06-09-90М

МЕТОДИЧНІ ВКАЗІВКИ
та навчальні завдання
до практичних занять і самостійної роботи
з вибіркової дисципліни
«Практичний курс сучасної англійської мови»
для здобувачів вищої освіти першого (бакалаврського)
та другого (магістерського) рівнів
всіх освітньо-професійних програм спеціальностей НУВГП
денної та заочної форм навчання

Передмова

Методичні вказівки та навчальні завдання до практичних занять і самостійної роботи для здобувачів першого (бакалаврського) та другого (магістерського) рівнів вищої освіти всіх ОПП НУВГП з вибіркової дисципліни «Практичний курс сучасної англійської мови» укладено на основі сулабуса дисципліни. Курс спрямований на поглиблення знань і вдосконалення навичок у використанні англійської мови в різних комунікативних ситуаціях. Курс охоплює основні аспекти мови, включаючи граматику, лексику, розуміння й аналіз текстів різних жанрів та стилів.

Основною метою метою дисципліни є розвиток комунікативної компетентності студентівб що передбачає здатність ефективно використовувати англійську мову в усній та письмовій формах. Курс надає можливість студентам розвивати свої мовленнєві навички, зосереджуючись на практичному застосуванні мови у повсякденних ситуаціях та діловій комунікації.

Завдання курсу включають:

- **Розвиток мовленнєвих навичок**: вдосконалення здатності студентів говорити англійською мовою чітко та впевнено.
- **Збагачення лексичного запасу**: вивчення нових слів і виразів, їх активне використання у мовленні та письмі.
- **Граматична компетентність**: поглиблене вивчення граматичних структур та їх правильне застосування.
- **Читання та письмо**: розвиток навичок розуміння текстів різних жанрів та написання зв'язних текстів на різні темию
- **Культурна обізнаність**: знайомство з культурними особливостями англомовних країн, що сприяє більш глибокому розумінню мови.

Методичні вказівки та навчальні завдання спрямовані на реалізацію основних цілей курсу. Вони містять інтерактивні вправи, дискусії, завдання з розвитку критичного мислення, аналіз текстів, а також письмові завдання, які допоможуть студентам закріпити вивчений матеріал і систематично вдосконалювати свої англомовні навички. Завдання структуровані за темами та рівнями складності, що дозволяє використовувати їх як на практичних заняттях, так і для самостійної роботи.

MODULE I
UNIT 1. IDENTITY
1 A. TELL ME ABOUT YOURSELF

"Life begins at the end of your comfort zone"
Imam Ali

Lead-in. Read the quote above and share your interpretation of it. Describe the situation, your feelings during the experience, and the outcomes. How did this experience contribute to your personal growth?

Task 1. Skim the text and do the tasks that follow:

You know the scenario. It could be in an online meeting, or perhaps you are sitting around a boardroom table. The meeting leader asks everyone to briefly introduce themselves. Suddenly, your brain goes into hyperdrive. What should I share about myself?

You start ruminating about previous self-introductions when you got **tongue-tied**, when you forgot to mention something important, or worse, when you **rambled** on for too long. You then realize you're not paying attention to what the others are saying. If there was a quiz on everyone's name, you would fail.

The stress associated with introducing yourself is common and understandable. Everyone's eyes and ears are on you, making it easy to **mess up**. However, self-introductions are a powerful tool to **reinforce** your personal brand, and they can be **straightforward** to execute effectively.

The secret is using a simple **framework**: Present, past, and future.
Present

Start with a present-tense statement to introduce yourself:
Nice to meet you all. My name is Dave, and I'm studying computer science. I'm particularly interested in artificial intelligence and its applications.

Of course, what you share will depend on the situation and on the audience. If you are not sure what to share, your name and your current occupation is a great place to start. If there's an opportunity to **elaborate**, you can also share other details such as a current project, your **expertise**, or your geographical location.

Past

The second part of your introduction is past tense. This is where you can add two or three points that will provide people with relevant details about your **background**. It is also your opportunity to establish **credibility**. Consider your education and other **credentials**, past projects and **accomplishments**.

Before starting this semester, I focused on foundations of computer science. In my previous courses, I analysed extensive datasets to uncover significant insights into specific software.

Future

The third and last part in this framework is future-oriented. This is your opportunity to demonstrate enthusiasm for what's ahead. If you're in a job interview, you could share your **eagerness** about opportunities at the firm. If you're in a meeting, you could express interest in the meeting topic. If you're **kicking off** a project with a new team, you could talk about how excited you are, or share your goals for the project.

I'm honored to be here. This project is a significant opportunity for all of us.

The next time you're in a meeting and someone says, "Let's go around the table and introduce ourselves," you know what to do. Take a slow, deep breath, and think, "Present, past, future." Then smile and listen to everyone else until it's your turn. You got this!

(Adapted from: https://hbr.org/2022/08/a-simple-way-to-introduce-yourself*)*

Post-text tasks

A. Look at the words in bold in the text and try to guess their meaning using the context. Use the dictionary if necessary.

B. Match the words with their definitions.

1. the abilities and experience that make someone suitable for a particular job or activity, or proof of someone's abilities and experience;

2. to start;

3. having difficulty in speaking, usually because of being nervous;

4. to add more information or explain something that you have said;

5. a high level of knowledge or skill;

6. to spoil or damage something, or to do something wrong or badly;

7. to talk or write in a confused way, often for a long time;

8. to make something stronger; to provide more proof or support for an idea and make it seem true;

9. easy to understand or simple; (of a person) honest and not likely to hide their opinions;

10. the ideas, information, and principles that form the structure of an organisation or plan.

C. Complete the sentences with an appropriate word (in bold) from the text.

1. To _____ your introduction, it's important to start with a brief overview of your professional _____.

2. You should _____ on your major achievements to highlight your key skills and experience.

3. When you _____ your presentation, make sure to capture the audience's attention with an engaging fact or story.

4. Be careful not to _____ your speech by talking too fast or losing track of your main points.

5. A clear and _____ description of your role in previous jobs will help the audience understand your capabilities.

6. If you _____ and forget what you were going to say, take a deep breath and start again calmly.

7. Highlighting a significant _____ can greatly enhance your _____ and make you stand out.

8. Your professional _____ and certifications should be mentioned to show your qualifications and _____.

9. It's important to stay concise and not _____ when describing your past work experiences.

10. Use a structured _____ to organize your thoughts and keep your introduction clear and focused.

11. If you feel _____ during your introduction, practice beforehand to build confidence.

12. Sharing examples that _____ your skills can leave a lasting impression on your audience.

D. Scan the text again and answer the questions to the text:

1. What common scenario is described at the beginning of the text?

2. What are some common mistakes people make during self-introductions?

3. Why is the stress associated with introducing yourself considered common and understandable?

4. How can self-introductions be a powerful tool, according to the text?

5. What simple framework does the text suggest for effective self-introductions?

6. What should you include in the 'Present' part of your introduction?

7. Why is the 'Past' part of your introduction important, and what should it include?

8. How can you demonstrate enthusiasm in the 'Future' part of your introduction?

Task 2. Look at the list of interview types and answer the questions:
- job interview
- interview for a place at university
- interview for a talk show / radio programme
- placement interview for a language course

1. Which types of interview above have you experienced?

2. Which will you experience in the future and how will you get ready for it?

3. Do you think it is possible to show 'the real you' in a short interview? Why? Why not?

Task 3. Work in pairs. What should / shouldn't you do in an interview? Think of as many things as you can in two minutes. Use different grammar structures to give advice.

e. g. You should try to ask questions.
You ought not to wear lots of jewellery.
I would suggest / recommend dressing appropriately.
You'd (had) better offer full answers rather than short responses.

Task 4. Look at the topics 1-3 below and match them to the expressions below:

dress smartly	*speak clearly*	*answer briefly*
shake hands firmly	*send references*	*avoid eye contact*

arrive on time   *be prepared*   *do some reserch*
                          show enthusiasm

1. Should do during interview
2. Shouldn't do during interview
3. Are expected to do during interview
4. Might do before an interview
5. Had better not do

Task 5. Craft a brief self-introduction using the framework of Present, Past, and Future and present it to your peers for feedback and improvement.

Review of Verb Tenses
Task 6. Complete the conversation with the correct form of the verbs in brackets.
1. A: I need a holiday, but flights _____ (be) always expensive at this time of year.
  B: That's true, but I _____ (find) a cheal flight to Mexico on the net yesterday.
2. A: Grace _____ (win) the lottery last week.
  B: That's right. She _____ (sleep) when her brother called to tell her.
3. A: I _____ (not like) football.
B: Why _____ you _____ (not tell) me earlier? The tickets cost £70 each.
4. A: _____ you _____ (hear) about the accident last week?
B: Yes, the boys _____ (drive) along Court Street when a motorbike hit the car.
5. A: _____ you _____ (need) somewhere to stay? I have a spare room.
B: No, it's OK. I _____ (stay) with my sister.
6. A: I _____ (read) a novel called *The Luminaries* at the moment.
B: Oh yes. I found it so boring that I _____ (not finish) it.
7. A: I like an early start, so I _____ (get up) at six every morning.
B: Me too. I always _____ (leave) the house by seven.

8. A: John! Are you ready? We _____ (wait) for you!
B: OK, here I am! Sorry about that. I _____ (look) for my hat! I couldn't find it anywhere.

Task 7. Put the verbs in brackets into the correct tense to complete the introduction to a speech.

Hello, everybody! My name is Shane Towers. I ¹_____ (be) a teacher, but at the moment ²_____ (take) a year off to finish my Master's degree. I ³_____ (not start) working with children until 2012, but now I ⁴_____ (love) it.

Today I'm going to talk about Theatre of the Oppressed. I first ⁵_____ (see) the name when I ⁶_____ (look) through some articles for my degree. I ⁷_____ (read) an article about drama in education and suddenly the name ⁸_____ (jump) out at me: "Theatre of the Oppressed." In my country, the theatre ⁹_____ (not be) usually for or about the oppressed; it's for rich or middle-class people. I ¹⁰_____ (want) to find out more …

1 B. ME AND MY LANGUAGES

"If I'm selling to you, I speak your language. If I'm buying, dann müssen Sie Deutsch sprechen."
Willy Brandt

Lead-in. Read the quote above and share your interpretation of it. Highlight the importance of understanding and adapting to the other party's language and culture in business transactions.

Task 1. Read questions 1-10. What do the words in bold mean? Check with other students, then answer the questions.

1. Why are you learning English? For exams, work, travel, etc.

2. Do you speak any languages apart from your **mother tongue** and English?

3. Who is the best language learner in your family?

4. What was the first time you used a **foreign** language outside the classroom?

5. Did you use any **learning strategies** when studying the second language? Which?

6. Do you have the chance to speak / write to **native speakers** regularly? How useful can such practice be?

7. Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?

8. Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?

9. Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?

10. Do you know anyone who is **bilingual**? What advantages might they have in life?

Task 2. Answer the questions.

1. Which words in bold in questions 1-10 have silent letters?

2. What are the silent letters in these words: science, talk, listen, know, knee, right, wrong, hours, guess, guide, thumb, subtle, muscle, indict? Give other examples of words with silent letters.

3. What are other linguistic peculiarities of the English language? Which of them make it difficult for you to learn it?

Task 3. Use the words from Task 1 to complete the sentences. You may need to change the form of the word.

1. _____ is an advantage in today's world.

2. My mother is _____ in several languages – she's really clever.

3. I wish I could use language more _____. I make a lot of mistakes.

4. What is your _____? You sound German.

5. He always feels like a _____ in his own country because he hasn't lived there for years.

6. I don't like _____; I prefer it when people use standard English.

7. Do you have good listening _____?

8. Dan is a _____ so he checks all the English in the business documents.

Task 4. Read the title of the text. What do you think it will discuss? Read to find out.

Bilinguals: Exotic Birds or Everyday People

Grandpa shouts, "Dinner's ready" in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the

Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our place at the table. And what's on the menu? Italian meatballs.

We know we aren't a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guarani. Because of my mother's work (she's now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

Being bilingual, or in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilingulas are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, and in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

Task 5. Read the text again and answer the questions.
 1. What six languages do you think the writer and his sister speak?
 2. How do you think the writer learnt each of his languages?
 3. How many of the world's people are thought to be bilingual?
 4. What are those who learn their second language as children better as compared to those who learn a second language as adults?
 5. What health benefit of being bilingual is mentioned in the text?

Task 6. Find the words and phrases in the text that match meanings 1-6 below.
 1. relating to the language you grew up speaking (paragraph 1)
 2. learnt by listening/watching other people (paragraph 2)
 3. speaking many languages (paragraph 3)
 4. false ideas that people continue to believe and repeat (paragraph 3)
 5. learnt without needing to try hard, e.g. a language (paragraph 5)
 6. understand important truths about a subject (paragraph 7)

Task 7. Discuss the questions with other students.
 1. Do you agree with the writer's list of the advantages of being bilingual?
 2. Do you think there are any disadvantages to being bilingual?
 3. Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

Task 8. Read sentences 1-8 and answer questions a)-e).
 1. Do you speak other languages?
 2. Did you use any learning strategies?
 3. Who did you talk to?
 4. Who spoke Spanish to you?
 5. What happened?
 6. What did you talk about?
 7. Who is the best language leraner in your family?
 8. Whose sister switches languages easily?
   a) Underline the main verb in each question. (The first has been done for you.)

b) Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?

c) Which two questions are yes/no questions?

d) Which two questions and in a preposition?

e) Which questions use *wh-* words to refer to the subject or its modifier (the person who does the action, or the action itself) and don't use an auxiliary verb?

Task 9. Put the words in the correct order to make questions.

1. do / every / you / day / study ?

2. your / any / did / languages / teach / parents / you / other ?

3. is / learner / who / the / best / you / language / know ?

4. was / teacher / your / English / first / who ?

5. do / do / you / remember / what / English / to / words / in ?

6. languages / you / what / do / to / like / listening ?

7. do / what / watch / you / English / in / TV / programmes ?

8. foreign / did / speak / first / when / language / a / you ?

Task 10. Circle the question with the correct form.

1. a) What kind of activity you helps learn new vocabulary?
   b) What kind of activity helps you learn new vocabulary?
2. a) Which language you wanted to learn when you were younger?
   b) Which language did you want to learn when you were younger?
3. a) You ever wish you had a different mother tongue?
   b) Do you ever wish you had a different mother tongue?
4. a) What type of thing you do read in English?
   b) What type of thing do you read in English?
5. a) As a child, did you like finding out about different countries?
   b) As a child, did you to like finding out about different countries?
6. a) When did you first speak to a foreigner?
   b) When you first spoke to a foreigner?
7. a) If you have to speak English, what do you always worry?
   b) If you have to speak English, what do you always worry about?

1 C. I DON'T BELIEVE IT

"I'm not upset that you lied to me, I'm upset that from now on I can't believe you."

Lead-in. Read the quote above and share your interpretation of it. Describe how it felt to lose trust in someone and how it affected your relationship with that person. Discuss why trust is important in relationships, whether personal or professional.

Task 1. A. Work in pairs and discuss. How do you know when someone is lying? Do you think their behaviour changes?
B. Read the text to check your answers:

How do you know if someone is lying?

From little white lies that can destroy nations, people have lied for as long as they have told the truth. Some people are very good at it. So, how do we know if someone is lying?

Here are the things to look out for

1. The guilty hand: when someone is telling the truth they usually use more body language. They move their hands and their face more. When someone lies, their hands are still.
2. The lying eye: people find it very hard to tell you a lie if they're looking at you straight in the eyes. Normally, they look away just at the moment that they tell the lie.
3. The 'Me': when people tell a story about themselves, they tend to use a lot of 'me words', like I, me, and my. When they tell a lie, they don't use the 'me' words as much.
4. Too much detail: when deceiving, people resort to over-explaining or providing excessive detail to make the story seem more believable.
5. Eloquent speech: surprisingly, people often speak better when they're lying than they do when they're telling the truth. They're engaging in impression management, that might mean using a more complex and sophisticated vocabulary than you would expect, with words you didn't even realise they knew. So if you're marvelling at your friend's newfound language mastery, it's a clue that they're lying to you at that moment.

Task 2. Match 1-6 with a)-f) to make sentences.
1. I'm terrible at telling …
2. My brother told me …
3. I think you should say …

4. Sometimes it's better to tell …
5. You should just say …
6. I said …

      a) 'hello', but she didn't answer.
      b) a white lie than to upset someone.
      c) what you mean.
      d) a funny story yesterday.
      e) sorry.
      f) jokes. I always forget the punch line!

Task 3. Add the phrases with *say* and *tell* from Exercise 2A to the table.

Say	Tell
'hello'	*a story*

Add other options to one of the columns: *good morning, the way, a secret, one's fortune, for sure / certain, no more, a prayer, yes / no, a few words, the difference, the time, your name.*

Task 4. A. Explore the vocabulary related to telling lies and practice using it.

    *pack of lies: any statement that is not true at all

    *tall story: a story that one finds hard to believe because it seems far from reality

    *white lie: a small lie that does not cause any harm, esp. told to avoid making someone upset

    *to lie like a (cheap) rug: to tell lies in an obvious way

    *to lie through one's teeth: to tell something that involves no truth

    *full of beans: not in any way truthful

    *to live a lie: to have a life that is built on lies and deception

    *to lie one's way into (sth): to get out of an unfavourable situation or obtain something by telling lies

B. Use the word or phrase in the correct form to complete the sentences.

    1. She told her friend a _____ about liking her new

haircut, not wanting to hurt her feelings.

2. The politician's speech was _____, containing numerous falsehoods and exaggerations.

3. She told her parents a _____ to cover up her whereabouts during the weekend trip.

4. He _____ during the job interview, embellishing his qualifications and experience to secure the position.

5. The old sailor entertained us with a series of _____ about his adventures at sea.

6. She _____ to her parents about her grades, fabricating a story of high academic achievement.

7. We tried _____ into the party, but we were immediately recognised as freshmen and told to leave.

8. She couldn't continue _____ and decided to come out to her family and friends about her true sexual orientation.

C. Pay attention to other verbs related to lying:

trick – something you do to deceive someone, or to make someone look stupid.

He doesn't really have telepathic powers. He just tricks people.

deceive – to make someone believe something that isn't true.

The company deceived customers by selling old computers as new.

mislead – cause (someone) to have the wrong idea or impression.

This report only scratches the surface of the various ways schools use statistics to mislead parents and the public.

betray – to behave in a dishonest way with someone who trusts you.

He betrayed his best friend of 20 years, by having an affair with his wife.

cheat – to do something that isn't honest, in order to get something.

He cheats at card games, so he can win a lot of money.

con – to make someone believe something false, usually so that the person will give you their money or possessions.

She felt she had been conned into buying the car.

dupe – to deceive someone, usually by making them do something that they didn't intend to do.

The girls were duped by drug smugglers into carrying heroin for them over the border.

misinform – to give (someone) false or inaccurate information. This could be by accident or on purpose.

Politicians often misinform the general public.

pretend – to behave as if something is true when it isn't.

John pretended he was reading in class, but he was looking at his phone really.

swindle – to get money dishonestly from someone by deceiving or cheating them.
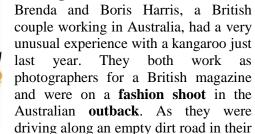
They swindled local businesses out of thousands of dollars.

Task 5. Watch the video and share your ideas about the language of lying: https://www.youtube.com/watch?v=H0-WkpmTPrM&t=6s

Task 6. Read the text and decide what can be true about the story. Does it seem to be a tall story to you?

Strange BUT True

Dead again

Brenda and Boris Harris, a British couple working in Australia, had a very unusual experience with a kangaroo just last year. They both work as photographers for a British magazine and were on a **fashion shoot** in the Australian **outback**. As they were driving along an empty dirt road in their **4×4**, a kangaroo suddenly appeared out of nowhere.

Crash

Brenda was driving at the time: "I just remember seeing these two eyes staring at me. I tried to **swerve**, but it was too late. And the poor kangaroo just stood there. I **hit him full on** and it gave me a sickening feeling. We both jumped out to see if he was OK, but he had quite obviously died of shock. Now we had to decide what to do."

Giorgio Armani

"Boris, my partner, suggested burying him," explained Brenda. "But I didn't **fancy** digging a hole in the middle of the desert at 3 in the morning. "Why don't we just leave him here?" I said. But Boris was a bit upset about what we've done and he wanted to give the guy a sort of

burial. It was then that I had a great idea. We had **a** whole **load of** expensive suits and dresses in the back of the car – all **designer wear** from Jean-Paul Gaultier, Versace and Giorgio Armani. I thought it would be a great idea to **dress** the dead kangaroo **up** in all this **stuff** and get a few **shots** of that."

An Australian Hat

"Of course Boris thought the whole idea was disgusting. 'That poor creature died because of us, and now you want to use him in some kind of hideous photo shoot. I won't have anything to do with it,' he said. But I insisted and eventually, he agreed – he always **gives in to** my fantastic ideas.

We laid the dead kangaroo out in the **boot** of the car and started dressing him up. I must say he looked really good in his Armani suit and dark **shades**. We also put one of those typical Australian hats on him. I thought it looked really classy, but of course Boris was still complaining about the whole idea. There were still a couple of hours before daybreak, so we lay down in the back of the car and slept."

Morning Light

"We woke up three hours later and started to organise the shoot. I set up the camera and Boris dragged the dead **roo** into position. I thought he looked fantastic with the sun coming up, the early morning light and all dressed up in his expensive designer **gear**. It was all going so well and I could just imagine the look on my boss' face when she saw the **snaps**. But just as I was getting to the end of the third roll of film, something terrible happened."

Woops!

"All of a sudden, the kangaroo's eyes opened. He stood up, looked around, **peered down** at the strange clothes he had on, and then **bounded off** into the bush with his 4,000 euro Giorgio Armani suit. I just stood there in amazement. 'That **bastard** has **gone off with** all our clothes,' I said angrily. 'He's alive!' Boris shouted excitedly, obviously **relieved** that the whole thing had come to an end.

We never found the clothes or the kangaroo again, and the next day I had to make a very embarrassing phone call to my boss explaining how we had lost a 4,000-euro Armani suit, and that we needed another one sent out."

(Adapted from: Learn Hot English Magazine, No. 264. April, 2024)

Task 7. Match the definitions with the words and phrases in bold from the text.

a) an informal word for things in general: _____

b) to agree with: _____

c) to suddenly change direction in a car so you don't hit something: _____

d) a period of time when a photographer takes photos of models in clothes: _____

e) the large areas of Australia that are uninhabited: _____

f) to hit something with your car: _____

g) the ceremony of putting a dead body in the ground: _____

h) a photo (2 words): _____, _____

i) to leave a place jumping: _____

j) an informal word to refer to someone who you are angry with: _____

k) to look down: _____

l) to rob: _____

m) happy because a bad situation has changed into a good one: _____

n) to put nice clothes on so you look good: _____

o) an informal word for clothes: _____

p) a lot of: _____

q) to want to do something: _____

Task 8. Find in the text samples of verb patterns and check your grammar skills doing the grammar exercise. Select the correct option, either Infinitive or Gerund.

1. We tried *to catch / catching* the 9 o'clock train, but we arrived too late.

2. The doctor told Andrew to stop *to smoke / smoking*.

3. Do you expect *to pass / passing* your maths exam?

4. All the beach hotels were full, so they ended up *to stay / staying* in the town centre.

5. I love this city. I can't imagine *not to live / not living* here.

6. Do your friends fancy *to play / playing* computer games.

7. I don't mind him *not to talk / not talking* so much; he has other ways of expressing what he feels.

8. He warned me *to stop / stopping* bothering her.

9. The weather was nice so I suggested *to go / going* for a walk.

10. To get to the zoo from here you need *to take / taking* the No. 10 bus and remember *to get off / getting off* at the third stop.

11. Poor Jack! He remembers *to fall / falling* down the stairs but he doesn't remember anything else**.**

12. Your shirt needs *to iron / ironing*. It's really creased.

13. I was really hot, so I tried *to splash / splashing* my face with cold water.

14. Have we really studied this topic before? I forget *to read / reading* about it.

15. She keeps forgetting *to bring / bringing* his book back.

Task 9. Play the game "Two truths and a lie": make three statements about yourself, two of which are true and one is a lie. The goal is for others to guess which statement is a lie.

UNIT 2. FUTURE
2 A. MAKING PLANS

"Life is what happens while you are busy making other plans."
John Lennon

Lead-in: Read the quote above and share your interpretation of it. Consider the value of living in the moment versus always planning for the future. Describe how your initial plans were altered and how you adapted to new circumstances.

Task 1. A. Read the introduction to the questionnaire. Are you a planner or a procrastinator?
B. In pairs ask and answer questions 1-4 in the questionnaire. Do you have similar anwers?

Are you a planner or a procrastinator?

Do you plan your day or do you prefer to see what happens? A planner will spend the night before work making lists, prioritising, and making sure everything is under control. They arrive early and get started on the their first task. A procrastinator, on the other hand, is more likely to arrive at work just in time, with a coffe and breakfast in their hand and a stressed look on their face.

When you have a job to do, or you need to **meet a deadline**, do you:

　　1 generally **do things ahead of time** or **leave things until the last minute**?

　　2 prefer to **get started** on a difficult job or **put off** doing difficult jobs until later?

　　3 tend to **get distracted** easily and **waste time** or do you use your time wisely and **get things done**?

　　4 write to-do lists and **prioritise tasks** or do you prefer to **multitask**?

Task 2. Find in the text phrases in bold to match the definitions below.

1. not pay attention to the things you are supposed to be doing
2. delay (a job)
3. spend time doing things that aren't important
4. put jobs in order of which is most important
5. do lots of different jobs at the same time
6. complete tasks
7. do jobs just before the time they need to be done
8. do things in advance
9. be careful with your time
10. begin a job

Task 3. A. Look at the examples for the different uses of *get*.
To get + direct object = to obtain, to receive, to buy
e.g. I got my passport last week. (to obtain)
He gets 2,000 hrn of monthly allowance from his parents. (to receive)
She got a new coat from Zappaloni in Rome. (to buy)
To get + place expression = reach, arrive at a place
e.g. How are you getting home tonight?
To get + adjective / comparative = become, show a change of state
e.g. I'm getting old.
It's getting hotter.
To get + preposition / adverb = phrasal verbs with different meanings

TO GET +	Meaning	Example
to get at	try to express	I think I see what you're **getting at.** I agree.

to get away with	escape punishment for a crime or bad action	I can't believe you **got away with** cheating on that test!
to get by	manage (financially)	Sam doesn't earn much, but we **get by.**
to get down	depress, descend	This rain is really **getting me down**.
to get off	leave a form of transport (train, bus, bicycle)	We **got off** the train just before the bomb exploded.
to get on	1. enter/sit on a form of transport (train, bus, bicycle, plane) 2. have a relationship with someone	1. He **got on** his bicycle and rode down the street. 2. Amy and I really **get on** well.
to get on with	to proceed	I have so much homework, I'd better **get on with** it.
to get out of	avoid doing something, esp. a duty	She **got out of** the washing-up every day, even when it was her turn.
to get over	recover (from an illness, a surprise)	Have you **gotten over** your cold yet?
to get through	use or finish the supply of something	We've **got through** all the sugar. Can you buy some more?
to get up	leave your bed	He **gets up** at 6.00 a.m. every morning.
to get up to	do - usually something bad	The children are very quiet. I wonder what they're **getting up to**.

Other expressions with GET

- **Do you get it** means do you understand. *Do you get what the teacher was explaining in class?*
- **I'll get the bill** means I'll pay. *Put your wallet away! I'll get the bill.*
- **That really gets me!** means that irritates me. *It really gets me when my sister shows up late.*
- **To get rid of something** means to throw it away. *I'm going to get rid of all these old newspapers.*

- **To get out of bed on the wrong side** means to be in a bad mood. *He got out of the wrong side of the bed this morning and he's been horrible all day.*
- **To get your own back** means to have your revenge or punish someone. *She's getting her own back for all those rude things you said at the party last night.*

(*Adapted from* https://www.ef.com/wwen/english-resources/english-grammar/verb-get/)

Learn more from the video lesson: https://www.engvid.com/learn-50-get-phrases-in-english/

B. Make up a story about planning an event or a past event with as many *get*-phrases as possible.

Task 4. Complete the sentences with words from the box.

wisely	ahead	minute	time
prioritise	multitask	with	distracted
done	started	deadline	rid

1. It's late. I really think we should get _____.

2. Why do you always have to leave things until the last _____?

3. Sorry, I got _____ by the football on the television.

4. You've got so many things to do. You'll have to _____ and start with the most important.

5. I can't wait to get _____ of that ugly old couch.

6. I worked hard and got a lot of things _____ this morning.

7. I'm afraid they're just wasting your _____.

8. I'd better get on _____ writing my essay.

9. I'd like to get this done _____ of time, so we can go on holiday.

10. I'm going to have to stay up all night or I'll never meet the _____ for this work.

11. We won't be here for long, so use your time _____.

12. I think it's better not to _____ but to focus on doing one job at a time.

2 B. TOMORROW'S WORLD

"You cannot escape the responsibility of tomorrow
by evading it today."
Abraham Lincoln

Lead-in: Read the quote above and share your interpretation of it. Think of how addressing today's tasks and duties can positively impact tomorrow. How can this quote apply to your life as a student?

Task 1. Look at the samples of future scenarios and answer the questions.

          * vertical farming
          * brain implants
          * 3D printing

1. How can these inventions or developments revolutionise the future?
2. How do you think they can benefit people?

Task 2. Read the article. What does it tell us about the things mentioned in Task 1? What predictions does it make about translating machines and nano monitors?

A better world?

Communication

By 2050, translating machines have revolutionised global communication. Real-time translation devices and apps provide seamless, instant translations across all languages, allowing people from diverse linguistic backgrounds to converse effortlessly. These advanced machines not only translate words but also understand cultural nuances and context, ensuring accurate and sensitive communication. Equipped with AI, they detect and adapt to different dialects and speech patterns, providing personalised and precise translations. Integration with AR glasses and contact lenses overlays translations directly onto the user's field of view, while emotion-sensing technology ensures that tone and intent are preserved, making cross-cultural interactions more natural and effective.

Health

The future of health is going to be a tale of big and small. Tiny nano monitors will be placed inside our bodies, and these will produce Big Data – enormous amounts of information – that allow us to check our health and help us predict illnesses. Another big development probably

won't be ready in the short term, but in the long term there is hope that 3D printers will make copies of body parts such as hearts, livers and kidneys. If it happens this is likely to save millions of lives. Using 3D printers, we can already make copies of plastic and metal objects. The next step is to copy living tissue.

Entertainment

Full immersion virtual reality will be with us in perhaps ten to twenty years' time. We will be able to plant tiny microchips in the brain, allowing a person to experience games, movies, and virtual life as if they are real. As computers interact with the brain, we will have the sensation of touching, seeing, hearing, and smelling virtual worlds. Instead of just watching heroes in movies, signals to the brain will let us feel what our heroes feel, and see what they see. Fortunately, if things get too terrifying, we will be able to switch it off with the push of a button.

Global problems

In the next thirty years, climate change is going to seriously affect traditional farming. Floods and droughts will disrupt farming patterns that have existed for thousands of years. Because of this, cities will have to start producing food and vertical farming will become common. Tower blocks and skyscrapers will have gardens built into them. Each floor will grow different plants, fruits, and vegetables, and the water will be recycled. Instead of stretching out for miles across the landscape, farmland will now rise in hundreds of meters into the air.

Task 3. Complete the summary of the article with words from the text. Use one word in each gap.

By 2050, (1)_____ machines will transform global communication, providing seamless, (2)_____ translations across all languages. These AI-driven (3)_____ understand cultural nuances, (4)_____ to dialects, and integrate with AR glasses, ensuring natural and effective (5)_____ interactions.

Future health innovations include (6)_____ monitors inside bodies generating Big Data to predict (7)_____, and 3D printers creating (8)_____ parts like hearts and kidneys, potentially saving millions of lives by replicating (9)_____ tissue.

In 10-20 years, full (10)_____ virtual reality will be possible with brain-implanted microchips, allowing people to

(11)_____ games, movies, and virtual life as if real, with (12)_____ of touch, sight, hearing, and smell.

Climate change will (13)_____ traditional farming, leading to the rise of (14)_____ farming in cities. Skyscrapers will feature (15)_____ on each floor, growing various plants, fruits, and vegetables, with (16)_____ water systems, replacing sprawling farmlands with vertical agriculture.

Task 4. Discuss with other students.

1. Which ideas in the article do you like? Can you think of other uses for these inventions?

2. Which ideas don't you like? Why not?

3. Which ideas do you agree will probably come true?

Note: Useful phrases for giving your opinion:
In my opinion/view ....
If you ask me ....
As far as I can see /I'm concerned ....
It seems to me that ....
I think/feel/reckon/believe ....
If you want my opinion ....
First of all /To start with I'd like to point out ...
There can be no doubt that ....
It's a fact that ....
Nobody will deny that .... /
Let me put it this/another way ....
Let's get this clear (first) ....
Sorry to interrupt you, but ....
The point I'm trying to make is ....
I'm absolutely convinced that ....
The way I look at /see it is this
What I actually meant was ....

Task 5. A. Read the following sentences. Are the predictions certain (C) or possible (P)?

1. We <u>may</u> be able to communicate in any language we choose.
2. In only a year or two, the AR-glasses <u>could</u> come onto the market.
3. This <u>is likely to</u> save millions of lives.

4. Climate change <u>is going to</u> seriously affect traditional farming.
5. Tower blocks and skyscrapers <u>will</u> have gardens.

B. Look at the underlined words above. Complete the rules with *will, could, to*.

Rules	1. We use _____ + infinitive to make predictions about the future. 2. We use _____ *going to* + infinitive without *to* to make predictions when there is present evidence. 3. We use *may* or _____ + infinitive without *to* to say something is possible but not certain. 4. We use *likely* + infinitive with _____ to say something will probably happen.

Task 6. Underline the correct alternative to complete the text.

Dr. Michio Kaku is a physicist who makes TV programmes about the future. He believes we *[1]will be design / will design* new worlds that look like our own, and that virtual reality is *[2]become / going to become* more like our reality. In one programme, Kaku jumps into a remote-controlled car, and tells us the car is so intelligent that the words 'traffic jam' and 'traffic accident' *[3]are going to disappear / going to disappear* from the language. He also says that ina few years' time microchips will be so cheap that they *[4]could to be built / could be built* into every product we buy – our walls, our furniture, even our clothes. And they *[5]likely / are likely* to be so small we *[6]won't know / won't to know* they exist. Kaku also believes our sunglasses *[7]may become / may becoming* our future home entertainment centre. He then does a virtual dance using 3D technology (his dance partner is hundreds of miles away) and explains that one day in the near future, 3D technology *[8]could replaced / could replace* the telephone and *[9]reduce might / might reduce* air travel. Finally, he investigates robots and concludes that, in the long term, some of our closest friends *[10]might not be / might be not* people.

Task 7. A. Complete the paragraphs with phrases from the box.

'm going to have	having	'm organising	might	'm finishing
are going	I'll be	are coming	will	going to

I [1]_____ work at the end of the month. I've been a teacher here for nearly twenty years, so [2]_____ sad when I leave the

school for the last time. But in the future, I ³_____ more time to do some of the things I enjoy. My wife and I ⁴_____ travelling. We ⁵_____ visit Australia, which I've always wanted to do.

I'm ⁶_____ be forty next month, so I'm ⁷_____ a big party. Lots of people ⁸_____ that I don't see very often, so I'm really looking forward to it. I ⁹_____ a band, and lots of delicious food and drink, so everyone ¹⁰_____ have a good time.

B. Write a short paragraph describing a plan you have for the future. Then compare your ideas with a partner.

Task 8. Complete the predictions with the words in the box.

term	next	future	in	time	short

1. In the near _____ I'm going to travel around Europe. I just need to save a bit more money.

2. The economy is weak now, but it will improve in the long _____.

3. In the _____ term we expect our profits to increase by about 3 precent.

4. I'm planning to get married to my boyfriend _____ a year or two. Then we'll start a family.

5. In ten years' _____ I hope to be a doctor working with children somewhere in Africa.

6. I'm starting a new job _____ month. If all goes well, I'll keep working for the company until I retire.

Task 9. Complete the text with one word in each gap.
The Future of Language Learning
The future of language learning looks promising with technological advancements. Soon, AI-powered language apps ¹_____ revolutionise our approach, providing personalized, interactive lessons. We are about ²_____ see virtual reality immerse learners in foreign environments, enhancing conversational skills. Online platforms ³_____ expected to connect students with native speakers worldwide, fostering real-time practice. By 2030, traditional classroom settings ⁴_____ become

obsolete as digital tools dominate. Language learning ⁵_____ likely become more accessible, breaking barriers for millions. As we move forward, embracing these innovations will redefine linguistic education, making it ⁵_____ engaging and effective than ever before. The horizon for language learning is bright.

We ⁶_____ going to see significant improvements in speech recognition and translation technology, making it easier to learn and communicate in new languages. Adaptive learning algorithms ⁷_____ lessons to individual progress, ensuring efficient learning paths. The integration of these technologies is certain ⁸_____ make language learning an integral part of our daily lives.

Extra Reading task
Task 8. A. Skim the text and choose the best heading.
   a) Famous inventions
   b) Man and the planet – what's next?
   c) Science in the future: discoveries

B. Read the text. Complete it with the following sentences. Write the correct letter in gaps 1-5.

   a) We will no longer need to be physically present to control what happens in our homes.
   b) Some people would prefer technology to be used differently.
   c) Of course at the moment the equipment is large and inconvenient.
   d) These changes will make life easier for people but will offer other advantages, too.
   e) It is hard to believe that only a few years ago computers were not an everyday part of life.

   1_____ We now **take** tablets, mobile communication, and other types of new technology **for granted**. We can speak to friends on the other side of the world as if they were in the same room and see their faces on instant messaging system. Space travel is no longer unusual as we explore Mars and beyond. Medical science has produced new ways of **curing disease** and helped build robotic hands. In the last fifty years, technology has changed the world **beyond recognition**. Leading scientists believe that

technology will continue to change our lives in significant ways. So what can we expect in the next 20 years or so?

B Firstly science will continue to change our homes and the world around us. **2**_____ Scientists believe that technology will be the key to helping us to protect the environment. New systems will allow cities to become environmentally 'clean'. Resources will be **recycled** and we will produce energy that does not pollute the environment.

C Houses themselves will become 'smart' with water, electricity, and doors being controlled **via** the Internet or our phones. **3**_____ We already have the technology to control locks, lights, and alarms via phone apps. These will become normal as people use their mobile devices to turn on heating or air conditioning and check security from miles away or even in other countries.

D We will continue to use technology to communicate. **It is likely that** broadband will become so **sophisticated** we will be able to project images of our friends like holograms when we talk to them. Scientists in the USA have already found a way to project 3D images using sensors, mirrors, and video-conferencing pods. **4**_____ But they believe that technology will eventually be good enough and small enough for people to use every day and people will be able to project an image of themselves to wherever they want – a business meeting for example.

E Medicine will continue to improve. Doctors will be able to grow skin, bone tissue, and even organs in laboratories to help repair wounds. As scientists understand more about human genes they will be able to cure or **prevent illnesses** by using this knowledge.

F Of course not everyone is impressed by these developments. **5** _____ In fact, many people believe that science should not only be used to prevent hunger, war, and disease, and the money spent on computers, space exploration, and weapons should be used to improve the world as it is now.

C. Make sure the words in bold are active in your vocabulary. Make up sentences with these words and phrases to see that you can use them easily.

2 C. JOBS. PERSONAL QUALITIES

*"If you have a choice between qualifications and personal qualities
when it comes to hiring people, go with personal qualities.
You can teach them the job."*
Roger Ailes

Lead-in: Read the quote above and share your interpretation of it. Discuss a time when you or someone you know was hired based on personal qualities rather than qualifications and how it impacted their performance and / or growth within the organisation.

Task 1. 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 2. A. Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

"Winning is the most important thing for me. I've always been **competitive**, so I love my job. I think I'm **a good leader**. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be **indecisive**."

"I have of 80 to 100 children so I have to be **hard-working**. I do my best because education is so important for the children. You need to be **a good communicator** in my job, so that you can get the children interested in what they have to learn. Often, we don't have very many resources, so we also need to be creative and be able **to think outside the box**. "

"I'm **a risk taker**, so starting my own business wasn't difficult for me. I've always been very **motivated** and **ambitious**. I start work at 4.30 a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money."

B. Match the words and phrases in bold above with the definitions 1-9.
1. work with a lot of effort _____

2. have problems making a decision _____

3. think differently or in a new way _____

4. want ot be more successful that others _____

5. want to be successful and powerful _____

6. want to achieve something because it's interesting or exciting ___

7. person who does things which are dangerous _____

8. person who has the qualities to mange a group of people _____

9. person who can express ideas or feelings clearly to others _____

Task 3. A. Which of the personal qualities discussed in Task 1 do you think are the qualities you need to become a millionaire?

B. Are the statements 1-6 about millionaires true (T) or false (F)?

1. Most millionaires are born rich.

2. Millionaires think that money is more important than love or marriage.

3. They work more than sixty hours a week.

4. They don't like to work when they're on holiday.

5. They do well at school and usually go to university.

6. They like spending money on designer goods.

C. Read the article and check your answers.

"You don't have to be born rich to be a millionaire"

1. So you want to be a millionaire but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey. Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

2. The answer, not surprisingly, is money, money, and more money. Money is more important than love or marriage. And if you give a millionaire money, they won't spend it, they'll invest to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don't have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn't get good results. However, you must have a clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionnaires left school early to start their own businesses.

3. If you want to be a millionaire, not only do you have to work hard, but you shoud enjoy your work. And you shouldn't take too many holidays. Most millionaires work more than sixty hours a week. Half stay in contact with the office while they're on holiday and fourteen percent of them refuse to switch off. Having a good work-life balance is fine for people who only want to be moderately successful, but if you're really ambitious, you have to put in the hours.

4. What are millionaires like as people? The survey found that they are competitive, they are taking risks, and they are aggressive and self-confident. They'll do anything they can to get what they want.

5. Millionaires can break all sorts of rules. The only thing they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They prefer Gap to Gucci. Many of them choose not to spend money on expensive designer clothes – they would rather find a bargain on the high street. And they don't spend lots of money on expensive meals in restaurants either. They prefer to eat at home. However, they do like to drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire, you shouldn't worry about what other people think of you. Just do your own thing.

Task 4. A. Underline words or phrases in the article that match the meanings 1-6.

1. their family didn't have much money (paragraph 2)
2. they never stop thinking about work (paragraph 3)
3. having enough time for work and for the things you enjoy (paragraph 3)
4. work long hours (paragraph 3)
5. find something for a good price (paragraph 5)
6. do what you want without worrying about what other people think (paragraph 5)

B. Choose two or three of the expressions. Use them to make sentences about yourself, or people you know.

Task 5. Complete the sentences with the adjectives in the box.

reliable	easy-going	bright	keen	moody
sensible	aggressive	honest	punctual	independent

1. She is very _____. She works well by herself.

2. You never know what to expect. She's very _____, so one minute she's happy, and the next minute, she's shouting at you.

3. She's very _____. I'm sure she will know what to do if there's a difficult situation.

4. He's extremely _____. He is never late for appointments.

5. My new manager is very _____. She doesn't mind what time we get to work, or what we wear. She never looks stressed.

6. He always tells the truth. He's very _____.

7. She's always looking for extra jobs to do. She's very _____.

8. He's very _____. He learns very quickly.

9. You know that you can trust and depend on him. He's hard-working and very _____.

10. He nearly attacked one of his employees when he arrived late for the meeting. He's very _____.

Task 6. 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?

Task 7. Circle the correct option to answer the questions.
1. How should you dress before an interview?
   a) messily   **b)** brilliantly   **c)** smartly
2. How should you shake hands with someone?
   a) nicely   **b)** firmly   **c)** heavily
3. When should you arrive for an appointment?
   a) on time   **b)** quickly   **c)** late
4. What shouldn't you avoid in an interview?
   a) foot contact   **b)** head contact   **c)** eye contact
5. What should you do before an interview?

a) some research   **b)** a job   **c)** the washing
6. What should you show in an interview?
    a) your CV   **b)** your photos   **c)** enthusiasm

Task 8. Revise the modals denoting obligation. First, find and underline these modal verbs in the text (Task 3, C). Then, match the words in bold in sentences 1-6 with the meanings a)-e). One meaning matches with two sentences.
    1. You don't have to be born rich to be a millionaire.
    2. If you want to be a millionaire, you have to work hard.
    3. You must have a clear idea of what you want to do.
    4. You should enjoy your work.
    5. You shouldn't take too many holidays.
    6. You mustn't worry about what other people think of you.
        a) It's a good idea.
        b) It's not necessary. You don't need to be/do this.
        c) It's necessary. You have no choice.
        d) It's important that you don't do this.
        e) It's not a good idea.

Task 9. Make sentences with the prompts. Use the positive or negative form of the word in brackets.
    1. window cleaners / be afraid of heights (must)
    2. baristas / get up early in the morning (have)
    3. nurses / be patient and care about other people (should)
    4. businessmen often / travel a lot (have)
    5. politicians / do their job because they want fame (should)
    6. teachers / enjoy working with children (must)
    7. doctors / train for several years before they can work (have)
    8. police officers / be / good communicators (have)
    9. software engineers / know perfectly all programming languages (have)
    10. civil servants / to receive or accept benefits of any kind from a third party (ought)

Task 10. To learn more about this grammar category, follow the link: https://test-english.com/grammar-points/b1/have-to-must-should/

Self-Assessment Task

Circle the correct option to complete the sentences.

1 Jose is _____ – he speaks Spanish and English.
a) monolingual   b) bilingual   c) multilingual

2 Where _____ last summer?
a) have you go   b) do you go   c) did you go

3 What music _____?
a) do you listen   b) you listen to   c) do you listen to

4 Who _____ you with this homework?
a) helped   b) did help   c) was helped

5 _____ she like pasta?
a) Is   b) Does   c) Do

6 I'm _____ a novel.
a) writing   b) be writing   c) already written

7 What _____ between 4.00p.m. and 4.30p.m.?
a) did you do   b) were you doing   c) you were doing

8 We are _____ of a tennis club.
a) team-mates   b) partners   c) members

9 They _____ in a concert.
a) did   b) took place   c) took part

10 Can you _____?
a) make me a favour   b) do me a favour   c) do me favour

11 You have excellent _____ and learn quickly.
a) learning strategies   b) learning styles   c) learning systems

12 I _____ research before I started the project.
a) did a   b) took some   c) did some

13 I _____ about this topic.
a) could question   b) ask a question   c) have a query

14 Why don't you _____ and tell your story?
a) go ahead   b) be ahead   c) go forward

15 _____ me, the most important thing is to be honest.
a) By   b) For   c) According

16 I love films about the future, especially _____.
a) fiction science   b) science fiction   c) period drama

17 We _____ to Italy yet.
a) didn't go   b) not have been   c) haven't been

18 _____ Paul last night?
a) Were you see   b) Did you see   c) Have you seen

19 What _____ to your hair?
a) have you done   b) you have done   c) you did

20 I didn't want to work _____ my own.
a) in   b) on   c) by

21 She fired the gun _____ mistake.
a) by   b) on   c) at

22 He realised he _____ Janine before.
a) met   b) was meeting   c) had met

23 The alarm went off while we _____.
a) sleep   b) were sleeping   c) had slept

24 I was nervous because I _____ a speech before.
a) wasn't giving   b) didn't give   c) hadn't given

25 When I _____ her, she didn't know who I was.
a) had met   b) was meeting   c) met

26 The kidnappers wanted a million dollars for each _____.
a) hostage   b) fugitive   c) flood

27 That boy is always _____ lies.
a) speaking   b) saying   c) telling

28 If you did something wrong, you should _____ sorry.
a) ask   b) say   c) tell

29 All _____, the rain came down.
a) in the end   b) very sudden   c) of a sudden

30 That's impossible – you _____ joking!
a) must to be   b) must be   c) must

RESULT   /30

36

UNIT 3. EMOTION
3 A. FEELING STRESSED

"The greatest mistake you can make in life is to be continually fearing you will make one."
Elbert Hubbard

Lead-in: Read the quote above and share your interpretation of it. Reflect on a time when fear of making a mistake held you back from pursuing an opportunity or achieving a goal. How did you overcome this fear, or what might you do differently in the future to prevent it from holding you back?

Task 1. A. Think about the basic emotions that all humans share no matter what culture. Brainstorm a list and find out about six basic emotions identified by Paul Ekman.

B. Select one emotion and create a skit or mime to act it out.

Task 2. Think about the time when you felt one of these basic emotions and add any other vocabulary items to describe this feeling in more detail.

Task 3. A. Read the information on the webpage, make notes and get ready to discuss the Feelings Wheel: https://www.calm.com/blog/the-feelings-wheel

B. Answer the following questions:
    1. What is the Feelings Wheel?
    2. How does the Feelings Wheel work?
    3. How are emotions divided into different layers?
    4. How can Feelings Wheel be used? What are its benefits?

C. Explore the specific emotions connected to a basic emotion and discuss what those specific emotions mean?

Task 4. Read the text about some basic emotions and get ready to add more specific ones to each of them
    Did you know that there are actually only six basic emotions which all humans experience and which we recognise by our facial

expressions? The six emotions are:

1 JOY – that wonderful feeling of happiness when something brings a smile to your face. We all love and recognise this one. It's a motivator too. We keep doing things that make us feel happy.

2 ANGER – when something goes wrong and you lose your temper. This emotion allows you to deal with difficult situations, and not just run away.

3 SADNESS – often experienced when we lose someone or something important to us. If we see someone who's feeling sad, we may start to feel sad too.

4 FEAR – this is probably the most basic emotion. We can experience this from a very early age, and it helps us to escape from danger.

5 SURPRISE – when something unexpected happens, you raise your eyebrows and actually open your eyes wider to help you see what it is.

6 DISGUST – this is an important emotion which helped our ancestors to survive. If you eat something disgusting or poisonous, your face warns others what has happened.

Task 5. A. Work in pairs and discuss the questions.
    1. What makes you angry or annoyed?
    2. What sorts of things do you find relaxing?
    3. Is there anything you are frightened of?
    4. What kinds of things make you worried?
    5. Have you ever been really embarrassed?
    6. What makes you feel exhausted?
    7. What sorts of things do you find confusing?
    8. Do you find your studies / job / life satisfying?

B. Look at the quiz and answer the questions.
1. Which ending is used to talk about feelings: *–ed* or *–ing*?
2. Which ending is used to talk about the cause of feelings: *–ed* or *–ing*?

C. Complete the sentences with the correct form of the adjectives in

Task 4. Remember to use *–ed* or *–ing* endings.
1. It's very _____ watching the news at the moment. I think there's going to be another war.

2. I'm going to bed. I'm _____ because I've been working late every night this week.

3. My face went bright red when I realised what I'd said. It was really _____.

4. I love it when I see people enjoying the food I've cooked. I find it very _____.

5. I don't understand the grammar. I'm completely _____.

6. I go to yoga every week because it makes me feel so _____.

Task 5. Complete definitions 1-10 with the correct form of the adjectives in the box.

exciting / excited	terrifying / terrified
astonishing / astonished	tiring / tired
fascinating / fascinated	disappointing / disappointed
disgusting / disgusted	frustrating / frustrated
depressing / depressed	interesting / interested

1. you want to know more about it and you give it your attention: *I was _____ in what he had to say.*

2. being happy, interested, and hopeful because something good has happened, or is going to happen: *The kids are getting really _____ about the trip.*

3. very surprising: *It's _____ that you didn't know about this.*

4. making you feel that you want to sleep or rest: *It was a long, _____ journey.*

5. extremely interesting: *Istanbul is a _____ city.*

6. unhappy because something you hoped for did not happen: *I was _____ that I hadn't won.*

7. making you feel sad: It's a very _____ book. I didn't like it at all.

8. extremely unpleasant and making you feel sick: *What's that smell? It's _____!*

9. feeling annoyed, upset or impatient because you cannot control / change a situation: *He gets _____ when people don't understand what he's saying.*

10. very frightened: *I'm absolutely _____ of spiders.*

"Great news for someone is always bad news for someone else."
John Green

Lead-in: Read the quote above and share your interpretation of it. Share your own examples where you have experienced or observed this situation.

Task 1. A. Look at the phrases 1-8. Are they good news (G) or bad news (B)?
1. Pass / fail your exams
2. Be offered a job
3. Get a place at university / a degree
4. Get engaged / married
5. Lose your job / money
6. Split up with a partner
7. Get promoted
8. Buy a house

B. Work in pairs. Have any of the things above happened recently to you, or anyone you know?

C. Think of future professional scenarios that can be either good or bad news for you.

Task 2. A. Think what is the best way to give bad news. Complete the article with the phrases in the box.

give a reason	prepare your listener	tone of voice
bad news	making people too upset	good news

Good ways to give bad news

It's easy to give someone good news, but what about when you have some ¹_____ to tell? Are there any good ways to give bad news without ²_____? The following steps might help:

Say something positive: Try to start or end the conversation with some ³_____, so that it's not all bad. For example, "You did very well in the enterview, but unfortunately we've given the job to somebody else."

⁴_____ **for the news:** Use phrases to introduce

what you're going to say, like "Unfortunately, …", "I'm really sorry, but …", or "I'm afraid I've got some bad news." This gives the listener time to prepare for what you're going to say.

Try to ⁵_____**:** People like to know why things go wrong. Try to explain the decision if someone doesn't get the job. If you have to cancel an appointment, try to give a reason.

Use a soft ⁶_____**:** If you're delivering someone bad news, try to use a soft, calm voice to make you sound kind. Say things to show you understand, like "I'm really sorry", or "I know this must be disappointing."

B. Do you agree with the advice given? Why? Why not?

Task 3. Read the information on the webpage https://www.scienceofpeople.com/how-to-deliver-bad-news/ and speak about some practical tips for delivering bad news in the business world.

Task 4. Look at the phrases that can be used to introduce a piece of news.

good news	I've got some good news (for you). I'm really pleased to tell you … You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but … I'm afraid / Unfortunately … I'm afraid I've got some bad news …. There's something I've got to tell you.
good or bad news	You know …? Well, … I've something to tell you.
responding to the good news	Wow! That's fantastic/great news. That sounds fantastic. Congratulations / Congrats! I'm glad to hear that. You're joking! / I can't believe it. You lucky thing! / Well done! Have you? / Did you?

responding to bad news	That's a shame.
	That's terrible / awful.
	That's really annoying.
	I'm really sorry to hear that.
	It's a pity that …

Task 5. Put the owrds in the correct order to make sentences.

1. news / afraid / I'm / bad / the / we / match / lost
2. to / I'm / the / you / tell / got / pleased / you / really / job / that
3. going / I'm / to / late / we're / be / afraid
4. got / you / there's / tell / I've / to / something
5. never / what / you'll / guess
6. got / news / I've / for / good / you / some
7. was / concert / the / unfortunately / cancelled
8. lost? / you / the / we / cat / know / we / again / found / him / well,

Task 6. Complete the conversations with the words in the box.

joking	*Congratulations*	*sorry*
lucky	*annoying*	*pleased*
done	*shame*	*terrible*

1. **A:** I've been offered a job.
   B: Wow! That's fantastic. _____!
2. **A:** We've offered the job to someone else.
   B: Oh. That's a _____. Thanks, anyway.
3. **A:** I've just won some money in a creative writing competition.
   B: You're _____? … How much did you win?
4. **A:** We crashed the car.
   B: Oh no. That's _____.
5. **A:** They've offered me a place.
   B: That's wonderful news. Well _____! I'm so _____ for you.
6. **A:** Steve's lost a job.
   B: Oh no. That's awful. I'm really _____ to hear that.
7. **A:** And they've got engaged.
   B: No! That's really _____.

Task 7. Complete the dialogue with your own ideas and the

language you've learnt.

1. **A:** We regret to inform you that you have not passed your driving licence exam.

   B: _____.

2. **A:** I'm afraid I have some bad news. Our flight to Barcelona has been cancelled.

   B: _____.

3. **A:** I have some great news! I got an email from Google and they want to hire me!

   B: _____.

4. **A:** _____.

   B: That's amazing! Thank you!

5. **A:** _____.

   B: I'm so sorry to hear that.

Task 8. Get ready to report a news segment from the BBC News website https://www.bbc.com/news. Follow the instructions given below:

➢ Select a news segment that interests you, watch or read it at least twice.

➢ Take notes on the main points, key details, and important vocabulary used in the segment.

➢ Create an outline of the news report, incl. the headline or main topic, key details and supporting information, quotes or important statements, and the conclusion or final thoughts.

➢ Present it to the class.

Task 9. See the table below to review conditionals and underline the correct alternative.

   1. If I have time later, *I call / I'll call* you.

   2. If I *don't / wouldn't* sleep well enough, I feel terrible the next day.

   3. If there *is / would be* anything else you need, just tell me.

   4. Those plants *die / will die* unless you water them soon.

   5. If we had more room, *I'll / I'd* invite them to stay.

   6. It wouldn't be as bad as if we *didn't / don't* have so many exams this year.

   7. If I didn't have a car, I *will / would* cycle everywhere.

8. If we *won't / don't* leave now, we'll be late.

9. It's more expensive if you *live / lived* in a bigger house.

10. If we *get / will get* hungry, we'll buy some sandwiches.

11. If you had trained more, you *hadn't / wouldn't have* lost so easily.

12. If you had told me that you were having problems, I *had / could have* helped you.

13. She *would / will* get angry if we asked her.

14. Life would be easier if we *will have / had* more money.

	If-clause (condition)	Main clause (result)
Zero Conditional - used for **present, real**/factual situations	If I **drink** coffee at night,	I **don't sleep** well.
First Conditional - used **for future real**/factual situations	If I **drink** coffee tonight,	I **won't sleep** well.
Second Conditional - used for present or **future unreal**, imaginary situations	If I **drank** coffee tonight,	I **wouldn't sleep** well.
Third Conditional - used for **past unreal**, imaginary situations	If I **had drunk** coffee last night,	I **wouldn't have slept** well.

3 C. THE SECRET OF SUCCESS

"Success is where preparation and opportunity meet."
Bobby Unser

Lead-in: Read the quote above and share your interpretation of it.

Think about a time in your life when you achieved something you were proud of. Consider what preparation you did and what opportunities helped you succeed.

Task 1. Consider the following real-life examples where preparation and opportunity played a crucial role. Discuss these and other factors contributing to people's success.

➢ An athlete who trained rigorously and seized the chance to compete in the Olympics.
➢ An entrepreneur who prepared by studying the market and launched a successful business when the opportunity arose.
➢ A student who prepared diligently for exams and earned a scholarship when the opportunity presented itself.

Task 2. Write your answers to the following question:
How would you define success *… for your university?*
                              for yourself at university?
                              for yourself at home?
                              for yourself as an English student?

Task 3. A. Read the text and discuss the theory of the "right mindset".

Do you have the right mindset?

[1]Think back to when you were in a classroom, maybe a maths classroom, and the teacher set a difficult problem. (That could have been any time between this morning or a few years ago.) Which of the two following responses is closer to the way you reacted?

A: Oh no, this is too hard for me. I'm not even going to seriously try and work it out.

B: Ah, this is quite tricky but I like to push myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

[2]Early in her career, psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities could be developed. She says they had a 'growth mindset' and are focused on what they can achieve in the future. But another group of children felt that their intelligence was being judged and they had failed. They had a 'fixed mindset' and were unable

to imagine improving. Some of these children said they might cheat in the future; others looked for someone who had done worse than them to boost their self-esteem.

[3] Professor Dweck believes that there is a problem in education at the moment. For years, children have been praised for their intelligence or talent, but this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in: making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.

[4] Psychologists have been testing these theories. Students were taught that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests, beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

[5] So, back to our original question. If you answered B, well done – you already have a growth mindset. If A, don't worry; everyone is capable of becoming mastery-oriented with a little effort and self-awareness.

(Adapted from
https://learnenglishteens.britishcouncil.org/skills/reading/c1-reading/do-you-have-right-mindset)

Task 4. Read the text again and choose the best heading for each paragraph.

A. Two ways of responding to a problem.
B. Staying in your comfort zone
C. Proof that brain training works.
D. The right and wrong kind of praise.
E. You can change the way you think.
F. How do you respond to a challenge.

Task 5. Complete the sentences with a word from the box.

boost	learning	conmfort	make
test	do	get	love

1. That was a bit scary! I've never spoken in public before – it really took me out of my _____ zone.

2. She's setting up a study with two groups of children to _____ her theory.

3. You can do better than this. You've really got to _____ more effort.

4. He needs to _____ good grades if he wants to be accepted in medical school.

5. It was quite difficult but enjoyable too – I _____ a challenge.

6. When my story was accepted for publication it was just what I needed to _____ my self-esteem.

7. My aunt wants to _____ research into attitudes to learning in small children.

8. If you're having problems remembering everything, maybe you need some _____ strategies.

Task 6. Complete sentences 1-8 with the phrases in the box.

work hard	be a higher achiever	have an opportunity	master

focus on	have a natural talent for	believe in yourself	world-class

1. You will never achieve anything if you don't _____ at it.

2. I don't _____ languages. I find them difficult to learn.

3. If you _____ and your abilities, then you can achieve anything.

4. It's amazing what children can achieve if they _____ to try different skills.

5. If you went to _____ any skill, you have to practise it regularly.

6. I'm sure she will _____. She is determined to do well at everything.

7. When I really want something, I try to _____ my goal.

8. She'll beat all the women in the world this year. She's

_____ high jumper.

Self-Assessment Task

CHECK

Circle the correct option to complete the sentences.

1 Houses in the area have become much _____ recently.
a) more affordable   b) more cheaper
c) expensiver

2 People are able to work far _____ hours than before.
a) most flexible   b) more flexible   c) the more flexible

3 The saxophone is _____ to learn than some other instruments.
a) slightly the hard   b) slightly easy   c) slightly harder

4 Could you go and get the _____? I need to clean the floor.
a) communications satellite   b) washing machine
c) vacuum cleaner

5 Nowadays you can have a _____ to protect you from influenza.
a) antibiotic   b) vaccination   c) genetic engineering

6 That's a very good _____.
a) wonder   b) inquire   c) question

7 I'm doing _____ into how computers affect children.
a) a research   b) some research   c) some investigate

8 You don't want to come with us, _____?
a) would you   b) did you   c) do you

9 You've brought the camera with you, _____?
a) did you   b) haven't you   c) didn't you

10 She _____ one of the best players in the world, isn't she?
a) 's   b) will be   c) was

11 I couldn't do anything to make things better. I felt _____.
a) effective   b) painful   c) useless

12 He's a very _____ puppy.
a) lovable   b) creative   c) biological

13 My computer's _____. Can you help me?
a) needs fixing   b) doesn't work   c) crashed

14 Could you tell me _____?
a) what is the problem   b) what the problem is
c) what the problem

15 Sure. Let me _____.
a) look for   b) have a look   c) look at

16 I've had a really _____ week.
a) exhausted   b) tired   c) exhausting

17 I get really _____ when he doesn't reply to my texts.
a) annoyed   b) annoying   c) relaxed

18 I'll give you the present when _____ you.
a) I will see   b) I would see   c) I see

19 If we can arrange everything, _____ to France for a holiday.
a) we'll go   b) we go   c) we would go

20 _____ very tired when I have to travel a lot.
a) I'll get   b) I get   c) I would get

21 It's a formal evening, so we must _____ in something nice.
a) dress down   b) dress for   c) dress up

22 We're very different characters, but we _____ well.
a) get off   b) get on   c) get on with

23 She's selling the paintings to _____ for charity.
a) buy money   b) earn money   c) raise money

24 I'll get there early and get us some _____.
a) seats   b) entrance   c) chair

25 If he _____ the drums late at night, I would sleep much better.
a) doesn't play   b) didn't play   c) would play

26 Life _____ easier if we didn't have to work so hard.
a) would be   b) is   c) was

27 I wouldn't mind if he _____ back again!
a) always comes   b) never comes
c) never came

28 She was _____ a job at their head office in Washington.
a) offered to   b) offered   c) promoted

29 I'm really pleased _____ you that you've won first prize.
a) tell   b) to tell   c) telling

30 A: Their house burned down in a fire.
B: Oh no. That's _____.
a) a shame   b) annoying   c) awful

RESULT   /30

48

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