною
радою НУВГП
Протокол № 1 від 31.01.2024 р.

Рівне – 2024

Методичні вказівки та навчальні завдання до практичних занять і самостійної роботи з дисципліни «Іноземна мова (англійська / рівень володіння B2+)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей НУВГП денної та заочної форм навчання. Частина II. [Електронне видання] / Літвінчук А. Т., Купчик Л. Є. – Рівне : НУВГП, 2024. – 68 с.

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Передмова

Методичні вказівки та навчальні завдання до практичних занять і самостійної роботи для здобувачів першого бакалаврського рівня вищої освіти з дисципліни «Іноземна мова (англійська / рівень володіння B2+)» (частина II) є продовженням МВ та НЗ 06-09-76М (частина I) й укладені на основі сулабусу дисципліни «Іноземна мова (англійська) (рівень володіння B2+)» для здобувачів вищої освіти всіх освітньо-професійних програм НУВГП. Дана розробка є функціональним доповненням до навчально-методичного забезпечення дисципліни, викладання якої здійснюється на основі підручника “Roadmap B2+” видавництва Pearson й укладена відповідно до структури і тематики підручника (розділи 6-10).

Метою методичних вказівок та навчальних завдань є поглиблення англомовної лексико-граматичної компетентності і сприяння повторенню та розширенню 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 просунутому рівні володіння англійською мовою, 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 уможливує невимушене спілкування з носіями мови; розвиток навчальних стратегій та метакогнітивних навичок для здійснення самостійного навчання, самоаналізу і рефлексії; розвиток критичного мислення з метою удосконалення здатності студентів оцінювати та інтерпретувати інформацію англійською мовою та бути готовим вести змістовні дискусії.

Вказівки укладено відповідно до структури підручника за розділами (Units) і підрозділами (Sections), кожен з яких містить лексичну частину (Vocabulary Activator) із укладеним тематичним словником; граматичну частину (Grammar Activator / Language Focus) із системою репродуктивних і продуктивних вправ у межах кожної окремої теми; автентичні текстові завдання, аудіо- і відео-матеріали з ресурсів British Council, BBC Learning English тощо.

UNIT 6

SECTION 6 A. A DIFFICULT BUSINESS. ADVERBS

VOCABULARY ACTIVATOR

Topical Vocabulary	
lose focus	expansion
get an edge over someone	boom
break smth. up	rival
struggle	crash
sustainable	deepen
branch out	taxpayer
turnover	freeze
value smth. at	privatisation
undercut	deficit
board	force sb out
recession	

Task 1. Match each word with its definition.

1. turnover	a. to expand or extend, as business activities, pursuits, interests, etc.
2. sustainable	b. the group of people who are responsible for controlling and organising a company or organisation
3. branch out	c. a period when the economy of a country is not successful and conditions for business are bad
4. undercut	d. able to be maintained or continued
5. board	e. growth of business to a stage at which it seeks out additional options to generate more profit
6. expansion	f. the amount of business that company does in a period of time
7. recession	g. to separate into parts
8. to break up	h. to charge less than a competitor in order to obtain trade

Task 2. Complete the sentences with the word or phrase from the box.

valued at shrink dying out rival board
make a deal core market recession sustainable force out

1. The executive _____ convened to discuss the proposed merger and vote on its approval.
2. The traditional publishing industry has seen a decline in recent years, with many physical bookstores _____ due to the rise of e-books.
3. After substantial examination, they _____ the picture _____ \$200,000.
4. Despite fierce competition, the company managed to _____ with its main competitor and secure a strategic partnership.
5. The company's expansion plans were hindered by the economic _____ that affected the entire industry.
6. The company's decision to prioritize environmental and social responsibility aligns with its commitment to _____ business practices.
7. The CEO met with potential investors to _____ on financing the project that would support the company's expansion plans.
8. The retail giant experienced a decline in sales, forcing them to _____ their operations and close several underperforming stores.
9. In the midst of intense competition, the company's _____ advantage lies in its loyal customer base and strong brand recognition.
10. The aggressive pricing strategy of a new competitor in the market could potentially _____ existing players _____ of business.

Task 3. Read the following text and get ready to give an overview of the problems of business at a time of transformation.

The world is witnessing dramatic changes in the environment, in technology, in the economy, and in society. 'Business as usual' is no longer acceptable, and the question is how long the world can continue pursuing consumption and growth predicated on ever-increasing efficiency. The COVID-19 pandemic has **amplified** concerns about the highly interconnected and **vulnerable** state of the global economy, the relationship with nature and the **prospects** for each living being on this planet, including people, to survive and to **thrive**.

This **concern** is not new. For decades, science has pointed out the problems associated with material, linear, fossil-fuel-based economic growth. The **overwhelming** evidence from the GEO-6 report, published in 2019, is that human beings are already putting people's survival at risk. Not only are we driving catastrophic climate change and increasing pollution, but we are also driving an **unprecedented** loss of biodiversity,

the rich variety of life that is essential for the stability and **resilience** of all ecosystems. This scientific consensus has also been translated into high level political **commitments**, including the Paris Agreement, leading up to a Global Deal for Nature and the Business Ambition for 1.5°C.

Despite recent progress and growing momentum, the global community, including business and governments, has failed to take the transformative actions necessary for human survival. Dominant responses remain focused on the **pursuit of** short-term financial and economic **recovery**, and growth as a driver for progress, even if this growth comes at the expense of the planet's natural resources and long-term well-being. With this well-being now dramatically and perhaps irreversibly **undermined**, there is need to question the thinking and systems that got the world to this point. It is clear that a resilient economy must be one that prioritizes and supports the well-being of nature and people. This transformative change is towards a positive relationship with nature poses existential challenges.

To navigate and survive the coming decades of transformative change, every business will need to **harness** all the ingenuity, creativity and imagination they can muster. We will need CEOs and entrepreneurs to **steer** the economy and their businesses away from relying on the exploitation of nature and people and towards a new model of prosperity, based on green and regenerative principles. It is time for leaders in business to **overhaul** their purpose, plans and strategies for this new context and explore different futures, engage with new partners and create space for experimentation. With so much at stake, clinging to business-as-usual is not just risky, but a narrow and irresponsible approach. The only way to prepare for the future is to explore how companies can take on a nature positive approach, starting today

(Adapted from

<https://wedocs.unep.org/bitstream/handle/20.500.11822/32630/G4B.pdf?sequence=1>)

Task 4. Match the items to the words in bold in the text according to the similarity in meaning.

Intensified, develop, re-examine, threatened, defenceless, collect and control, drive, reconstruction, following, chance, worry, obligations, strong, flexible, remarkable.

Task 5. Complete the sentences with one of the words in bold from the text.

1. The company decided to _____ its outdated technology infrastructure to stay competitive in the market.

2. The CEO's vision and leadership helped _____ the company towards success in the new market.

3. The negative reviews from dissatisfied customers can _____ the company's reputation.

4. The organisation aimed to _____ the potential of its employees by providing them with training and development opportunities.

5. The startup company implemented innovative strategies and managed to _____ in a highly competitive market.

6. The board of directors made _____ to expand the company's operations in international markets.

7. The rapid advancement of technology has brought about _____ changes in the business world.

8. The ability to adapt to unexpected challenges is a key characteristic of business _____.

9. The company's main _____ is to become a leader in sustainable practices.

10. The CEO was faced with an _____ amount of work due to the company's rapid expansion and numerous new projects.

GRAMMAR ACTIVATOR

Task 1. If you had an online shop, what would you sell? What strategies could you use to encourage people to buy your products?

Task 2. Complete the blog post with the adverbs and adverbial phrases in the box.

<i>by name</i>	<i>equally</i>	<i>ever again</i>	<i>extremely</i>
<i>for a limited time</i>	<i>increasingly</i>	<i>in an advertisement</i>	<i>in English</i>
<i>in London</i>	<i>literally</i>	<i>not surprisingly</i>	<i>rapidly</i>
<i>thirty seconds later</i>	<i>sharply</i>	<i>without delay</i>	

Five tricks to make you click

In an ¹ _____ competitive market, online businesses often use clever strategies to get your cash.

1. Selling a dream

Companies do this with slogans, telling you that if you buy this shirt, ‘you won’t have to worry ² _____’. They also do it with images and videos, which send messages like ‘Buy this bag, and your daily life will transform into an amazing adventure’ or ‘Drink this coffee and you’ll ³ _____ become successful.’ Obviously, you know that these things aren’t ⁴ _____ going to happen, but they may still motivate you to get out your credit card.

2. Using your name

Apparently, your name is the most powerful word you can hear ⁵ _____. More and more companies are personalising online ads and marketing campaigns to appeal to you ⁶ _____ to get your attention.

3. Including high impact words

⁷ _____, many studies say that after your name, *you* is the most effective word in an advertisement. Other words ⁸ _____ which will supposedly persuade customers to buy things are: now, free, results, guarantee, easiest and because.

4. Highlighting stock limits

You could be influenced to purchase something ⁹ _____ by real or fake information related to product availability. If there’s only one hat left in stock, naturally, you’re more likely to buy it right now to avoid missing out. ¹⁰ _____ influential are warnings that deals are ¹¹ _____ only, or ¹² _____ general statements such as prices may rise.

5. I’ll have what she’s having

You are looking at umbrellas online when you suddenly get a notification that someone called Lisa ¹³ _____ just bought the exact model you were looking at. ¹⁴ _____, there’s another note telling you that Jack in Toronto has bought one, too. This technique may convince you to buy this popular item now. Of course, if you happen to work in online sales, you might want to

try some of these tips yourself, and watch your profits rise
15 _____ as a result.

Task 3. Work in pairs and discuss the questions.

Start sentences with adverbs or adverbial phrases.

- Have you experienced any of the strategies in the blog post?
- Which of the strategies do you think is most effective?
- What other strategies do you think online businesses use?

*Once ... A couple of years ago ... Personally ... Obviously ...
Generally ...*

SECTION 6 B. ON THE MAP. FURTHER PASSIVE CONSTRUCTIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
ban	host
bid	estimate
boost	grant
boycott	pay off
bring about	prestigious
catalyst	profile
commission	revenue
corruption	transformation

Task 1. Read the sentences and find an appropriate explanation to the words in bold from those given below.

1. What kind of **infrastructure** is required to successfully host a prestigious event?

2. How effective do you think **boycotts** are in prompting governments or organisations to change the way things are done?

3. What might be possible **catalysts** for a city to bid to host a major event?

4. What kinds of steps might reduce instances of corruption?

5. Why do you think cost **estimates** for hosting events often turn out to be inaccurate?

6. How could you find out about **grants** which are available in your area?

7. Think of a place that has gone through a **transformation** which has boosted visitor numbers.

8. Think of a high-profile building or piece of art. Do you know who was **commissioned** to design or make it?

A. Something or someone that causes an important change or event to happen.

B. An amount of money given to someone, especially by the government, for a particular purpose.

C. The basic systems and structures that a country or organisation needs to work properly, e.g. roads, railways, electricity, etc.

D. A calculation of how much it will probably cost to do something.

E. Requested to do a piece of work for which they are paid, e.g. as an artist, designer or architect.

F. When someone, especially someone with power, behaves in a way which isn't honest, legal or moral.

G. When people refuse to buy or use something, or take part in something as a way of protesting.

H. A complete change in someone or something.

Task 2. Read the text and discuss the issues given below.

Spiralling costs a risk for Paris 2024 Olympics

With Paris set to be awarded the 2024 Olympics, one of the organisers' biggest challenges will be to keep within budget – a challenge that has defeated so many of their predecessors.

The French capital has set a relatively modest budget of 6.6 billion euros (\$7.9 billion), but London in 2012, Athens in 2004 and Sydney in 2000 all saw their budgets for hosting the Summer Olympics at least double from the time of their bids to the final bill.

The budget-busting reached its peak with the 2008 Beijing Games for which costs ballooned to a vertiginous 32 billion euros, more than ten times the original budget.

In an attempt to impress the International Olympic Committee (IOC) in the bidding process, candidate cities have a habit of

underestimating certain costs – as London did for the 2012 security bill – and overestimating potential economic benefits.

After evaluating the Paris bid in July, the IOC said in its report that while costs for security, preparing venues and installing temporary infrastructure “may be understated”, they “could be offset by potential expenditure reductions in other areas”.

The official cost of the London Games rose to 8.77 billion pounds, or 9.8 billion euros/\$11.6 billion at today’s exchange rates, from an initial bid estimate of around half that figure.

The spiralling cost of organising an Olympics was the main argument put forward by opponents of the French capital hosting the Games for the first time since 1924. But the Paris bid team has repeatedly insisted that its 6.6 billion-euro estimate is feasible.

Bernard Lapasset, the co-head of the organising committee, said the bid was "sheltered" from changes to financial conditions in the future because 95 percent of the venues already exist.

The organising committee budget is basically financed by the Olympics themselves – the estimated 3.37 billion-euro cost will be paid for with the IOC’s contribution of 1.45 billion euros and income from sponsorship and ticket sales.

Paris is planning to use the Stade de France, built for the 1998 World Cup, as the main Olympic Stadium, whereas London and Athens both had to build stadiums. Paris only has to construct three sites – the athletes’ village, which at 1.3 billion euros is by far its most expensive item, a media centre and an aquatics centre.

The total bill for permanent venues is estimated at three billion euros, of which the French state and local authorities will pay half, while the other half will come from private investment – the athletes' village will be partly privately financed.

One concern for Paris is that its bid was based on the sports in the 2016 Rio Olympics. Since then, surfing, climbing, softball/baseball, karate and skateboarding have been added to the Olympic programme, meaning they might require the construction of venues not currently in the bid estimate.

But the biggest headache for host cities remains the cost of transport infrastructure to bring hundreds of thousands of spectators to events. Experts warned it would be an expensive mistake to use the 2024

Games to try to accelerate a long-term project already under way to improve transport networks in the Paris area.

1. Evaluate the potential challenges and benefits of hosting sporting events like the Olympics.

2. Critically analyse the concerns related to transportation infrastructure for hosting the Olympics.

3. Compare and contrast the experiences of previous host cities in managing sports infrastructure and transportation challenges.

4. Make a cost-benefit analysis of hosting the Olympics and compare the experience of different host cities.

5. Brainstorm the solutions and approaches to solving the challenges.

GRAMMAR ACTIVATOR

Task 1. Choose the correct alternatives to complete the sentences, in some cases both options may be possible.

Earth Hour: switch off lights for the planet

1. You may have heard of Earth Hour, a global movement _____ annually in late March.

a. held

b. is held

2. If _____ in Earth Hour, individuals, communities and businesses commit to turning off non-essential electric lights for one scheduled hour.

a. they are involved

b. involved

3. Landmarks in big cities all over the world are switching off lights to show their support. It needs to be seen _____!

a. to have believed

b. to be believed

4. Many participants want to emphasise to world leaders that steps _____ to preserve our planet.

a. must be taken

b. have to be taken

5. Earth Hour is rumoured _____ transformations such as the creation of a marine reserve in Argentina, a forest in Uganda and a plastic ban in the Galapagos.

a. to have influenced

b. to be influenced

6. Another reason for Earth Hour is so that conversations about living a more sustainable lifestyle _____.

a. might be said to be started *b. might be started*

7. It _____ that discussing issues and solutions may be the catalyst for longer-lasting changes.

a. is believed *b. has believed*

8. Earth Hour is said _____ millions of people to engage with climate change.

a. to have influenced *b. to influence*

9. After _____ successfully in Sydney in 2007 by the World Wildlife Fund, Earth Hour went international the next year.

a. being hosted *b. to be hosted*

10. Today, the event _____ to be hosted in over 188 countries and territories worldwide.

a has thought *b. is thought*

Task 2. Fill in the gaps using passive gerunds and infinitives.

1. Nobody likes _____ (laugh at).

2. Kate remembers _____ (tell about) the project.

3. His greatest ambition is _____ (choose) to take part in the Olympics.

4. _____ (accept) to that company changed his life.

5. We are looking forward _____ (film) for this TV programme.

6. I hate _____ (ask) the same questions.

7. Gabriel was very angry for _____ (keep) waiting.

8. Stacey doesn't want _____ (tell) what to do every time.

9. I don't mind _____ (explain) how to do this task.

10. He doesn't respond very well to _____ (ask) to do things.

11. The student apologised for _____ (hack) into his teacher's Twitter account last week.

12. Our company _____ (expect) to make profit this month.

13. I _____ (suppose) to meet Carlos at the station at 8.15, but I was late.

14. I don't appreciate _____ (interrupt) when I'm speaking.

15. Janet is going to fill out an application. She wants _____ (consider) for the job.

**SECTION 6 C. GOING OUT. ARTS EVENTS. WORD
GRAMMAR AND PATTERNS**

VOCABULARY ACTIVATOR

Topical Vocabulary	
cabaret	over-the-top
community arts project	literary
gig	moving
indie film	fast-paced
open-mike night	outrageous
photographic exhibition	collaborative
poetry reading	environmentally friendly
stand-up comedy	matter-of-fact
fringe festival	densely populated
registration fee	easy-going
to break even	user-friendly
out of tune	open-minded
mediocre	well-behaved
intense	down-to-earth
disappointment	free-range
folk duo	open-access

Task 1. Match the words on the left with their corresponding definitions on the right:

1. Cabaret	A. A performance event where amateur and professional comedians present their routines to a live audience.
2. Community arts project	B. An event where a variety of artistic performances, often including music, dance, comedy, and more, are presented in an informal setting, e.g. restaurant.
3. Gig	C. A small-scale, independently produced film typically created outside of major film studios, often focusing on unique storytelling or unconventional themes.

4. Indie film	D. A gathering where poets share and recite their original poems in front of an audience.
5. Open-mike night	E. A showcase of photographs or visual artworks presented to the public, usually centered around a specific theme or style.
6. Photographic exhibition	F. An event featuring live musical performances, typically by bands or solo artists, held in various venues such as clubs, bars, or concert halls.
7. Poetry reading	G. A festival that features unconventional, experimental, and avant-grade performances, often held independently alongside a larger arts event.
8. Stand-up comedy	H. A venue or event where individuals can perform on stage without a scheduled lineup, showcasing talents such as music, comedy, or spoken word.
9. Fringe festival	I. An organised initiative involving artistic and creative endeavors that engage and benefit a local community through collaboration and participation.

Task 2. Fill in the gaps in the sentences with the necessary compound word from the topical vocabulary:

1. The _____ nature of the city can be quite overwhelming for those people who prefer a quieter lifestyle.

2. The new software interface is incredibly _____, making it accessible even to those with limited computer skills.

3. The school encourages an _____ atmosphere where students are free to express diverse opinions and ideas.

4. The novel's _____ narrative keeps readers engaged from the first page to the last.

5. Sarah is known for her _____ personality; she's friendly and approachable to everyone she meets.

6. The conference promotes an _____ policy, allowing researchers from various fields to access and contribute to its resources.

7. The company is committed to producing _____ products, using sustainable materials and manufacturing processes.

8. The children at the party were remarkably _____, listening to instructions and playing well together.

9. The company's CEO is known for being approachable and _____, often mingling with employees during office events.

10. Her approach to painting was like that of a _____ artist. As she let her imagination roam without constraints, resulting in bold and unconventional masterpieces.

Task 3. Fill in the gaps with the correct option.

The Arts and Events

Cultural heritage and (1) _____ arts benefit from being showcased in events. Arts-related events are each unique in (2) _____ local culture; they may be (3) _____ spontaneous (street art and so on) or planned (i.e. studio tours or arts festivals). The Arts and Events (4) _____ the nature and complexity of managing arts events and fills a significant gap in the available literature. It investigates the history, development and management of arts events to (5) _____ much needed insight into creating economic, social and cultural capital. It therefore contributes to a greater understanding of how arts events can create a (6) _____ experience for the individual and the community as well as their future sustainable development. The title explores a broad (7) _____ of events from around the globe including: inspirational events for building creative (social, cultural and human) capital; affirming events for encouraging links to cultural (8) _____ or heritage; pleasurable events that offer enjoyable recreational, leisure and touristic experiences; (9) _____ events that create opportunities for personal growth and/or to sell products or experiences, and finally, celebratory events that (10) _____ cultural diversity. This significant volume is a valuable source for researchers, policy-makers and managers of arts events around the globe.

(Adapted from:

<https://www.researchgate.net/publication/262974118> The Arts and Events)

1.	A. current	B. contemporary	C. last	D. occurring
2.	A. ranging	B. resembling	C. imaging	D. reflecting
3.	A. therefore	B. however	C. although	D. despite
4.	A. researches	B. discovers	C. explores	D. invents
5.	A. offer	B. intend	C. refer	D. suggest

6.	A. precious	B. profitable	C. beneficial	D. valued
7.	A. fringe	B. frame	C. layout	D. range
8.	A. concept	B. identity	C. unity	D. habit
9.	A. enriching	B. gaining	C. profiting	D. breaking
10.	A. engrave	B. endanger	C. enchant	D. enhance

LANGUAGE FOCUS

Task 1. Find and correct the mistake in six of the comments.

A. Izzy and Pip have just been to a modern poetry reading.

1. The whole thing wasn't as long as I expected.
2. I'd have expected the poets being older, wouldn't you?
3. I was surprised that beautiful the venue looked at night.
4. I didn't expect there to be free food. Those crackers were delicious.
5. I wasn't expecting to be so crowded.
6. I was surprised how moving it was, actually.

B. Tim and Matt have just been to a photographic exhibition.

1. The tickets were cheaper than I expect.
2. I wasn't expecting it having such a long queue to get in!
3. I was surprised how many photos were of landscapes I recognised.
4. I expected something more mediocre.
5. I suppose I was expecting the photos to be a bit more outrageous.
6. I didn't expect the photographer be there! That was cool.

Task 2. Work in pairs. Take turns to say one of the comments. Respond by using a different grammar pattern with *expect/surprised* to show you agree.

A: I wasn't expecting there to be so many people there.

B: Yeah, I was surprised how many people there were, too

UNIT 7

SECTION 7A: UPS AND DOWNS. ADDING COMMENTS USING *MUST AND CAN'T*

VOCABULARY ACTIVATOR

Topical Vocabulary	
doctorate	relocate
make a go of it	golden anniversary
trial separation	get-together
falling-out	tie the knot
inherit	fly the nest
come to terms with smth	arrive
make a clean break	premature

Task 1. Complete the sentences with an appropriate word or phrase:

<i>a trial separation</i>	<i>arrived</i>	<i>clean break</i>	<i>come to terms with</i>
<i>doctorate</i>	<i>falling-out</i>	<i>flew the nest</i>	<i>get-together</i>
<i>golden anniversary</i>	<i>inherited</i>	<i>make a go of it</i>	
<i>native</i>	<i>premature</i>	<i>relocated</i>	<i>tied the knot</i>

1. My grandparents are approaching their ¹ _____, but they've had their ups and downs over the years.

2. They met for the first time when Gran ² _____ to Canada for her ³ _____.

3. At a ⁴ _____ for new students, she met another student who was also originally from her ⁵ _____ Wales.

4. They started meeting to study, and eventually decided to ⁶ _____ as a couple.

5. They ⁷ _____ in the same week as their graduation.

6. Mum ⁸ _____ a few years after their wedding.

7. Unfortunately, my Mum was eight weeks ⁹ _____ and was seriously ill.

8. Mum says it took them a long time to ¹⁰ _____ having such a sick baby.

9. Then, when Mum was about ten, my Gran unexpectedly ¹¹ _____ a large farm from a distant relative.

10. Sadly, my grandparents had a huge ¹² _____ over what to do with it and decided they needed ¹³ _____.

11. They realised after just a few weeks that neither of them actually wanted a ¹⁴ _____ from each other.

12. Ten years later, Mum ¹⁵ _____, and it became just the two of them. Every time I visit, they seem really happy.

Task 2. Read what four people have to say about their working hours to practise and do post-text exercises.

Work – Life Balance

Ronan

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but after I came out of my parental leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

Marcus

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

Lily

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

(Adapted from: <https://learnenglish.britishcouncil.org/skills/reading/b2-reading/work-life-balance>)

Post-text Task A. Choose the best answer.

1. Ronan would prefer it if he ...

- A. *wasn't left to his own devices.*
- B. *could spend more time commuting and less time in the office.*
- C. *could work from home and be judged based on task performance.*
- D. *could trust his boss more.*

2. Jo wanted to reduce her working hours because she ...

- A. *thought she would be more efficient and productive when she was at the office.*
- B. *wanted to bring her work home.*
- C. *wanted to go on parental leave.*
- D. *wanted to spend time with her children.*

3. Jo is unhappy with her three-day work week because ...

- A. *she didn't realise how much the change would affect her economically.*
- B. *she now has to spend more time looking after her children and her family.*
- C. *she has more deadlines to meet.*
- D. *her workload has remained the same although she's reduced her hours.*

4. In Marcus's opinion, which of these is a disadvantage of working

from home?

- A. *You spend a lot of time in the house.*
- B. *It's easy to get distracted by your family.*
- C. *You tend to work later.*
- D. *You end up eating more as you have access to the fridge all day.*

5. Why did Lily not like working from home?

- A. *She found it lonely.*
- B. *Her family didn't like her working.*
- C. *She didn't have a good Wi-Fi connection.*
- D. *There were a lot of distractions.*

6. What solution did Lily find most suitable for her working needs?

- A. *Renting an office space to work from.*
- B. *Working from a café.*
- C. *Working from a café.*
- D. *Working for other freelancers.*

Post-text Task B. Are the sentences true or false?

- | | | |
|---|------|-------|
| 1. Ronan's boss thinks his employees will not be as productive if they work from home. | TRUE | FALSE |
| 2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office. | TRUE | FALSE |
| 3. Jo is paid the same for a five-day work week as she is on a three-day work week. | TRUE | FALSE |
| 4. Jo feels exhausted trying to manage both a five-day workload and childcare. | TRUE | FALSE |
| 5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues. | TRUE | FALSE |
| 6. Lily didn't like working from the café because the coffee wasn't very good. | TRUE | FALSE |

GRAMMAR ACTIVATOR

Task 1. Read the comments 1–7. Tick the appropriate responses. More than one response may be possible.

1. Guess what? I've got that job I applied for! I'm relocating to Thailand!

- a Congratulations! You must be so pleased!
 - b You must have impressed them at the interview! Well done!
 - c You can't have been pleased!
2. I've always wanted to live abroad!
- a You can't be excited.
 - b You must be so excited!
 - c You must have been so excited!
3. Unfortunately, a good friend also applied for the same job.
- a That must have been awkward.
 - b You must have been in a difficult position.
 - c That can't have been awkward.
4. We had a huge falling-out over it.
- a That must have been hard.
 - b You can't be fun.
 - c That can't have been fun.
5. Luckily, I hear he's now been offered another job.
- a That can't be a relief.
 - b That must be a relief.
 - c That must have been a relief!
6. Anyway, I've already found an apartment online.
- a You can't have been very efficient.
 - b You must be very efficient!
 - c You must have been very efficient.
7. It even has a roof-top pool!
- a You mustn't be serious! Lucky you!
 - b You can't be serious! Lucky you!
 - c You must be joking! Lucky you!

Task 2. Work in pairs. Roleplay the conversation in Task 1. Take turns in each role. Respond to responses as if they were questions.

A: Guess what? I got that job I applied for!

B: You must be so excited!

A: Yeah, I'm really pleased.

Task 3.

Student A:

Work with Student B. Take turns to read the sentences (1–6). Respond using *must* or *can't* with a word or phrase from the box or your own ideas.

cool exhausted not fun not true pleased useful

1. Hey. Did I tell you about my brother getting engaged? He and his fiancé are tying the knot next month.
2. I'm not sure if I've told you or not, but my interview went well and they've offered me the job.
3. I don't know if you knew or not, but the other week, someone slipped on the stairs in the office and broke their ankle.
4. I'm sorry, but I can't find your name on the class list.
5. So, last night, I heard this really weird sound on the roof.
6. As part of my course, I have to give a speech in front of 200 people.

Student B:

Work with Student A. Take turns to read the sentences (1–6). Respond using *must* or *can't* with a word or phrase from the box or your own ideas.

easy exciting impressed them not right painful scared

1. Did you know that the other day, a company was giving out free ice creams just outside this building?
2. Guess what? The bus broke down on the way to class and I had to walk for two hours to get here!
3. Someone told me our next class is going to be cancelled.
4. I'm not sure if I've told you or not, but I passed my driving test last week.
5. Yesterday, it started pouring down and I got soaked.
6. Hey. Did I tell you that I went to a really good conversation class the other day?

**SECTION 7 B: TALKING ABOUT NEWS AND EVENTS.
SECOND, THIRD AND MIXED CONDITIONALS**

VOCABULARY ACTIVATOR

Topical Vocabulary	
cause outrage	major breakthrough
cause controversy	massive coverage
trigger	offensive comment
violence	withdraw from a treaty
riot	deny allegations
election	leak smth to the press
be widely welcomed	plot to remove someone
create excitement	rumours
lead to resignation	not breathe a word
contributing factor	keep smth from someone
expose a cover-up	let slip
get through to semi-final	make out
impose tariffs	swear someone to secrecy

Task 1. Match each headline with an appropriate comment.

POLAND GETS THROUGH TO THE SEMI-FINALS	New treatment widely welcomed by doctors
MAJOR BREAKTHROUGH FOR ARTHRITIS SUFFERERS	Renewable energy cost a contributing factor
THREE COUNTRIES WITHDRAW FROM CLIMATE CHANGE TREATY	No apology for offensive comment
GOVERNMENT IMPOSES TARIFFS ON IMPORTS	Creates huge fan excitement, massive coverage promised
NETWORK PROMISES MASSIVE COVERAGE OF THE OLYMPICS	Triggers riots and violence from port workers
REPORT EXPOSES COMPANY BOARD COVER-UP	Extra channel planned for the two-week period
FOOTBALL STAR CAUSES OUTRAGE	Fraud may lead to member resignations

GRAMMAR ACTIVATOR

Task 1. Complete the opinions on the news with the correct conditional form of the verbs in brackets.

<p>A. People ¹ _____ (be) less anxious if they ² _____ (not see) awful stories again and again online. If we all ³ _____ (consume) more good news, or less news overall, I think it ⁴ _____ (increase) our happiness.</p>
<p>B. I ⁵ _____ (find) it helpful if the internet ⁶ _____ (block) fake news more effectively. I'm embarrassed to admit that I've shared a few articles on social media, which turned out to be false. I ⁷ _____ (believe) them if they ⁸ _____ (appear) so realistic.</p>
<p>C. If huge companies and rich individuals ⁹ _____ (not own) news companies, they ¹⁰ _____ (have) such a big effect on the way news is presented. If citizens ¹¹ _____ (realise) how much influence the owners have, they ¹² _____ (ask) a few more questions.</p>
<p>D. On my city newspaper's website, they've recently introduced a paywall, which I think was a mistake. They ¹³ _____ (should/keep) the news free. If they ¹⁴ _____ (introduce) the paywall, I ¹⁵ _____ (still/read) their news.</p>

Task 2. Work in pairs. Do you agree with the opinions in Task 1? Why/Why not?

Task 3. Choose the correct answer to complete mixed conditionals.

1. If I *didn't have* / *don't have* this homework to do, I would have gone out with my friends.

2. She *won't come* / *wouldn't have come* by train if she could drive.

3. They *would* / *would have* gone for a walk if it wasn't raining.

4. If I *am* / *were* him, I wouldn't have quit my job until I'd found another.

5. If they *hadn't eaten* / *wouldn't eaten* so much, they wouldn't feel ill now.

6. David *would be moving / would moved* to Germany next month if he'd got the job.

7. If we *won / 'd won* the lottery last night, we'd be rich.

Task 4. Choose the sentence with the meaning below or complete the sentences with the right option.

1. *James is always lazy. He failed a test last week.*

A. If you weren't so lazy, you would pass the test.

B. If you hadn't been so lazy, you would pass the test.

C. If you weren't so lazy, you would have passed the test.

2. *If he _____ you an invoice, you should pay him.*

A. had sent

B. would send

C. 's sent

3. *Which sentence is correct?*

A. If you'd remembered to bring a map, we wouldn't have been lost now.

B. If you remembered to bring a map, we wouldn't be lost now.

C. If you'd remembered to bring a map, we wouldn't be lost now.

4. *Paul drove too fast. Now he's in trouble with the police.*

A. If Paul didn't drive too fast, he wouldn't be in trouble with the police.

B. If Paul hadn't driven too fast, he wouldn't be in trouble with the police.

C. If Paul hadn't drive too fast, he wouldn't have been in trouble with the police.

5. *If you _____ the photocopier off and off again, it sometimes works.*

A. will turn

B. turn

C. turned

6. *If _____ late, can you turn everything off before you go?*

A. you've worked

B. you're working

C. you'll work

7. *I don't have a degree, so I didn't get the job.*

A. If I have a degree, I would have got that job.

B. If I had a degree, I would have got that job.

- C. If I'd had a degree, I would get that job.
8. **You didn't fix the roof. Now it's leaking.**
 A. If you'd fixed the roof, it wouldn't have been leaking.
 B. If you fixed the roof, it wouldn't have leaked.
 C. If you'd fixed the roof, it wouldn't be leaking.
9. **You can't find your purse. You think someone has taken it. What do you say?**
If someone _____ my purse, I'll be furious!
 A. takes
 B. took
 C. has taken
10. **Which word CANNOT go in the space?**
If you order the book today, it ___ arrive tomorrow.
 A. may
 B. should
 C. would

**SECTION 7 C: VOTING AND ELECTIONS.
 PHRASES TO SHOW THE RELATIONSHIP BETWEEN IDEAS**

VOCABULARY ACTIVATOR

Topical Vocabulary	
hold a referendum	have no say in something
implement	fix
voter turnout	disrespect
recount	underestimate
electoral system	hopeful
coalition	powerless
re-elect / re-election	mishear
cast your vote	pre-school
polling station	multi-storey
nominate	overdo it
manifesto	post-match

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

<i>referendum</i>	<i>manifesto</i>	<i>nominate</i>	<i>re-elected</i>	<i>have no say</i>
<i>cast their votes</i>	<i>recount</i>	<i>polling station</i>	<i>voter turnout</i>	<i>electoral system</i>

1. The _____ is the set of promises and proposals that a political party puts forward during an election campaign.
2. Citizens can _____ their preferred candidate by selecting their name on the ballot.
3. To ensure fairness and accuracy, a _____ of votes may be conducted after the election.
4. Some decisions, especially major ones like constitutional changes, are put to the public in a _____ to gauge their opinions.
5. A _____ is a location where citizens can go to cast their votes during an election.
6. If an incumbent candidate is _____, it means they have won another term in the office
7. The level of participation in an election is measured by _____.
8. In a democratic society, citizens have the right to _____ during elections to choose their representatives.
9. The _____ used in a country can greatly impact how political power is distributed and how elections are conducted.
10. It's important for individuals to voice their opinions and concerns; feeling like you _____ in something can lead to frustration and disengagement.

Task 2. Choose the correct alternatives to complete the two opinions in the article.

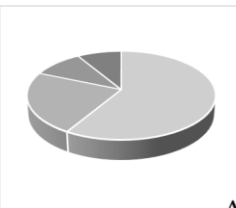
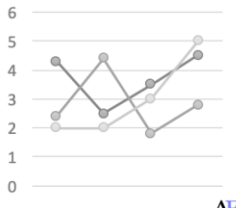
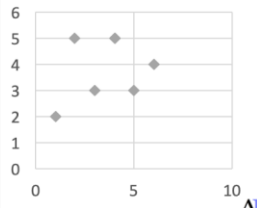
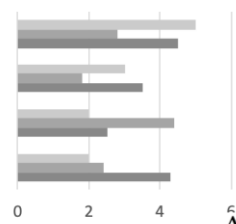
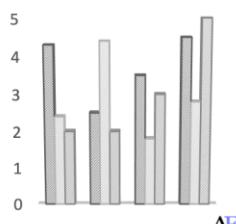
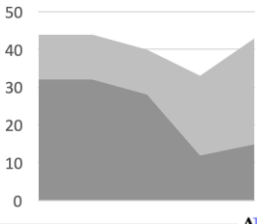
Is holding a referendum a good way to make decisions?	
Yes, says Molly Rubin	No, says Antony
<p>The outcome of a referendum will never please anybody. ¹<i>Even so / Taking into account</i>, I believe they're a great tool and should be used more.</p> <p>First of all, a lot of people complain that they have no say in decision-making. ²<i>Even so / Taking into account</i>, holding a referendum is a great way to give everyone an equal voice. ³<i>Given that / Having said that</i>, it really annoys me if people don't go out</p>	<p>A referendum sounds like a good idea in theory, because it allows citizens to participate in decision-making. ⁷<i>Considering that / And yet</i>, I think they're incredibly problematic for a number of reasons.</p> <p>Firstly, most people don't have time or just can't be bothered to educate themselves properly on the issues at stake. ⁸<i>Considering that / And yet</i>, they can make choices at the polling station based on</p>

<p>and vote when they have the chance, then complain about it. It is also often said that citizens aren't educated enough on referendum topics to vote sensibly. ⁴<i>Bearing that in mind / But all the same</i>, we all have unique experiences which can inform our point of view. I'll admit that sometimes referendum campaigns get very negative. ⁵<i>Despite that / Despite of that</i>, holding a referendum definitely boosts the amount of discussion about the issue, which has got to be a good thing!</p>	<p>emotion rather than evidence. Secondly, referendums are incredibly expensive and ⁹<i>given that / even so</i>, I'd rather money was spent on health or education instead. Thirdly, debate often seems to divide people, with a lot of negative messages coming from citizens on both sides about people who hold an opposite view. ¹⁰<i>Even so / Taking into account</i>, I think it's especially unwise to hold referendums about sensitive moral issues. Finally, if politicians promise to implement the result, they may be left to action something that they know is going to cause harm. ¹¹<i>But again then / But then again</i>, if they don't promise to follow through, then what's the point of even holding a referendum? ¹²<i>In spite of all the above / Bearing all of the above in mind</i>, if there was a referendum, I would definitely vote. However, I'd much prefer other types of citizen consultation, like discussion groups or opportunities to submit ideas online.</p>
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(Adapted from: <https://www.liveworksheets.com/node/6896063>)

**SECTION 7 D: GIVING A PRESENTATION WITH VISUALS.
EXPLAINING STATISTICS**

Different graph / chart types

		
1. Pie Chart	2. Line Graph	3. Scatter Plot / Graph
		
4. Bar Chart	5. Column Chart	6. Area Chart

Useful graph vocabulary

UP: *increase / rise / grow / went up / soar / double / multiply / climb / exceed /*

DOWN: *decrease / drop / fall / decline / plummet / halve / depreciate / plunge*

UP & DOWN: *fluctuate / undulated / dip /*

SAME: *stable (stabilised) / levelled off / remained constant or steady / consistent*

CHANGES: *gently / gradually / slightly / steadily / a little /*

CHANGES: *suddenly / sharply / dramatically / steeply / sudden*

TOP: *reached a peak / peaked / reached its highest level /*

BOTTOM: *bottomed out / sank to a trough / the lowest level*

Useful graph language: Description

The graph from (source) presents data on (title)...

The graph from (source) shows/ illustrates (title)...

If we look at this graph on (title) from (source) you can see...

The y axis (vertical) is... and the x axis (horizontal) is...

(Graph) These lines represent... (Bar) These Columns are... (Pie)

These segments are... (Table) These rows are...

Useful graph language: Analysis

What you can see is... / From the graph we can see...

I'd like to focus your attention on...

If you look at this..., you'll see / notice / understand

A key significant area is ...

An important point is...

An interesting observation is...

An analysis of the graph illustrates...

Looking at

Overall summary: Overall, there is / has been... / Generally, there is...

Useful graph language: Evaluation

This seems to suggest that...

This is possibly because of...

This is (clearly) due to...

One reason for this could be...

An evaluation of this data suggests / provides evidence for / highlights...

To provide evidence to my previous point the graph highlights...

Overall, this highlights the significance of...

Therefore, this provides evidence that...

(Adapted from: <https://academic-englishuk.com/describing-graphs/>)

Task 1. Use the following link to learn more about describing graphs, charts and diagrams in a presentation:
<https://preply.com/en/blog/how-to-describe-graphs-in-english/>.

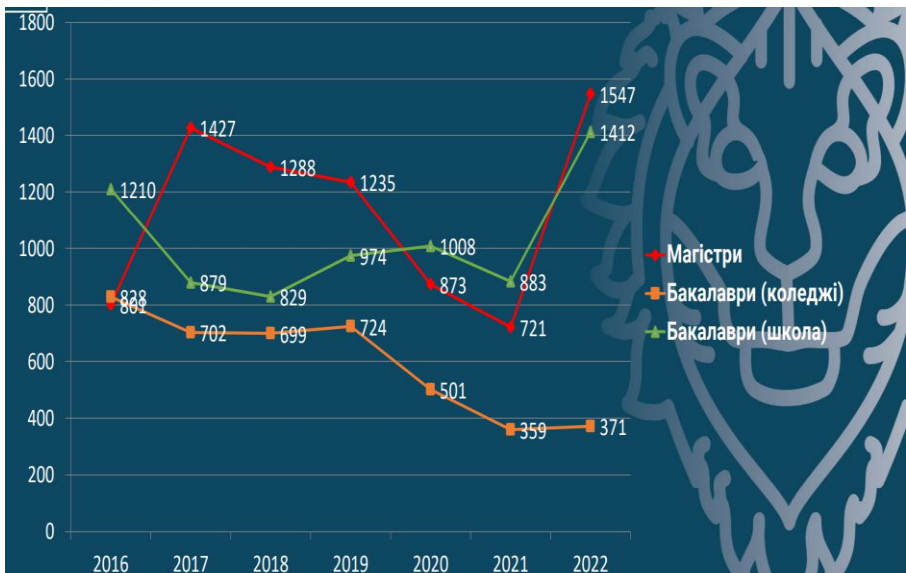
Answer the following questions to check you comprehension:

1. Why do you need to know how to describe graphs, charts and diagrams?
2. What are the main steps in the process of describing a graph?
3. What is the appropriate vocabulary to be used when describing graphs (in categories):
 - verbs denoting upward movement: _____
 - verbs denoting downward movement: _____
 - verbs and phrases denoting no or minimum changes: _____
 - adjectives: _____
 - adverbs: _____

4. What is the primary goal of using a pie chart as a tool for graphic illustration of information?
5. What are the comparison words and phrases that can be used in its description?
6. What are the verb tenses used when describing graphs?
7. What are the two axis on a chart and what do they generally represent?

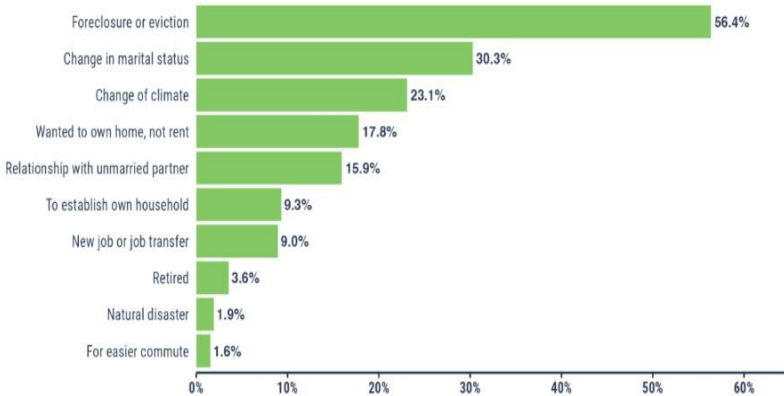
Task 2. Analyse the following graphs and charts:

NUWEE enrollment (from NUWEE Rector report):



B. Why are people moving: major reasons:

Reasons With Biggest Year-Over-Year Growth in Number of Moves



% more people moving for a given reason in 2022 vs. 2021 (Source: U.S. Census Bureau)

UNIT 8

SECTION 8 A. JOBS FOR LIFE? DESCRIBING WHAT YOUR JOB INVOLVES. COMPLEX QUESTIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
collaborate	admin assistant
devise	CEO (chief executive officer)
facilitate	defence contractor
head up	deputy finance director
mend	freelance designer
monitor	GP (general practitioner)
assemble	high-street retailer
delegate	HR service provider
log	management consultancy
oversee	multinational
submit	property developer

Task 1. Work in pairs. What types of questions are candidates normally asked in a job interview? How would you go about preparing for a job interview?

Task 2. Think of three jobs for each category. Explain your choices.

- stressful jobs
- jobs which are useful to society
- jobs for people who are patient
- jobs for people who are confident
- jobs for people who are creative

Task 3. Discuss the questions.

1. Why do people change careers/go into a new profession?
2. What advice would you give to young people who don't know what they want to do?
3. What kind of education, training or skills do you need to do your job?
4. What things are important for you in a job (e.g. friendly colleagues, good salary, interesting tasks)?
5. Is it better to be a boss or an employee? Why?
6. Why do so many people want to do jobs that might make them famous, e.g. YouTuber, actor or influencer?
7. Can you think of any professions that are paid too little or too much?

Task 4. Read the text about job interviews. Use the word in brackets to derive a new word that fits into each blank.

Most people feel rather (1) _____ (NERVE) when they go for an interview for a new job. This is not surprising because it is important to get a job you really want. People being interviewed expect the interviewers to be (2) _____ (OBJECT) , matching an applicant against a job (3) _____ (DESCRIBE). However, what often happens in reality is that the interviewers make (4) _____ (DECIDE) that are not much more than reactions to the (5) _____ (PERSON) of the applicant.

Even skilled interviewers may, without realising it, (6) _____ (CONSCIOUS) favour people who make them feel at (7) _____ (EASY). Thus, if you go for an interview you should try to make a good (8) _____ (IMPRESS) from the start by presenting the interviewers with the very best version of yourself, emphasizing the (9) _____ (VARY) of skills you have. You must appear very positive and as (10) _____ (ENTHUSIASM) as possible. It is for you to convince the interviewers that you are (11) _____ (DEFINITE) the most (12) _____ (SUIT) person for the job.

Task 5. Complete the dialogue using the correct form of verbs in the box.

apply *communicate* *develop* *gain* *get* (2)
lead *make* *meet* *motivate* *put* *work*

Interviewer: Can you tell us something about yourself?

Interviewee: Well, I'm motivated and I (1) _____ a lot of effort into everything I do, whether I'm studying at university, at work or even when I'm playing sport. During my last year at university I was captain of the basketball team. I had to organise matches and (2) _____ the players. As captain it was essential that I was able to (3) _____ effectively and get along with everybody in the team ... and for the first time in years our team managed to reach the regional final. We didn't win, unfortunately, but (4) _____ the team to the final was a big achievement for me.

Interviewer: What did you learn during your time at university?

Interviewee: Oh, lots of things. My Economics degree was very practical, and there were many elements of the degree that could be (5) _____ to the business world. I had a number of challenging assignments, which often had to be completed within a short period of time. This helped me to (6) _____ my prioritising skills and ability to (7) _____ to tight deadlines.

Interviewer: What kinds of things do you worry about?

Interviewee: I worry about normal things, the same as everybody else, I think. I worry about (8) _____ deadlines and (9) _____ everything done on time. I used to worry about data on my computer quite a bit. Now I back up all my data on an external hard drive, so that everything is protected. This way I've got one less thing to worry about.

Interviewer: Would you say you're an ambitious person?

Interviewee: Yes, I would say that I'm ambitious. I'm very keen to (10) _____ a job with a company such as yours where I can (11) _____ full use of my degree and professional experience. I am a dedicated worker and would hope to (12) _____ internal promotion based on my performance at work.

GRAMMAR ACTIVATOR

Task 1. Put the words in brackets in the correct order to form job

interview questions for a project manager role.

Getting to know you

1. _____ you decide to apply for this position?
(was / what / it / made / that)
2. _____ most proud of in your career to date? (that / is / what / you're / it)
3. _____ yourself in five years' time?
(you / is / where / it / that / see)

Industry Knowledge

4. _____ the biggest challenges facing our industry today are? (you / do / what / suppose)
5. _____ project management will change in the next few years? (do / you / imagine / how / that)
6. _____ as a creative company in this industry right now? (do / view / you / who)

Specific Knowledge

7. _____ go about building connections with the team? (would / that / how / you / it / is)
8. _____ the most important steps in beginning a new project are? (what / think / that / you / do)
9. _____ consider a project complete? (is / when / would / that / it / you)

Asking about your previous position

10. _____ your previous position involved?
(was / exactly / what / that / it)
11. _____ your biggest achievement in this role was?
(believe / that / what / you / do)
12. _____ decided to leave? (it / that / is / why / you)

Task 2. Work in pairs. Which of the questions do you think you might be asked in a job interview in your field? What other questions might you be asked? Can you express them as complex questions?

SECTION 8B. SLEEP WELL: TALKING ABOUT SLEEP AND INSOMNIA. AUXILIARY VERBS

VOCABULARY ACTIVATOR

Topical Vocabulary	
be a night owl	have a sleepless night
be an early riser	nod off
be out like a light	snore loudly
can't stop yawning	suffer from jet lag
have a lie-in	

Task 1. A. Read the following text and identify important conditions of having a good and healthy sleep. What can prevent you from good sleeping and what are the possible consequences?

Everyone knows that good sleep is important for our health. Not everyone knows how important it is to sleep in the dark. A new report says sleeping with the light on could be bad for our health. Researchers say turning off the light when we sleep helps to keep away diabetes and heart disease. Sleeping with the light on could increase the risk of getting these diseases. The researchers said around 40 per cent of people sleep with some sort of artificial light. They said even light from a television or alarm clock could affect our health. They added that the worst thing to sleep with is a main light. Sleeping in the dark is more difficult for people who live in cities, where there is a lot of outdoor light at night.

The researchers are from the Northwestern University Feinberg School of Medicine in Chicago, USA. The lead researcher, Dr Phyllis Zee, is an expert in sleep medicine. She said it is healthier for us to turn off all lights when we sleep. Her team conducted a study of the blood sugar levels of 20 people after nights of sleep. The people who slept with a light on had higher blood sugar levels the next morning compared to those who slept in total darkness. Dr Zee said this is because light stimulates brain activity, which raises blood sugar levels. She said there are three things we can do to reduce the risk of illness: turn off the lights, never sleep with white or blue light; and use a blackout curtain or wear an eye mask.

B. Decide whether the following statements are true or false according to the text:

1. The article says everyone knows it is important to sleep in the dark. **T/F**
2. Sleeping in the dark can reduce the risk of getting heart disease. **T/F**
3. About 40% of people sleep in the dark. **T/F**
4. The article says the light from alarm clocks do us no harm. **T/F**
5. Dr Zee said she took medicine every night to help her sleep. **T/F**
6. Researchers looked at people's sleep pattern over 20 nights. **T/F**
7. People who slept in the dark had lower blood sugar levels. **T/F**
8. The doctor suggested we wear an eye mask to help us sleep. **T/F**

C. Match each word with its explanation:

1. report	a. the most important
2. diabetes	b. an illness or damage to the body (not caused because of an injury)
3. increase	c. made or produced by human beings
4. artificial	d. a piece of writing about some research
5. disease	e. become or make greater in size, amount, or degree
6. lead	f. a disease in which the body has too much sugar in the blood

Task 4. All the words and expressions in the box below can be used to talk about sleep. What do you think they mean? Match them with the areas of meaning in the table.

a siesta	a doze	doze off	toss and turn
get your beauty sleep	snore	sleepwalk	a lie down
sleep like a log	insomnia	dream	a nap
get some shut-eye	not sleep a wink	have a kip	nod off
drop off	have a nightmare	forty winks	a snooze
have a good night's sleep	hibernate	go out like a light	

Sleep expressions	A short sleep	Fall asleep	Things to do when you are asleep	Problems sleeping

GRAMMAR ACTIVATOR

Task 1. Complete the possible answers to the questions about sleep.

SLEEP QUIZ

1. Do you consider yourself to be a night owl?
 - a. Yes, I _____.
 - b. No, I _____.
 - c. I'm not sure. I _____ be.
 - d. I _____ to be, but not so much anymore.
2. Have you ever flown in a dream?
 - a. Yes, I _____ a few times.
 - b. No, I _____.
 - c. I _____ have, I don't remember.
 - d. I often _____!
3. Did you have a lie-in last weekend?
 - a. Yes, I _____.
 - b. No, I _____.
 - c. I wish I _____!
 - d. I would _____, but ...
4. Is it common for you to nod off during the day?
 - a. Yes, it _____ actually.
 - b. No, it _____. I never do.
 - c. Not really. I _____ now and again.
 - d. I _____ once! It was really embarrassing!
5. Do you think employees should be allowed to have a little nap at work?
 - a. Yes, they _____!
 - b. No, they _____.
 - c. I wish we _____!
 - d. They _____ if there is a separate place to have one.

6. Are you going to have a late night tonight?
- Yeah, I probably _____.
 - I might. I probably _____ though.
 - No, I _____ not. I'm an early riser!
 - I often _____, but not tonight.

SECTION 8 C. FOOD AND COOKING. DOUBLE COMPARATIVES

VOCABULARY ACTIVATOR

Topical Vocabulary	
	Food and Cooking idioms
blend	have a sweet tooth
broil	piece of cake
dip	go bananas
drain	bring home the bacon
grate	hard nut to crack
grill	like two peas in a pod
peel	have bigger fish to fry
roast	pie in the sky
saute	in a pickle
simmer	cook the books
sprinkle	simmer down

Task 1. Complete the text about Madagascan food with the words in the box.

blended dipped drained grated grilled
peeled simmered roasted sprinkled steamed

A TASTE OF MADAGASCAR

If you come to Madagascar, look out for the following delicious foods to try.

Burnt rice drink

A cup of cooked rice is heated in a pot until it starts to burn. Next, the burnt rice is soaked in water. Finally, the liquid is ¹ _____ into a glass.

Sambusa

This is a triangle-shaped fried snack, filled with beef and potatoes. Although not too spicy by themselves, the snacks may be ² _____ in a hot pepper sauce.

Varenga beef

Beef is cooked in a pan, then pulled apart and ³ _____ in the oven. It's served with rice.

Seafood

Fish and other seafood is popular near the Madagascan coast. It's often ⁴ _____ on a barbecue.

Laoka: side dishes

Usually made of beans or vegetables, the ingredients are ⁵ _____ on a low heat with ⁶ _____ ginger, garlic and other spices.

Koba dessert

Bananas and peanuts are ⁷ _____ together to form a smooth mixture, which is stuffed into banana leaves then ⁸ _____ in a basket over very hot water.

Fresh tropical fruit

Fruit like bananas, pineapples and melons are ⁹ _____, sliced then ¹⁰ _____ with sugar and vanilla seeds.

Task 2. Work in pairs and discuss these questions. Which of the dishes from Madagascar would you like to try? Do you ever cook or eat any similar dishes to the ones in the text?

Task 3. Work in pairs. Choose a country or region you know well. Discuss what foods from this place you would recommend to a visitor.

Task 4. Work in groups. Share your ideas from Task 1. Use words from the lesson to describe how the dishes are prepared.

Task 5. Look at the menu and do the tasks from role cards.

MENU

Choose any four

Mini-cheeseburgers

*Grilled beef patties with melted cheese,
served in a bap with lettuce*

Vegetable sticks

*Selection of cucumber, carrots and other fresh vegetables
with yoghurt garlic dip*

Rice balls

Balls of rice stuffed with salmon and tuna

Vegan pies

Golden pies filled with pea and mushroom curry

Pasta

Spaghetti in a creamy tomato sauce

Mixed nuts

Roasted and lightly salted

Fruit plate

Fruits of the season, peeled and sliced, ready to eat

Chocolate-dipped ice creams

Served in cones

Biscuit selection

Bite-sized treats in three flavours

Role-card A. You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the menu is healthy.

1. Read the menu. Decide on your ideal options.
2. Work with the other committee members to negotiate a menu of four options. Discuss and compare the menu options using complex comparatives.

Role-card B. You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the food is popular.

1. Read the menu. Decide on your ideal options.
2. Work with the other committee members to negotiate a menu of four options. Discuss and compare the menu options using complex comparatives.

Role-card C. You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the food is easy to eat.

1. Read the menu. Decide on your ideal options.
2. Work with the other committee members to negotiate a menu of four

options. Discuss and compare the menu options using complex comparatives.

Task 6. Use one of the idioms from Topical vocabulary to complete the sentences. Change the form of a verb if necessary.

1. He _____ when she started yelling at him in front of all guests.

2. I don't _____, but I do some housework.

3. It won't be easy to decide. This question is a _____.

4. Everybody says that my sister and I are like _____.

5. I want Angie to help me with this project, but he claims he _____
_____ right now.

6. He keeps talking about how he'll move to LA to be a famous actor, but it's just _____ if you ask me.

7. When you _____, you need to accept that there is no quick solution.

8. All transactions within a network are transparent so there's no opportunity for a scammer to _____.

9. Fred's initial rage at his treatment of Craig had _____ to resentment.

10. It's impossible for me to stick to a diet because I can't say no to me _____.

GRAMMAR ACTIVATOR

Task 1. Complete the conversation between two friends with complex comparative forms. Use the words in brackets and up to three other words. If the word is an adjective, it may change form.

A: Would you like to try one of these bliss balls I made? I find them ¹_____ (way/filling) than other snacks.

B: Thanks. Mmm, they're ²_____ (quite/bit/sweet) than I was expecting.

A: Don't worry, they're ³_____ (miles/good) for you than most sweets.

B: Does it take ⁴_____ (much/time) to make them yourself though?

A: Actually, it's nowhere ⁵_____ (near/effort) as you might think.
Would you like to know the recipe?

B: Yeah, OK.

A: Well, you start with equal parts of dates and nuts. You soak the dates for a few hours, drain them, then blend them up with the nuts.

B: Sounds good.

A: If the mixture is too firm, you can make it a ⁶ _____ (little/easy) to work with by adding ⁷ _____ (touch/water).

B: Great, it sounds ⁸ _____ (lot/complicated) than I thought.

A: Finally, I roll them in coconut.

B: Have you experimented with any other flavours?

A: For something ⁹ _____ (bit/rich), I've added chocolate pieces, although that's ¹⁰ _____ (quite/healthy).

B: I wonder what they would be like if they were ¹¹ _____ (tiny/spicy)? Maybe with some chilli pepper?

A: Haha, you're ¹² _____ (ten/brave) in the kitchen than I am.

UNIT 9

SECTION 9 A. FEELINGS. *NOT ONLY AND NO SOONER / AS SOON AS*

VOCABULARY ACTIVATOR

Topical Vocabulary	
feel ashamed	calm your nerves
embarrassed	jump for joy
tired / exhausted	have a huge grin
shaken up	put your foot in it
traumatised	go red
pleased	lash out
ecstatic	scream with rage
overwhelmed	lose it
disappointed	crack up
appalled	roll around
angry / furious	pull someone's leg
hilarious	I couldn't take it in
dead on your feet	lost for words
hit a wall	disgusting behaviour
blind panic	tut
feel a bit tearful	write to complain

Task 1. Complete the sentences with an appropriate phrase.

1. After a stressful day at work, Sarah practiced deep breathing to _____ before her important presentation.
 - a. have a huge grin
 - b. calm your nerves
 - c. put your foot in it
 - d. scream with rage
2. When Maria found out she got accepted into her dream college, she couldn't help but _____.
 - a. jump for joy
 - b. calm your nerves
 - c. put your foot in it
 - d. scream with rage
3. As the birthday surprise unfolded, the little girl's face lit up, showcasing _____.
 - a. jump for joy
 - b. have a huge grin
 - c. put your foot in it
 - d. scream with rage
4. Jason accidentally insulted his friend during the party, realizing he had _____ with his thoughtless comment
 - a. lash out
 - b. calm your nerves
 - c. put his foot in it
 - d. scream with rage
5. When the teacher asked her a question unexpectedly, Emily started to _____ from embarrassment.
 - a. crack up
 - b. calm your nerves
 - c. put your foot in it
 - d. go red
6. Tom was so frustrated with the situation that he _____ at his colleagues, expressing his anger without control.
 - a. lost for words
 - b. lash out
 - c. pull someone's leg
 - d. go red
7. After losing the game in the last minute, the coach _____,

expressing his extreme frustration.

- a. roll around
- b. lost for words
- c. pull someone's leg
- d. scream with rage

8. Watching the comedy show, the audience couldn't help but _____ at the hilarious skit.

- a. crack up
- b. calm your nerves
- c. put your foot in it
- d. go red

9. After hearing the funny joke, the group of friends started to _____ on the floor, laughing uncontrollably.

- a. lose it
- b. roll around
- c. pull someone's leg
- d. scream with rage

10. Sarah teased her brother, trying to _____ about the surprise party that was actually planned for him.

- a. crack up
- b. calm your nerves
- c. pull someone's leg
- d. go red

Task 2. Think of different situations when you experienced a whole range of emotions using the phrases from the Topical vocabulary.

GRAMMAR ACTIVATOR

Task 1. Complete the anecdotes with *as soon as*, *not only* and *no sooner*.



A

I was leaning up against the side of a bridge to admire boats on the river below. 1 _____ had I tried to step back than I found that my leg had become trapped between the bridge fence posts. You'd think my friend would have helped me 2 _____ I called out. In fact, 3 _____ was she cracking up, but she was taking photos as well!



B

My favourite TV star was doing a meet and greet at a shopping centre to promote her new book. I'd lined up outside for two hours, but there was a huge rush 4 _____ they opened the doors. 5 _____ had I spotted her than I was knocked off my feet by the crowd's pushing and shoving. 6 _____ did I sprain my ankle, but I also missed out on meeting my hero.



C

7 _____ had I gone to bed than my noisy neighbour got home. 8 _____ did she bang the door, she also started practising her drums! 9 _____ I heard that, I knew I was going to have another sleepless night.



D

After a lecture, I accidentally left my gym bag in the room, containing 10 _____ my sports gear, but also my purse. 11 _____ I realised, I raced back to the room, but the bag had gone. 12 _____ had I left the lecture room for the second time than I received a message on social media from someone who had picked up the bag and was wondering how to return it to me.

Task 2. Work in pairs. How do you think the speaker might have felt in each situation?

A: In the first situation, the person must have felt a bit foolish.

B: Yes, I agree that he was embarrassed, although his friend found the situation hilarious!

SECTION 9 B. DESCRIBING PEOPLE AND THEIR HABITS. WILL AND WOULD FOR HABITS: I WISH + WOULD

VOCABULARY ACTIVATOR

Topical Vocabulary	
cynical	modest
content	charming

determined	demanding
dry sense of humour	lighten up
intense	smooth talker
liberal	whine

Task 1. Read the questions and remarks and match them accordingly.

1. Who sounds **cynical**?
2. Who is being **modest**?
3. Who sounds quite **controlling**?
4. Who sounds like a bit of a **smooth talker**?
5. Who is **whining**?
6. Whose preparation sounds quite **intense**?
7. Who is **content** with how things are going?
8. Who sounds **determined**?
9. Who has **liberal** attitudes about study?
10. Who gives a **charming** introduction?
11. Who sounds a bit **demanding** and might need to **lighten up**?
12. Who has a **dry sense of humour**?

A: I'll do whatever it takes to succeed. I'm not afraid of hard work.

B: Why hasn't the teacher marked the projects we submitted yesterday? I need to know as soon as possible so I can start preparing for revision!

C: I'm really enjoying life here. It's such a beautiful city and my host family is lovely.

D: Wow, this textbook is heavy. Who knew there were bonus exercises included with every purchase?

E: 'Wow, A+. You must have done such a great project.' I think the teacher probably just liked the topic I chose.

F: I need a copy of all your notes. And you can't go out tonight, you'll be helping me with my English essay.

G: Our classes are perfect for talented people with a bright future, so you'll fit right in. It's so easy to enrol, you just sign this form right here. Here's a pen ...

H: I've come up with one hundred study tips for this class and read eight textbooks over the summer to prepare. How about you?

I: Don't spend too much time on your assignment. The teacher only reads the first couple of sentences.

J: It's too cold in here, the chair's uncomfortable and I'm bored because none of my friends are here.

K: People should be able to study whatever they want to and however they want to.

L: Hello! It's so great to finally meet you, I've heard so much about you. Now, tell me about your courses ...

GRAMMAR ACTIVATOR

Task 1. Read the interview and choose the correct alternatives to complete the responses. Sometimes more than one answer is possible.

1. Q: What time do you start your day?

A: _____ about seven.

a I'll usually wake up b I usually wake up c I would wake up

2. Q: How long have you been studying at this school?

A: I arrived four weeks ago. I still remember my very first morning in Ireland, _____ wide awake at 3 a.m.

a I'll be b I would be c I was

3. Q: How are you finding the accents here?

A: Well, I guess I wish some people _____ so fast. I'm getting used to it though!

a would speak b wouldn't speak c won't speak

4. Q: How do you usually get to class?

A: _____ to class most days, it only takes fifteen minutes.

a I'll walk b I walk c I would walk

5. Q: Are you a 'breakfast person'?

A: _____ anything fancy, I tend to have coffee and some toast.

a I didn't have b I don't have c I won't have

6. Q: What do you think is your best study habit?

A: _____ to participate in class activities.

a I'll always try b I always try c I would always try

7. Q: Have you always done that?

A: In the past, _____ as much, but it's easier now I know my classmates.

a I didn't talk b I wouldn't talk c I didn't use to talk

8. Q: Do you have any naughty study habits you're willing to share?

A: _____ a lot of chocolate while doing my homework. Does that count?

a I'll regularly eat b I would regularly eat c I regularly eat

9. Q: Do you take notes in class?

A: At first, _____ many notes in class, although now I do.

a I didn't take b I wouldn't take c I didn't use to take

10. Q: And why is it that you started taking notes?

A: I've realised that _____ any new words that I don't write down in my own handwriting!

a I won't remember b I wouldn't remember c I don't remember

11. Q: What's something you enjoyed doing while you were growing up?

A: _____ hours drawing. I'll still occasionally get out my pencils.

a I would spend b I used to spend c I spent

12. Q: What's something you wish people would care more about?

A: I wish people _____ more about each other!

a would care b will care c care

Task 2. Think of an example for eight things on the list. Write your answers.

1. an activity you'll do every day without fail
2. an activity you like doing but won't do often
3. something you wish other people wouldn't go on about
4. a topic you wish people would talk about more
5. a place you'd spend a lot of time in the past but don't anymore
6. a place you wouldn't regularly go in the past, but you do now
7. a place you'll go once or twice every year
8. a food you didn't use to like
9. a food you used to like but don't anymore
10. something you wish someone would help you with

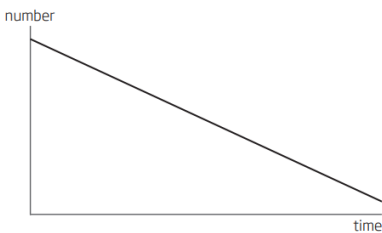
SECTION 9 C. TALKING ABOUT TRENDS. MAKING NEW WORDS

VOCABULARY ACTIVATOR

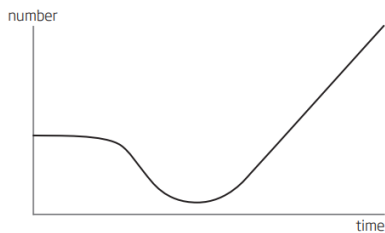
Topical Vocabulary	
soar	dip
shrink	hike
slump	surge
plunge	decline
slash	epidemic
slip	explosion

Task 1. Match graphs 1-4 with descriptions a-d.

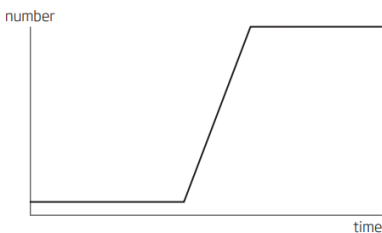
1 _____



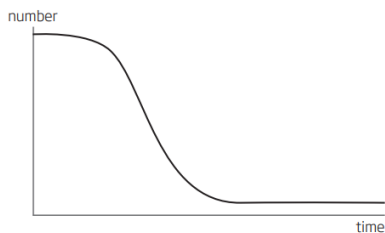
2 _____



3 _____



4 _____



- a. a hike
 b. a plunge
 c. a small dip followed by a surge
 d. a steady decline

Task 2. Choose the correct alternatives. Sometimes both alternatives are possible.

1. There's been *an explosion/a decline* of modern street art.
2. We're experiencing *a hike/an epidemic* of online fraud at the moment.

3. There's been a *surge/dip* in interest in studying abroad over recent years.
4. A lot of big companies have *slumped/slashed* jobs recently.
5. Music streaming has *slipped/soared* in popularity over the last few years.
6. The average phone size has *shrunk/plunged* dramatically over recent years.
7. We've seen a steady *decline/hike* in formal dress standards in offices.
8. There has been a recent *dip/explosion* of interest in organic food.
9. Paper magazine sales have *slumped/slashed* over the last decade.
10. The number of people who own pets has *plunged/surged* in the last decade.

WORD FORMATION

Task 1. Complete the questions with the words and phrases in the box.

<i>tech start-up</i>	<i>busyish</i>	<i>crowdsourced</i>	<i>FOMO</i>	<i>karaoke</i>
<i>trendspotter</i>	<i>partying</i>	<i>edutainment</i>	<i>uni</i>	<i>zeitgeist</i>
<i>on the up</i>	<i>unputdownable</i>	<i>undrinkable</i>	<i>yoga</i>	<i>brunch</i>

Random conversation starters

- ▶ If ¹ _____ is eaten where you live, what kinds of foods are typical?
- ▶ What do you think makes a book ² _____?
- ▶ Do you think social media increases the feeling of ³ _____? Why/Why not?
- ▶ Do you watch or listen to anything you'd consider ⁴ _____?
- ▶ What fashions do you think are ⁵ _____ at the moment?
- ▶ Some say the ⁶ _____ of this decade is personal identity. Do you agree?
- ▶ What kinds of companies might employ a ⁷ _____?
- ▶ Would you rather spend an evening singing ⁸ _____, stretching in a ⁹ _____ class or ¹⁰ _____ until dawn?

- ▶ What's your closest ¹¹ _____? Did you study there?
- ▶ Is your schedule ¹² _____ at the moment?
- ▶ Do you know anyone who has worked at a ¹³ _____?
- ▶ Are you a fan of vegetable juices or do you find them ¹⁴ _____?
- ▶ Have you ever ¹⁵ _____ ideas or projects?

Task 2. A. Answer the following questions. Check your understanding of the words in bold.

Have you ever ...

1. ... eaten a **kebab**?
2. ... had a **staycation** rather than going away on holiday?
3. ... **photo-bombed** someone or been **photo-bombed** yourself?
- 4.. ... **binge-watched** an addictive series?
- 5 ... felt **hangry** when you hadn't eaten for a while?
6. ... **favourited** a website so you could find it again?
- 7.. ... been to a big **footy** match in a stadium?
8. ... been **friended** by someone you don't know on social media?
- 9 ... done some **DIY** around your home?
10. ... swapped some currency at a **forex**?
11. ... prepared a **chocolatey** dessert? 1
12. ... folded paper into **origami**?
13. ... visited a **UNESCO** site?
14. ... hidden mess to make your room look **tidyish**?

B. Add the words in bold to the correct part of the chart.

derivation _____ _____	loan words _____ _____	conversion _____ _____
abbreviations _____ _____	compounding _____ _____	portmanteau words _____ _____

SECTION 9 D. COLLOQUIAL AND IDIOMATIC LANGUAGE

Topical Vocabulary	
a good job	touch wood
chuck out	go into
uni mates	rubbish
be up for	go on about
on the cards	get the chop

Task 1. Match the meanings to the phrases from the Topical vocabulary.

1. friends from university
2. to lose job
3. willing to do something or interested in doing something
4. really bad
5. used to say that you are glad something happened, because there would have been problems if it had not happened
6. to throw (something) away because you do not want it any more
7. to seem likely to happen
8. to explain, describe or examine (something) in detail
9. said just after you have said that things are going well for you, when you want your good luck to continue
10. to complain about something

Task 2. Read the text to learn more about colloquial language.

Words are the basis of how a reader or listener judges you, the writer and speaker. When you write an academic paper or speak in a business interview, you want to be sure to choose your words carefully. In our casual, everyday talk, we often use a lot of “ums,” “likes,” “yeahs,” and so on. This everyday language is not appropriate for formal contexts, such as academic papers and business interviews. You should switch between different ways of speaking and writing depending on whether the context is formal or informal.

SLANG

Hey guys, let's learn about slang and other cool stuff like that! It will be awesome, trust me. This section is off the hook!

What do you notice about the previous paragraph? You might notice that the language sounds informal, or casual, like someone might talk with a

friend or family member. The paragraph also uses a lot of slang. Slang is a type of language that is informal and playful. It often changes over time. The slang of the past is different than the slang of today, but some slang has carried over into the present. Slang also varies by region and culture. The important thing to understand is that slang is casual talk, and you should avoid using it in formal contexts. There are literally thousands of slang words and expressions. Below you can find some more common slang expressions.

Slang word or phrase	Meaning
check it out, check this out	v. look at, watch, examine
chocoholic, workaholic, shopaholic	n. a person who loves, is addicted to chocolate/work/shopping
stuff	n. things (used as a singular, noncount noun)
taking care of business	doing things that need to be done
pro	n. a person who is a professional
veg (sounds like the <i>veg</i> in <i>vegetable</i>) / to veg out	v. relax and do nothing
dude, man	n. person, man
all-nighter	n. studying all night
cool	adj. good, fashionable
gross, nasty	adj. disgusting
pig out	v. eat a lot, overeat
screw up	v. make a mistake
awesome	adj. great

Idioms

Idioms are expressions that have a meaning different from the dictionary definitions of the individual words in the expression. Because English contains many idioms, nonnative English speakers have difficulties making logical sense of idioms and idiomatic expressions. The more you are exposed to English, however, the more idioms you will come to understand. Until then, memorising the more common idioms may be of some help. See some examples in the table below.

Idiom	Definition
a blessing in disguise	a good thing you do not recognize at first
a piece of cake	easy to do

better late than never	it is better to do something late than not at all
get over it	recover from something (like a perceived insult)
I have no idea	I don't know
not a chance	it will definitely not happen
on pins and needles	very nervous about something that is happening
on top of the world	feeling great
pulling your leg	making a joke by tricking another person
the sky is the limit	the possibilities are endless

(Adapted from: <https://opentextbc.ca/advancedenglish/chapter/slang-and-idioms/>)

** Find some more common American slang expressions below:*

GREETINGS

- What's up? (Meaning: How are you?)
- Sup? (Shortened form of "What's up?")
- Hey, dude! (Used to address a friend)
- Hey, buddy! (Used to address a friend)
- Yo! (Informal way of saying hello)

EXCLAMATIONS

- Awesome! (Expressing enthusiasm or approval)
- Oh my God! (Used to express surprise or shock)
- No way! (Expressing disbelief or astonishment)
- Rad! (Meaning: Excellent or cool)
- Holy cow! (Used to express surprise)
- Oh snap! (An exclamation of surprise or excitement)

AGREEMENT AND DISAGREEMENT

- Totally! (Agreeing wholeheartedly)
- I'm down. (Meaning: I'm in agreement or willing to participate)
- Nah, I'm good. (Informal way of saying no or refusing something)

- For sure! (Meaning: Definitely or absolutely)
- I'm game. (Expressing willingness to participate)
- I beg to differ. (Politely expressing disagreement)

IDIOMATIC PHRASES

- Piece of cake (Meaning: Something is very easy)
- Hit the road (Meaning: Leave or start a journey)
- Break a leg (Expression of good luck, often used in the performing arts)
- Couch potato (Referring to a person who spends a lot of time sitting and watching TV)
- On cloud nine (Feeling extremely happy or joyful)
- Beat around the bush (Avoiding the main topic or being indirect)

UNIT 10

SECTION 10 A. REPORTING ON AND DISCUSSING SCIENCE. PREPOSITIONS

VOCABULARY ACTIVATOR

Topical Vocabulary	
physicist	trial
experimental	at random
theoretically	proof
genetic	classify
reliable	invalid
statistical	simulation

Task 1. Match the questions asked by scientists with the answers. Complete the answers with an appropriate word or phrase from below.

<i>classify</i>	<i>physicists</i>	<i>simulations</i>	<i>statistical</i>
<i>proof</i>	<i>experimental</i>	<i>genetic</i>	<i>random</i>
<i>theoretically</i>	<i>invalid</i>	<i>reliable</i>	<i>trials</i>

1. Is time travel possible?
2. How do we get weather forecasts?
3. Is coral a plant or an animal?

4. How do scientists make sure medicines work?
5. How likely is it that a child of two left-handed people will also be left-handed?

A. Ask someone at _____ whether they are left-handed, and the chance is about 10%. However, children with two left-handed parents have a 26% chance. Although there is a _____ element, there are also environmental factors.

B. Scientists _____ it as an animal. Recently, scientists have found _____ that corals like eating plastic, despite the fact it makes them sick.

C. Conditions such as pressure, temperature, wind and cloud formations are measured using land-based tools and satellites. The data is used in computer _____ to make predictions based on models. One technique _____ currently being tested uses drones to fly directly into severe storms.

D. _____ generally agree that going back in history is impossible. However, it is _____ possible to bend time by travelling at the speed of light. What a traveller would experience as a few months could equal many years on earth.

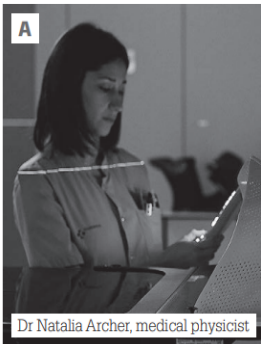
E. Researchers generally test a specific medicine and compare it to a different medicine or no medicine at all. To be _____, _____ are usually done 'blind', so the participants don't know who is using the real medicine. Sample size is important because if the number of participants is too small, the results may be _____.

GRAMMAR ACTIVATOR

Task 1. Complete the articles with a preposition.

JOB SPOT

**EACH WEEK PEOPLE TELL US ABOUT
WHAT THEY DO FOR A LIVING AND WHY THEY LIKE IT**



Dr Natalia Archer, medical physicist

¹ _____ my specialist area, radiation oncology, medical physicists help oncologists ² _____ cancer treatment. The doctors decide how much radiation each patient needs and we figure ³ _____ how that can be delivered as safely as possible. ⁴ _____ the morning we also do careful accuracy checks on all the radiation machines.

I've worked ⁵ _____ medical physics ⁶ _____ about five years now. I've always been interested ⁷ _____ medical science, and after graduating as an engineer, I looked ⁸ _____ scholarships for postgraduates, and won one for a medical physics programme. The rest is history! I'm really happy ⁹ _____ my decision.

One of the best things about my job is that I get ¹⁰ _____ really well with my colleagues. Despite being involved in a difficult area, cancer, the people – both staff and patients – are really great.



Dr Oliver Hadiyah, seismologist

I investigate earthquake sources ¹ _____ analysing statistical data from field stations around the world. The idea is that we can get better ² _____ evaluating the risk ³ _____ further earthquakes using computer simulations.

Perhaps I was influenced by hearing ⁴ _____ some terrible earthquakes on the news as a child. I also had a high school science teacher who I thought very highly ⁵ _____.

As well ⁶ _____ desk work, I visit regions affected by earthquakes. I don't think I'll ever get used ⁷ _____ seeing the damage done to people's homes and lives. However, in spite ⁸ _____ the challenges, I find our work very rewarding. My friends always joke about me going ⁹ _____ about complicated ideas that go ¹⁰ _____ their heads, though!

Task 2. Complete the sentences with the correct prepositions.

1. I once won a prize _____ a school project.
2. Even if a joke goes ____ my head, I usually laugh along anyway.
3. If I'm trying to figure _____ a problem, I'll always google it.
4. Career-wise, I'm going _____ a different track from what I imagined ten years ago.
5. I'm interested _____ working _____ a scientific field.
6. My friends say I'm always going ____ about my busy schedule!
7. I like it when other people tell me what I can help them _____.

8. I've heard _____ a few famous scientists, but I don't know any personally.

9. _____ not knowing much about space, I'm keen learning about it.

10. As well _____ being a student, I also work part-time.

11. I'll sometimes listen _____ programmes about science.

12. I had to wait a long time _____ someone yesterday.

13. Getting on well _____ colleagues is the most important factor in job satisfaction.

14. I don't like talking about topics which might end _____ in an argument.

15. I feel more cheerful _____ the morning compared to the afternoon.

16. I wish I was better _____ remembering English prepositions.

SECTION 10 B. BOOK REVIEWS. LINKING WORDS AND PHRASES

VOCABULARY ACTIVATOR

Topical Vocabulary	
be set	disturbing
controversial	twist at the end
protagonist	masterpiece
gripping	narrator
descriptive	portarit

Task 1. Match the words and phrases to the following definitions.

- _____ the main character in a story
- _____ the person telling the story
- _____ very exciting and interesting
- _____ take place
- _____ describing details
- _____ very worrying or upsetting
- _____ a detailed description or representation of something
- _____ an unexpected change in a situation or series of events

9. _____ causing a lot of disagreement
10. _____ a piece of writing which is extremely high quality

Task 2. Work in pairs. Take turns to ask each other questions using words from Task 1.

- *Are you keen on books about controversial topics?*
- *Which books from your country might be considered masterpieces?*

Task 3. You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

**Find below some tips on how to deal with reading comprehension tasks like this.*

***TIPS**

- *Read the text quickly to get a general idea of what it is about.*
- *Look at the first part of the question, and underline key words. Don't read the options A-D yet. Find the part of the text the question refers to.*
- *Go through the choices and underline the key words.*
- *Choose the answer that best fits. Keep in mind that the information may be rephrased.*
- *Even if you think you know the correct answer, always check that the others are not appropriate.*
- *Check your answer against the text.*

I had never been married before so there was nothing in my past experience to go by but it was beginning to dawn on me that I was very nicely fixed. I am talking, of course, of material things. It would have been enough for me or anybody else to be paired with a beautiful girl whom I love and who loved me. I hadn't reckoned on the other aspects.

This business of studying my bomfort, for instance. I thought such things had gone out of fashion, but not so with Helen. It was brought home to me again as I walked into breakfast this morning. We had at last acquired a table - I had bought it at a farm sale and brought it home in triumph tied to the roof of my car - and now Helen had vacated the chair on which she used to sit anhe bench and had taken over the high stool. She was perched away up there now, transporting her food from far below, while I was expected to sitc omfortably in the chair. I don't think

I'm a selfish swine but there was nothing I could do about it.

And there were other little things. The neat pile of clothing laid out for me each morning; the clean, folded shirt and handkerchief and socks so different from the jumble of my bachelor days. And when I was late for meals, which was often, she served me with my food but instead of going off and doing something else she would down tools and sit watching me while I ate. It made me feel like a sultan.

It was this last trait which gave me a clue to her behaviour. I suddenly remembered that I had seen her sitting by Mr Alderson while he had a late meal; sitting in the same pose, one arm on the table, quietly watching him. And I realised I was reaping the benefit of her lifetime attitude to her father. Mild little man though he was she had catered gladly to his every wish in the happy acceptance that the man of the house was number one; ...

(line 20)

... and the whole pattern was rubbing off on me now.

In fact it set me thinking about the big question of how girls might be expected to behave after marriage. One old farmer giving advice about choosing a wife once said: "Have a blooming good look at the mother first, lad", and I'm sure he had a point. But if I may throw in my own little word of counsel it would have to be, to have a passing glance at how she acts towards her father.

Watching her now as she got down and started to serve my breakfast the warm knowledge flowed through me as it did so often that my wife was the sort who just liked looking after a man and that I was so very lucky.

And I was certainly blooming under the treatment. A bit too much, in fact, and I was aware I shouldn't be attacking this plateful of porridge and cream; especially with all that material sizzling in the frying pan. Helen had brought with her to Skelton House a delicious dowry of fish, and these hung from the beams of the barn in an impressive array of cold-smoked kippers; a constant temptation. Some samples were in the pan now, and though I had never been one for large breakfasts I did not object when she threw in a couple of large brown eggs for company.

1. After his marriage, the writer started to realise

- A. how badly prepared he was for marriage.
- B. that there were more benefits to it than he expected.

- C. that he had made a mistake.
D. how deeply he loved his wife.
- 2. What was the writer reminded of at breakfast that morning?**
A. He could now afford new furniture.
B. He no longer had to do anything for himself.
C. He had no control over his wife's behaviour.
D. His wife always considered his comfort before her own.
- 3. The writer suggests to us that, as an unmarried man, he**
A. often missed meals.
B. had fewer clothes.
C. was more untidy.
D. usually ate alone.
- 4. What did the writer realise about Helen's relationship with her father?**
A. She often worried about him.
B. She was very close to him.
C. She was afraid of him.
D. She respected him deeply.
- 5. What does the writer mean by "and the whole pattern was rubbing off on me" in *line 20*?**
A. He was beginning to understand his wife's behaviour.
B. Helen was now treating him as she had treated her father.
C. He was becoming like his father-in-law.
D. His wife's behaviour was beginning to annoy him.
- 6. How did the writer feel about the old farmer's advice?**
A. He partly agreed with it.
B. It was unappreciated.
C. He thought it was incorrect.
D. He thought it was outdated.
- 7. What was Helen cooking?**
A. fish and eggs
B. porridge and cream
C. smoked meat
D. a full English breakfast
- 8. All in all; what is the writer's attitude towards Helen?**
A. He is grateful for what she has brought into his life.
B. He believes that she is changing his character for the better.
C. He feels that he doesn't deserve her.

D. He wishes she was less like her father.

(Adapted from: Evans V. Practice Exam Papers : For the Revised Cambridge FCE Examination. Express Publishing, 2008.)

GRAMMAR ACTIVATOR

Task 1. Complete the book review with the linking words or phrases in the box.

as soon as

as such

due to

during

even though

in order to

nonetheless

not only

whilst

on top of that

unless

not to mention

**BOOK
REVIEW**

*The life-changing magic of tidying up:
the Japanese art of decluttering and organising*

by Marie Kondo

I think my friend gave me this book ¹ _____ seeing my very messy apartment. He said it was life-changing. ² _____ personal recommendation, I knew that Kondo had been called the most organised person in the world, ³ _____ selling 11 million copies of her book. ⁴ _____ I decided to give this book a try, ⁵ _____, I don't go in for books on the topic of self-help.

⁶ _____ I started reading, I found the book surprisingly gripping, considering it's about tidying up. Kondo is a refreshing narrator who describes ⁷ _____ her tidying successes but also some failures.

⁸ _____ simplify your life, Kondo suggests you only keep things that make you happy. ⁹ _____ the process, you hold each item in your hands and don't keep it ¹⁰ _____ it gives you joy.

¹¹ _____ I was inspired to clear out some of my things, I haven't used Marie Kondo's strategies enough to say they were life-changing. ¹² _____, it's a worthwhile read for people who would like encouragement to own less.

Task 2. Work in pairs. Do you think you would enjoy this book? Why/Why not?

SECTION 10 C. TELLING JOKES. PUNS

VOCABULARY ACTIVATOR

Topical Vocabulary	
irony	keep a straight face
slapstick	dry sense of humour
black humour	pun
practical joke	witty
stereotype	get it
satire	

Task 1. Complete the pun jokes with the words and phrases in the box.

<i>a nap</i>	<i>burn calories</i>	<i>flexible</i>	<i>let us</i>	<i>lion</i>
<i>hair</i>	<i>hitting traffic</i>	<i>highlight</i>	<i>took a day off</i>	<i>tank</i>

- Two soldiers are in a _____. One says to the other: 'I hope you can swim'.
- I've been on my phone all day and I'm exhausted. Have you tried _____ for that?
- My friend always complains about _____ during rush hour. I just think he needs to be a better driver.
- A hare walks into a salon. It says; 'Excuse me, I hear you do hare _____ here.'
- My boss asked me if I could work _____ hours this month. I said it might be a bit of a stretch.
- What do you call a dishonest, sleeping, big cat? A lyin' lyin' _____.
- What's the easiest way to _____? Leave a cake in the oven.
- What's the best thing about our solar system? Well, the sun's clearly the biggest _____.
- Knock knock
Who's there?
Lettuce.
Lettuce, who?
_____ in, it's cold out here.
- I can't believe I got fi red from the calendar factory. I only _____.

Task 2. Match the jokes with the category. Some jokes may be in more than one category.

A. A word has two different meanings: _____

B. A literal use of a phrase which is normally used idiomatically:

C. Two words sound the same or almost the same: _____

Task 3. Read the social media posts about situations where people attempted to be humorous, and the response they got. Which situations do you think would be the funniest? Which would be most awkward?

Original post

Tell us about a time you tried to be humorous. Did you get the reaction you'd hoped for?

Replies

1. _____ For April Fool's Day I thought it would be hilarious to wrap up my flatmate's car with wet toilet paper. She was absolutely furious and couldn't see the funny side.

2. _____ My father-in-law asked what I thought of the soup he had made. I said 'It's soup-er!' and cracked up, but he didn't get it.

3. _____ My four-year-old niece was making a huge fuss about putting on her shoes. To make her laugh, I pretended to try to put her shoes on my feet, and then my hands, and then my ears, which of course looked incredibly ridiculous. Not only did she laugh, I also got her to put on her shoes!

4. _____ My colleague told me her pet bird had died, and she had got another one that was identical. I joked 'Why on earth would you want two dead birds?' She just went really quiet.

5. _____ My new friend offered me a cup of tea, and I admitted that I don't actually drink tea. She said, while keeping a completely straight face, 'Sorry, I can't be friends with someone who doesn't drink tea.' I was pretty sure she was pulling my leg though.

6. _____ I wrote a fake interview with our mayor for my university's student newspaper, exaggerating her views about issues to show how extreme they were. I got a lot of comments about it, although some people thought I really had interviewed her.

7. _____ At a party, I was introduced to an accountant and I made a joke about how that must get a little boring. He didn't look amused. 8 My friend and I had been relaxing on a gorgeous beach all day. 'It's a hard life, isn't it?' commented my friend. I smiled and replied 'Yeah, totally miserable.'

Task 2. Match the types of humour a–h with the attempts at humour in posts 1–8.

- | | |
|-------------------|-----------------|
| a. dry humour | e. irony |
| b. practical joke | f. pun |
| c. satire | g. slapstick |
| d. stereotype | h. black humour |

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