

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodological guidelines
for independent work
on the subject

**«FOREIGN LANGUAGE»
(ENGLISH)**

*(for the first year full-time and part-time students of
all specialties)*

1st semester

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INTRODUCTION

These educational materials are designed for the students of the 1st year of all specialties to develop their knowledge and skills in English language.

The manual is based on the authentic texts. It also has the tasks for reading and translation, lexical tasks, texts for self-study. It has 4 units. Each unit contains:

- authentic texts for reading, translation and discussion in class;
- activities on vocabulary;
- activities on reading comprehension;
- additional texts with tasks.

The manual can be recommended both for using in class and for students' self-study.

UNIT 1

Text 1

I. Read the text and match these headings to paragraphs 1-6. There is one heading you do not need.

- a. A successful combination
- b. A mixture of characteristics
- c. A recent change
- d. A difficult race to understand
- e. An exciting event
- f. A strange contradiction
- g. An unwilling acceptance

II. Using the headings above, discuss with a partner what you can remember reading.

National characteristics

The English are not easy to understand. As one of the characters in a play called *The old Country* put in: "In England we never entirely mean what we say, do we? Do I mean that? Not entirely."

The British are famous for their tolerance and sense of humour, yet, as writer Paul Gallico observed: "No one can be as intentionally rude as the British, which amazes Americans, who do not understand such behavior." Britain's nearest neighbours can be just as astounded as the Americans. French writer Andre Maurois wrote: "In France, it is impolite not to have a conversation with someone: in England, it is unwise to have one. No one there blames you for silence. When you have not opened your mouth for three years, they will think, "This Frenchman's quite a nice fellow."

The truth about the British is, of course, much more complicated, but certain generalisations can be made. Britain is an island – a fact not changed in anyone's mind by the construction of the Channel Tunnel – and it has not been successfully conquered for nearly 1,000 years. For this reason, Britain and the British remain deeply individualistic. To the English, the Welsh seem a much more talkative group than themselves. This talkative nature is one of the Welsh national characteristics and Wales became a very popular place with preachers and trade union leaders, particularly in the 19th century. In contrast, the Scots, who have a rather different historical and religious background from the English (they were never conquered by the Romans, or by the Normans after 1066), are seen as quiet and serious.

In the 1950s, many Commonwealth citizens, mostly from the West Indies, emigrated to Britain. There are now around half a million West Indians in Britain and four black politicians were elected to parliament in 1987. Others came to live and work, too. Asians came from the Indian subcontinent and Africa, and Chinese people

from Hong Kong, many of whom have put in a lot of effort to build up successful business. All these people, together with Arabs and Africans, help to form what is now a multiracial society.

But, although the people in Britain all have different accents, different cultural backgrounds and different views, and even different languages, they make up a really astonishing island race, whose culture and customs are mixed so well together that they form a character which is the sum of so many parts.

“To understand Britain, however,” its people tell you, “takes many visits.” Bearing in mind their inability to say what they mean, this probably translates as: “Although we regard tourism as rather undesirable, we put up with it because we do need the business the visitors are bringing in.”

III. Analyzing the text

1. Do you think the writer intended to be serious or amusing, or both? Why?
2. What other opinions does the writer quote? Why do you think he does this?

IV. Vocabulary: nouns and verbs

These words are in the article. Choose the best meaning from the opposite answers below.

1) intentionally

- in particular
- on purpose
- by chance

2) astounded

- worried
- shocked
- puzzled

3) complicated

- comprehensive
- difficult
- confusing

4) conquered

- fought
- defeated
- attacked

5) preachers

- religious speakers
- teachers
- instructors

6) trade union – an organization for

- shoppers
- workers
- politicians

7) emigrated

- moved house
- flew away
- left your own country

8) views

- sights
- opinions
- scenes

9) bearing in mind

- remembering
- thinking
- proving

V. Modifiers

A. Which of these words have a similar meaning? Use a dictionary to help you if necessary.

- very
- rather
- quite
- really

B. Use one of the words to complete each sentence. More than one answer may be possible.

1. My new neighbours seem to be _____ a nice couple.

2. London is a _____ popular place with tourists. Millions visit the city each year.

3. The British have a _____ different sense of humour from the French.

4. I saw a _____ astonishing sight the other day. I couldn't believe my eyes.

5. Although we think walking is _____ a boring thing to do, we need the exercise.

6. Five plus five is ten. That's _____ right.

VI. Phrasal verbs – *put*

Underline the phrasal verbs with *put* and match them with the meanings in a – f.

1. Would you please put these books away?
2. We put the meeting off until next week.
3. Could you put me through to the school secretary?
4. I'll be in town tomorrow. Can you put me up tonight?
5. They have put bus fares up again!
6. I can't put up with that awful noise!

- a) postpone
- b) connect by telephone
- c) increase
- d) give me a bed for the night
- e) return to the proper place
- f) bear or stand

Let's practice 1

I. Confusing words

Use one of these words in the correct form to complete the sentences.

- characteristic
- identity
- individuality
- personality

1. No one discovered the true _____ of the thief.
2. National _____ are often quite amusing to people from other countries.
3. Human beings are amazing; they all have their own different _____.
4. A sense of _____ is important if we want to stand out in a crowd.

II. Words that go together

Choose the best answer, *a*, *b* or *c*, to complete these sentences.

1. The British are an island _____.
 - a) breed
 - b) race
 - c) crowd

2. If you want to _____ on TV, why don't you apply for a job as a news presenter?
 - a) perform
 - b) act
 - c) appear

3. To be a clown you need to have a _____ of humour.
 - a) sense
 - b) knowledge
 - c) feeling

4. It's easy to _____ generalisations about different nationalities.
 - a) tell
 - b) make
 - c) say

5. It took Clare three years to _____ her business.
 - a) build up
 - b) build on
 - c) build in

6. Once you've agreed, you can't _____ your mind.
 - a) revise
 - b) modify
 - c) change

7. Paul _____ a lot of money. He has been a computer programmer for two years.
 - a) wins
 - b) earns
 - c) gains

8. If you want to pass your exams, you need to _____ a lot of effort and revise.
 - a) put in
 - b) do
 - c) have

III. Adjectives.

A. Add *in-*, *un-* or *im-* to make these adjectives negative.

- 1) desirable
- 2) complicated
- 3) successful
- 4) wise
- 5) polite
- 6) experienced

B. Now complete these sentences with one of the positive or negative adjectives in A.

1. Before he went to university, Dave used to be a quiet, _____ boy. Now he's often loud and bad-mannered.
2. For most teenagers, a mobile phone is a very _____ item.
3. Although the athlete was young and _____, he still won the race.
4. The instructions were _____ and difficult to follow.
5. Don't trust Karen. It would be _____ to tell her about the problem.
6. Karl's attempt to climb the mountain was _____. He had to turn back.

IV. Word building

A. Change these verbs into nouns ending in *-ion*.

- 1) combine
- 2) contradict
- 3) generalize
- 4) construct
- 5) converse

B. Now match these meanings with the nouns.

- a) anything built or put together
- b) a comment that applies to the majority
- c) the art of talking
- d) a number of things mixed together
- e) a statement which is different from another

V. Phrasal verbs – *put*

Use a phrasal verb with *put* to reply to questions 1 – 5

- put off
- put away
- put up
- put through

1. What happened to all those books which were sitting on my desk?
– I think somebody _____
2. Could I speak to head teacher, please?
– Certainly. I'll _____
3. Why is the meeting not being held today?
– We had to _____
4. Surely it doesn't cost that much to travel on a bus?
– It does. They've just _____
5. I'll be in town next weekend. Do you think you could find me somewhere to stay?
– Oh, don't worry. We can _____.

Use of English

1. Read the text about education in Britain. Complete the gaps with the best form of the word in brackets. There may be some words that you don't have to change.

In Britain, _____ (*educate*) is compulsory between the ages of 5 and 16. At the age of five, children start primary school. Then, at the age of eleven, they begin their secondary education. Most children go to state schools, and only about 7% _____ (*attend*) fee-paying private schools.

A school year is divided into three terms. _____ (*near*) all schools work a five-day week and they are closed on Saturdays. The day starts at nine and finishes between three and four. There is a lunch break which usually lasts about an hour and a quarter.

A _____ (*type*) timetable includes English, Science, Maths, History, Geography, Art, Music, Physical Education and foreign languages. A lot of schools offer a range of after-school _____ (*active*) such as choir, drama, and trips to _____ (*interest*) places.

Young people are expected to show respect for their teachers and obey school rules. Students who _____ (*behave*) risk being excluded from school.

The main exams are GCSEs (school-leaving exams at 16), and A-levels (university entrance exams at 18). University students _____ (*graduate*) after completing their first degree, usually in three years. Many students then continue their studies for a Master's degree, or a PhD.

2. Read the following article about schools in Britain. Fill in each gap with one word only.

British Public Education

British public schools are famous for _____ (1) excellence. Even those who criticize them for _____ (2) a symbol of class privilege admit they have much to offer. They _____ (3) challenging for unusually clever students, but also appreciative _____ (4) less academically-gifted

personalities. They teach self-discipline, but also creativity. They are exciting, and _____ (5) the same time, successful _____ (6) conventional terms of percentage of examination passes and university entrances. Indeed, _____ (7) schools where students live, work and play together do seem _____ (8) have more success in realizing their objectives _____ (9) any other educational institution of our times.

3. Choose the correct word: a, b, or c, to fill each gap.

1. Northtown School, ____ I go to, is well known for sport.

- a) which
- b) that
- c) where

2. My city's football team has never _____ successful in the championship.

- a) been
- b) gone
- c) had

3. I haven't visited as many countries ____ my sister.

- a) as
- b) than
- c) so

4. As Education Minister, she is responsible ____ the quality of education in our schools.

- a) to
- b) with
- c) for

5. _____ you think you could help me with my project?

- a) will
- b) do
- c) can

4. Read this short text. It contains seven errors. Can you find and correct them?

When I think on the future, I realize I really have no idea what I'm going to do. That I want to do is to enjoy the present and live for the moment. When my brother had my age, all he did was make plans. He knew which he wanted to go to university, what course to take – everything. Even as a teenager, he has decided of his job. And, let me tell you, my brother is very boring! I'm going to live my life different.

5. Complete the text by writing one word only in each gap.

Shocking News: Students Want To Teach!

Teachers may feel underpaid and unappreciated, but, judging from the results of a recent career survey, they're inspiring _____ (1) very tough crowd: teenagers.

The survey found that teaching is a top career choice for teenagers, ranking as high _____ (2) doctor – a frequent favourite – and just above lawyer – another popular choice. The survey was based on responses from more _____ (3) 1,000 people _____ (4) were aged from 13 to 17. The question asked was, "What kind of work _____ (5) you think you will do for a career?" The teenagers were asked _____ (6) give their top three choices. The other top ten choices included sports, science, architecture, business, the military, engineering and nursing.

Results have always differed between girls and boys. For example, a military career _____ (7) never been a top-ten choice among girls, but it's often popular with boys. _____ (8) the other hand, nursing is usually a popular choice with girls, but has never made the top ten with boys.

Text 2

I. Read the text given below. For questions (1 -4), choose the best answer (a, b, c or d) which you think fits best according to the text.

The Spirit of London

London often gives the impression of being more comfortable with its past than its present. From the world-famous landmarks of St Paul's Cathedral, Buckingham Palace and the Tower of London to the traditional and well-loved double-decker buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. This journey is even better now that the building works, which covered many historic sites, have been taken down. Newly cleaned and restored buildings are revealed, and the city looks as if it has been revitalized.

The city has also re-discovered its river. The area between the South Bank Arts Centre, which includes the National Theatre and Tower Bridge, has been brought back to life, and the city has found a new heart along the forgotten riverside. As you walk eastwards along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs.

Across the river from London Bridge is "the City of London", the financial district of the capital. The City has its own historic delights, such as the 15th century Guildhall and churches designed by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "walk through the ages", starting from Fournier Street and ending at the modern Lloyd's building in Lime Street. Remember, however, that in London you are never far away from the past; the old-fashioned red telephone boxes are becoming popular again, and many London pubs – where a visitor might ask for a pint of bitter – have been restored to their original Victorian beauty.

But the capital is not a historical theme park. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine – unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a mixture of reasonably priced chainstore clothing and unique boutiques selling everything from rave gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London's energy and originality is now centred in Soho, the city's liveliest and most bohemian area. Today, it has become a meeting place for all kinds of people from all over the world, whatever the hour of day or night.

So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and shaking underground railway, it is still one of the world's greatest and most cosmopolitan cities.

1. According to the first paragraph, what is the most outstanding characteristic of London?

- a) the number of hotels;
- b) the number of historic sites;
- c) the number of landmarks;
- d) the number of theatres.

2. The City of London _____

- a) was built by Sir Christopher Wren;
- b) is mainly made up of churches;
- c) is a museum of architecture;
- d) contains different styles of architecture.

3. The new English cuisine is _____

- a) well represented by White's restaurant;
- b) only available at the Hyde park Hotel;
- c) available in all London restaurants;
- d) not worth the price the diner is expected to pay.

4. What does the writer think of London's shopping facilities _____

- a) they are too expensive for most people;
- b) they provide for a variety of tastes;
- c) they are all quite reasonably priced;
- d) they don't have enough customers.

II. Writing. Fill in the gaps with the correct future forms of the verb (will or going to).

1. Mrs. Garrison (teach) _____ the class next year.
2. The cookies are all gone. (buy) _____ you _____ some, please?
3. Toni and David (name) _____ the baby "Melinda".
4. Everyone is hungry. I (get) _____ some doughnuts for breakfast.
5. Peter, (fix) _____ you _____ the chair tomorrow?
6. Eduardo (marry) _____ Carmen in June.

III. Write an email (50-60 words) to your English-speaking friend saying that you would like to go on holiday with him/her and say which town in Ukraine you recommend to visit and why.

UNIT 2

Text 1

I. Read the text given below. For questions (1 -4), choose the best answer (a, b, c or d).

Can you imagine what our lives will be like in the year 2050? Perhaps you will be flying off for a holiday on the moon, or maybe you will be taking your dog for a walk in the virtual reality. We recently carried out a survey of 1,000 people from different countries to find out what they think life will be like in the future. The results clearly demonstrate both our hopes and fears.

The survey suggests that friendship – one of the most important human relationships – will have changed dramatically. People will make friends through the Internet. What is more, a large number of people will even come across their future husbands or wives in this way! Computers will have become absolutely essential by 2050. Even now, some people describe them as their best friend! Others, however, say that we will become much more isolated from each other because we will have little real human contact.

Education will have changed a lot too. As more and more children will be using computers in schools, certain abilities, such as mental arithmetic, won't be necessary since there will be computer programmes for most calculations. Even writing by hand will have become a thing of the past.

According to the survey, home life will be better. Most people believe that by 2050 robots will be doing the housework and we will be eating readymade food. A lot of people think that we might only cook for fun in the future.

Space exploration will become increasingly popular. Fifty per cent of the people we talked to believe that man will regularly visit Mars. They also believe that travel on our own planet will probably change. Almost everyone thinks that there will

be no cars in the city centres. Some even think that environmentally friendly electric or solarpowered cars will have replaced the cars we use nowadays.

Pollution is something that seems to worry many people. Some fear that it will continue to get worse, and that our planet will become impossible to live on. Others even foresee that one day we'll have to pay for clean air just like we do now for clean water.

On the other hand, people seem to be quite optimistic about the benefits of genetic engineering, as they think scientists will use it to cure diseases like cancer and AIDS. If scientists manage to find a cure for these, we'll have a much healthier society.

Some people worry about the future, while others are full of hope and enthusiasm.

No matter how dark or bright it may seem, it is up to us to look after our planet and try to make it a better place to live.

1. Many people believe that in 2050 _____

- a) we will not part for computers.
- b) we will never leave our homes.
- c) we will not have any friends.
- d) we will find partners through computers.

2. The article suggests that in 2050 _____

- a) students won't write by hand.
- b) fifty per cent of people will have travelled to Mars.
- c) lessons will be very different.
- d) everyone will learn to cook.

3. As far as cars are concerned, some people believe that _____

- a) we will not have any.
- b) they won't run on petrol.
- c) they will be even more harmful to the environment.
- d) people won't be able to afford them.

4. Some people believe that pollution will have _____

- a) disappeared.
- b) killed everyone on the planet.
- c) become an even bigger problem.
- d) made our planet a better place to live.

II. Writing. Fill in the gaps with the correct forms of the verbs (past simple and past continuous).

1. Ann (**learn**) _____ to be a chef when she (**win**) _____ a national recipe contest.

2. Jake (**enjoy**) _____ the old car show so much, he (**do, not, remember**) _____ that he had an appointment.

3. The band members (**play**) _____ a concert when Adrienne's clarinet (**squeak**) _____. She (**feel**) _____ embarrassed.

4. The Apollo 13 astronauts (**prepare**) _____ to land on the moon when they (**discover**) _____ a problem with the spaceship.

5. Caroline (**try**) _____ to find a job in Portland when she (**hear**) _____ about a great opportunity in Orlando.

6. You (**sail**) _____ near Barbados when your ship (**strike**) _____ a sand bar; you (**do, not, like**) _____ waiting for help to come.

III. You are going to spend three days with your friends in London. You've just received an email from your English friend asking you about the time of your arrival and the places you'd like to visit. Write an email of 50-60 words including the following points:

- arrivals details and the name of the airport;
- a chosen programme.

IV. Speaking.

Scientists have determined that a number of human activities are contributing to global warming. Talk about your attitude towards the issue. Include the following:

- The reasons of global warming;
- The ways to cope with the problem.

Text 2

I. Read the text given below. For questions (1 -4), choose the best answer (a, b, c or d) to complete the sentences.

Hand-on Science Down Under

Scienceworks is a museum with a difference. It's an educational, adventure playground that aims to explain to visitors the workings of science and technology by allowing them to look, touch, and play with the exhibits.

One of the main differences between Scienceworks and other museums, is its location. While most museums are generally located in the city amongst modern office blocks, this one is in a working class suburb of Melbourne, Australia. Factories surround the museum like an industrial theme park. There's even a disused sewerage processing plant within the Scienceworks complex.

The museum is home to both temporary and permanent exhibitions. The four permanent exhibitions are called Inventions, Energy, travel and Materials. The

displays in each section are accompanied by information about how the technology works, the story behind its invention and the ways in which it has affected people's daily lives both at home and at work. The museum's curator, Richard Gillespie, believes the museum works because its exhibits are well-chosen examples of technology that are familiar to visitors. "Having this kind of connection with exhibits, helps simplify science instead of complicating it like so many other science museums do," says Richard.

Scienceworks also encourages its visitors to interact with the exhibits. The Inventions exhibition is real "hands-on" stuff. You can press buttons, pull levers and watch in amazement as engines start and models come to life. The Energy exhibition challenges you to provide the energy for a hand-powered washing machine and an old-fashioned hand saw. If that doesn't tire you out, move on to Sports Works where you can have your physical fitness levels tested while racing a virtual Olympic sprinter.

When your body wants a rest, but your mind's hungry for more, head to the Scienceworks Planetarium. A unique digital computer and projection system takes you on a journey through space and time. From the comfort of a reclining chair you will travel to the moon and stars and beyond to other galaxies and the dawn of the universe. The planetarium also hosts a special sleepover package for kids during school holidays where they get to go on a scary ghost tour and observe the stars through telescopes.

Whether you're five or ninety-five, a visit to Scienceworks is definitely a must. It's fun, it's informative, and everyone should go!

1. The museum's location is unusual because _____

- a) it is inside a factory.
- b) it is surrounded by office blocks.
- c) it is not in the city centre.
- d) it is next to a sewerage plant.

2. The curator believes the museum is popular because _____

- a) the exhibitions change often.
- b) the exhibits were invented by ordinary people.
- c) visitors understand how the technologies work.
- d) other science museums are boring.

3. At the Sports exhibition visitors can _____

- a) have a rest.
- b) do their washing.
- c) get some exercise.
- d) touch the exhibits.

4. If you get tired, the writer recommends _____

- a) going home and sitting in a comfortable chair.

- b) taking a virtual tour of the galaxy.
- c) eating something at the Planetarium café.
- d) leaving your children overnight at the museum.

II. Writing. Read the text and choose the best answer for each gap.

The Vikings were Scandinavian warriors from Denmark, Norway and Sweden. These tall, fair-haired people colonized many (1) _____ of Europe between the 9th and 11th centuries. They were excellent sailors who (2) _____ in long wooden (3) _____ with many oars and large rectangular sails. Erik the Red was one of the (4) _____ famous Vikings. He (5) _____ Greenland and set up a colony there in 982 AD. Leif Erikson, his son, was the (6) _____ European to set foot on the North American continent.

1.	a) Parts	b) pieces	c) places
2.	a) travelled	b) toured	c) went
3.	a) canoes	b) rafts	c) boats
4.	a) most	b) much	c) many
5.	a) left	b) discovered	c) invented
6.	a) first	b) one	c) only

III. Imagine that you are learning English at the language course in Great Britain and are living in a host family. Write a short letter of 50-60 words home. Tell your parents about:

- your accommodations;
- your host family members and their interests;
- your leisure time activities.

Text 3

I. Read the text given below. For questions (1 -4), choose the best answer (a, b, c or d).

For many people who live in cities, parks are an important part of the landscape. They provide a place for people to relax and play sports, as well as a refuge from the often harsh environment of a city. What people often overlook is that parks also provide considerable environmental benefits.

One benefit of parks is that plants absorb carbon dioxide – a key pollutant – and emit oxygen, which humans need to breathe. According to one study, an acre of trees can absorb the same amount of carbon dioxide that a typical car emits in 11,000 miles of driving. Parks also make cities cooler. Scientists have long noted what is called the Urban Heat Island Effect: building materials such as metal, concrete, and asphalt absorb much more of the sun's heat and release it much more quickly than organic surfaces like trees and grass. Because city landscapes contain so much of

these building materials, cities are usually warmer than surrounding rural areas. Parks and other green spaces help to mitigate the Urban Heat Island Effect.

Unfortunately, many cities cannot easily create more parks because most land is already being used for buildings, roads, parking lots, and other essential parts of the urban environment. However, cities could benefit from many of the positive effects of parks by encouraging citizens to create another type of green space: rooftop gardens. While most people would not think of starting a garden on their roof, human beings have been planting gardens on rooftops for thousands of years. Some rooftop gardens are very complex and require complicated engineering, but others are simple container gardens that anyone can create with the investment of a few hundred dollars and a few hours of work.

Rooftop gardens provide many of the same benefits as other urban park and garden spaces, but without taking up the much-needed land. Like parks, rooftop gardens help to replace carbon dioxide in the air with nourishing oxygen. They also help to lessen the Urban Heat Island Effect, which can save people money.

In the summer, rooftop gardens prevent buildings from absorbing heat from the sun, which can significantly reduce cooling bills. In the winter, gardens help hold in the heat that materials like brick and concrete radiate so quickly, leading to savings on heating bills. Rooftop vegetable and herb gardens can also provide fresh food for city dwellers, saving them money and making their diets healthier. Rooftop gardens are not only something everyone can enjoy, they are also a smart environmental investment.

1. Using information in paragraph 2 as a guide, it can be inferred that

- a) cities with rooftop gardens are cooler than those without them;
- b) some plants are not suitable for growth in rooftop gardens;
- c) most people prefer parks to rooftop gardens;
- d) most people prefer life in the country over life in the city.

2. Based on information in paragraph 3, which of the following best describes the main difference between parks and rooftop gardens?

- a. Parks are expensive to create while rooftop gardens are not.
- b. Parks are public while rooftop gardens are private.
- c. Parks absorb heat while rooftop gardens do not.
- d. Parks require much space while rooftop gardens do not.

3. According to the author, one advantage that rooftop gardens have over parks is that they

- a) decrease the Urban Heat Island Effect
- b) replenish the air with nourishing oxygen
- c) do not require the use of valuable urban land
- d) are less expensive than traditional park spaces.

4. Which of the following statements is true, about rooftop gardens?

- a) Parks have many benefits that rooftop gardens do not share.
- b) More pollution is produced during rooftop garden construction than rooftop plants can remove from the air.
- c) Extremely high winds atop tall city buildings can severely damage some plants.
- d) Planting a rooftop garden has overall environmental benefits.

1	2	3	4

II. Writing. Fill in the blanks with the correct form of the verb in brackets.

Mrs Thompson (1) _____ (walk) down the street, pushing her baby son in his pram. Suddenly, she (2) _____ (hear) someone calling her name. she (3) _____ (look) all around, but she couldn't see anyone she (4) _____ (know). Puzzled, she (5) _____ (carry on) walking. As she (6) _____ (go) along the street, she glanced behind her and (7) _____ (see) a young woman following her and waving her hand. Mrs Thompson (8) _____ (stop).

III. Your friend has written an e-mail that he has had a bad cold. Write a reply (50-60 words) and ask how he / she feels and give him / her some advice:

- to have rest;
- to see a doctor;
- to go to bed;
- to take some pills.

Text 4

I. Read the text given below. Choose the best answer (a, b, c or d) for the sentences (1-4).

I mean what I say: science in education, not education in science. Education in science means the systematic teaching of science so as to train for careers in science. Scientific men are exceedingly useful members of a community, as are engineers, bakers, blacksmiths, artists, and bankers. But we can't all be bakers, and we can't all be painters of watercolors. "It takes all sorts to make a world." A community entirely composed of scientific men would fail to feed itself, clothe itself, house itself, and keep itself supplied with amusing light literature. Education in science produces specialists, and specialists, though useful and valuable persons in their fields, are no more the staple of a civilized community than lawyers or ballet dancers.

What the world at large really needs is due recognition of the true value of science in education.

We don't all want to be made into first class anatomists or surgeons. But we do all want a competent general knowledge of anatomy at large, and especially of human anatomy; of physiology at large, and especially of human physiology. We don't all want to be analytical chemists, but we do all want to know enough about oxygen and carbon to understand the most common phenomena of combustion, chemical combination, and animal or vegetable life. We don't all want to be zoologists and botanists, but we do all want to know enough about plants and animals to walk through life intelligently, and to understand the meaning of the things that surround us. We want a general acquaintance with the results rather than with the methods of science.

The mass of scientific opinion has always gone the other way; but then scientific opinion means only the opinion of men of science. Scientists appreciate the education needed to make men specialists more than the education needed to fit them for the general purposes and emergencies of life. We don't want authorities on the nuances of interstellar gasses, but well informed citizens. What common sense really demands, then, is education in all the sciences: a knowledge of what is known rather than knowledge of each successive step by which men came to know π

1. Based on information in the passage, it can be inferred that the author considers it important that everyone understand the

- a) components of an atom
- b) properties of chemical equations
- c) scientific names of common plants
- d) human digestive system

2. The author apparently believes that scientists

- a) are not as useful to society as lawyers or bakers
- b) lack fundamental writing social skills
- c) are smarter than painters or blacksmiths
- d) are better educated than engineers and bankers

3. The primary purpose of the passage is to

- a) create more diversified and productive communities
- b) promote science education that is useful for all citizens
- c) encourage interest in and appreciation for non-science-related careers
- d) describe why scientists are valuable to communities

4. Which of the following questions is answered in the passage?

- a. Why is job diversification in communities important?
- b. Why are scientists useful members of their communities?
- c. How popular are careers in the science fields?
- d. When should specialized science training for a career begin?

1	2	3	4

II. Writing. Choose the correct item to complete the sentence.

1. My brother and I are physically _____ but our personalities are completely different.
 - a) like
 - b) same
 - c) alike
 - d) equal

2. She is _____ to be expert on computers.
 - a) regarded
 - b) viewed
 - c) considered
 - d) noticed

3. We apologise for the _____ in the delivery of the goods.
 - a) delay
 - b) failure
 - c) lateness
 - d) absence

4. If this problem should ever _____, you are to contact me immediately.
 - a) arise
 - b) rise
 - c) raise
 - d) lift

5. If we _____ both stereos, we see that they have a lot of similarities.
 - a) complete
 - b) conflict
 - c) contrast
 - d) compare

6. We have to defend our ideas at all _____.
 - a) expenses
 - b) costs
 - c) taxes
 - d) duties

III. You are planning a trip to England in spring. Write a letter (50-60 words) to your English-speaking friend in which you:

- inform him / her about your visit (month, number of days, place of arrival, etc.);
- say that you would like to meet your friend, if possible;
- ask him / her about the weather at this time of the year and the clothes to take.

Text 5

I. Read the text given below. For questions (1 – 4), choose the answer (a, b, c or d) which you think fits best according to the text.

“Happiness is not having what you want but wanting what you have,” according to James Stewart. Although scientists now understand the roots of depression more clearly than they used to, happiness still remains a mystery. Recently, however, some interesting discoveries have been made.

Those who say they are happy, for example, tend to be less self-centred, less hostile and abusive, and are less prone to disease and general ill health. Interestingly, the affluent are not notably happier than their less-well-off counterparts, and seemingly, no particular time of life is significantly happier than any other. Even though some people sell life as a tragedy, when questioned, most people said they were generally happy – painting a much rosier picture regarding people’s general moods and dispositions.

Research has shown that people have two basic reward centres in their brains that are stimulated by two different chemicals which cause happiness. The first, dopamine, is triggered by activities like exercise, relaxation and the quieter pleasures. The second comprises a set of adrenaline-type chemicals which are triggered by exciting or frightening activities. Dopamine provokes a response of passive happiness, while the second set of chemicals provokes a high-energy state of happiness, the feeling one might get from public speaking or mountain climbing.

While understanding the chemical process behind happiness is important, it does not explain why only some people are consistently happy. The answer may lie in people’s perceptions of happiness.

One of the reasons we have such a problem with happiness is that many confuse it with a life untouched by anxiety, rage, doubt and sadness. The belief that happiness means that nothing ever goes wrong is naïve; in order to be happy, we must know not how to avoid disturbing events, but how to deal with them

People tend to think about all the things they want and haven’t got rather than how good their life is. It seems the key to happiness lies in having an active and challenging lifestyle.

The scientific study of happiness will help us understand how to build a world that improves human well-being and self-esteem, and how to get the most satisfaction from their goals and circumstances.

1. Studies have shown that happiness _____

- a) is positively influenced by wealth.
- b) is not influenced by wealth.
- c) is negatively influenced by wealth.
- d) does not influence wealth.

2. A common misconception about happiness is that _____

- a) rich people are happier.
- b) happy people perceive things differently.
- c) happiness implies never having problems.
- d) happiness stems from being naive.

3. In reality, consistent happiness lies in _____

- a) not feeling anxious.
- b) being able to handle problems.
- c) not having problems.
- d) not confusing our feelings.

4. According to the writer, what is the key to happiness?

- a) to be more positive about life events.
- b) to learn to cope with life's unpleasant aspects.
- c) to have the things you want.
- d) to fill your life with new experiences.

II. Writing. Fill in the correct preposition.

1. Mary travelled _____ Reading to London to attend some interviews as she was in search _____ a new job.

2. In order to be able to protect yourself _____ attackers _____ any difficulty, you should take self-defence lessons.

3. Stephanie has always dreamed _____ becoming an international athlete, and now she has been told that she has a chance _____ being chosen for the British team.

4. I dreamt _____ Alex last night, which is strange because I haven't heard _____ him for ages.

5. We heard _____ my brother Max _____ the right moment; my mother was beginning to get worried about him.

III. You and your friend want to go to the cinema this Saturday. Write him / her an email about which film to see. Include the following.

- Ask your friend which film h / she wants to see.
- Say that you'd rather see the Harry Potter film.
- Your friend proposes you to watch a comedy. Agree or disagree with your friend.

Text 6

I. Skim read the article. Think of a good title for it.

Your brain is like a sleeping giant. During recent years, research has shown that the brain is much more intelligent than we ever imagined. Even the commonly-heard statement that, on average, we use only one per cent of our brain may well be wrong. It now seems that we use even less than one per cent, which means that an enormous amount of our brain can still be developed.

A good example of what the brain is capable of is a man called "S". He was famous for having a perfect memory. If you asked him what happened to him on a particular day fifteen years before, he could not only tell you but would pause for a moment and then ask, "At what time?" His extraordinary ability was studied for many years by a psychologist who finally concluded that, at a very early age, S's brain had the power to remember every detail about his life. Apart from that, S was like any other human being.

Another example is a young man called Dario Donatelli. He recently graduated from a university in Pittsburgh, where he specialised in techniques for remembering numbers. He described himself as quite normal, stating, "My memory is just like anyone else's. There are probably hundreds of thousands of people whose memories could work faster than mine if they had the same interest in numbers as I have". He has become one of the great memorisers of all time, and has broken the world record seventy-three digits. When asked how he did this, he replied, "I group the numbers into pairs, or threes or fours, and I link them with something I am familiar with, for example, my brother's age, a date of birth, a month of the year, etc." He can now remember almost 100 numbers at any one time.

However, realistically, could we all do the same? The important thing to remember is that our brain actually improves with time and practice. The more we do to encourage it to learn, the more successful it will be. So, perhaps the best advice might be to take a trip to the local library or bookshop, buy a book about something that has always interested us but which we know very little about, remember to read it regularly, and see how quickly we can train our minds to learn something completely new and different. We may be surprised by what we can achieve!

II. Reading for specific information.

Answer these questions about the text.

1. How much of our brain do we actually use?
2. What was "S" famous for?
3. What can Dario remember at any one time and how does he do this?
4. What is it important to remember about our brain?

III. Multiple choice questions.

Read these questions, then choose the best answer, a, b, c or d. Underline the part of the text which helps you find the answer.

1. Why have we been wrong about the human brain?
 - a. Findings published recently have given inaccurate information.
 - b. Not enough people have been involved in research into the brain.
 - c. We thought we might be able to do far more than we can do.
 - d. We failed to understand exactly what we were capable of.

2. The writer explains that “S” was amazing because he could remember
 - a) details further back in the past than anyone had expected.
 - b) all the questions he had ever been asked by anyone.
 - c) more precise details about the past than anyone had expected.
 - d) information more quickly than anyone had ever done before.

3. According to Dario, others could do what he does if they had the same
 - a) unusual brain power.
 - b) interest in numbers.
 - c) opportunity to practise often.
 - d) desire to break a record.

4. How does the writer suggest we could improve our memory?
 - a. Make an effort to learn something new.
 - b. Read anything, even boring books.
 - c. Spend more time in bookshops or libraries.
 - d. Buy as many books as possible.

Vocabulary

IV. Modifying adverbs

A. Phrases 1-5 are in the article. Match the words in italic with meanings

a-e.

1. much more intelligent	a) completely
2. even less than	b) greater than expected
3. quite normal	c) exactly the same
4. just like anyone else's	d) hardly any
5. very little about	e) not as much as

B. Write sentences of your own using the words in italic from A (1-5).

V. Verbs with similar meanings

A. Match these verbs with situations 1-6.

image, improve, develop, train, encourage, specialise

- 1) instruct soldiers who have recently joined the army
- 2) try to do better when you do your homework
- 3) think of something interesting or unusual
- 4) concentrate on one subject only
- 5) make something grow or become more advanced
- 6) give somebody confidence to do something

B. Now use one of the verbs in the correct form to complete each sentence.

1. I didn't think I would be any good at driving car but my father _____ me to take lessons.
2. I don't think I'll be able to do the job. You see, I have never been properly _____.
3. Can you _____ what Susie said to me the other day?
4. They are trying to _____ a new software program.
5. My brother is thinking of _____ in medicine at university.
6. If you work hard, I am sure you _____ your chances of getting a good job.

UNIT 3

Text 1

I. Before you read the article in exercise 3, look at the sentence beginnings 1 – 6 after the text. Try to complete each statement with your own ideas. (Your ideas don't have to be based on the article).

II. Read the text quickly and find the words or phrases that match the definitions below.

- a) give up some of your demands or expectations to meet the wishes of others
- b) the time when the roads are full of traffic because of people travelling to or from work
- c) slowly begin to cover more and more space
- d) places used for a particular purpose or activity
- e) together; closely connected
- f) form a border around an area or border onto an area

III. Read this newspaper article about our changing world. Match the sentence beginnings 1 – 6 with the endings a – g so they express the main ideas in

the text. Write the numbers before the endings. There is one ending you won't need.

The Rise of the Machines

The Changing Face of Our Motorized World

A Cars have given us freedom. We can go wherever we want to go, whenever we want to go. They have also given us independence. We don't have to compromise or consider where other people wish to travel. Cars provide us with a personalized, door-to-door transport solution that's always available. But they also change the world we live in.

B If you had to consider the impact of cars on your town, first of all you would probably think of traffic jams and the difficulty of getting about in a car in the rush hour. Or maybe you would think of pollution, and how the toxic fumes erode the facades of buildings along busy thoroughfares. But there is a much bigger change we almost never think about. Cars change the face of the towns themselves.

C As people buy more and more cars, roads keep getting widened to accommodate the increasing volume of traffic. They encroach upon formerly green spaces: lawns, flowerbeds, or trees that used to line the roads. They expand until the pavements become a thin strip along the foot of the buildings, further narrowed by the parked cars that invade the last remaining inches of pedestrian space.

D We all enjoy the facilities that shopping malls, multiplex cinemas and enormous entertainment complexes bring – because we can use our cars to get to them. They are efficient, convenient, and fast. At the same time, we are saddened by the loss of our local groceries, our beautiful Art Deco picture-houses and the friendly neighbourhood community centres. What we must also realize is that these changes go hand in hand, and we are to blame.

E Preferring our freedom to sharing transport with others, we get into our cars to get to our workplaces, to do our shopping, to go out to the theatre, and many would even drive to go for a walk in the fields. And wherever we drive to, we have to park, too. Parking spaces are huge areas of land used up by empty cars waiting for hours on end for their passengers to return. What used to be a vast grassy meadow now becomes a small muddy field (criss-crossed by the tyre-tracks of vehicles that use the field to take a shortcut out of the parking lot) fringed by a square of concrete and tar. And what cars have changed will never be like it used to be, ever again.

1. Among the effects of using cars, we usually...
2. The reason we find shopping and entertainment centers convenient is that we can...
3. Older shops and services in towns...
4. Cars have enabled us to...
5. Even outside the cities, green spaces are beginning to...
6. Streets in our towns...

- a) drive to them.
- b) change to provide more room for motor vehicles.
- c) close down because the new facilities take their place.
- d) travel freely and independently of others where we like.
- e) realise that the effects of increasing car ownership are irreversible.
- f) regard traffic congestion and pollution as the most important.
- g) be replaced by parking lots for cars.

IV. Now match the sentences above to the paragraph (A-E) in the text which contains information about them. Write the letter of the paragraph after each sentence.

Text 2

I. Read the article about mobile phones. Then choose the correct ending: a, b, c, or d, to complete statements 1 – 5.

Mobile Revolution

No consumer product in history has caught on as quickly as the mobile phone, global sales of which have risen from six million in 1991 to more than 400 million a year now.

The arrival of the mobile phone has transformed our lifestyles so much that men now spend more time on the phone than women, according to the results of our special opinion poll.

Mobile phones are no longer just the domain of the teenager and, in fact, just as many 40- and 50-somethings now own a mobile phone as the 15 to 20 age group (slightly below 70%). Even among the over 65s more than 40% now have a mobile.

The survey found that men with mobile phones (72% of all men) spend more than an hour a day making calls on an average weekday. The average man spends sixty-six minutes on his landline or his mobile, compared with fifty-three minutes before the mobile phone revolution.

But the poll reveals that, while men are using their phones a lot more, women are actually spending less time on the phone. Slightly fewer women (67%) have a mobile phone, and the survey shows that the average amount of time they spend on the phone on a weekday has gone down from sixty-three minutes before they got a mobile to fifty-five minutes now. The explanation might lie in the fact that men love to play with techno toys while women may be more conscious of the bills they are running up.

Innovation in mobile phones has been happening so fast that it's difficult for consumers to change their behavior. Phones are constantly swallowing up other products like cameras, calculators, clocks, radios, and digital music players. There are twenty different products that previously might have been bought separately that can

now be part of a mobile phone. Mobiles have changed the way people talk to one another, they have generated a new type of language, they have saved lives and become style icons.

Obviously, the rich have been buying phones faster than the poor. But this happens with every innovation. Mobile phone take-up among the poor has actually been far quicker than it was in the case of previous products, such as colour television, computers and Internet access. Indeed, as mobile phones continue to become cheaper and more powerful, they might prove to be more successful in bridging the gap between the rich and the poor than expensive computers.

There are obviously drawbacks to mobiles as well: mobile users are two and a half times more likely to develop cancer in areas of the brain adjacent to their phone ear, although researchers are unable to prove whether this has anything to do with the phone; mobile thefts now account for a third of all street robberies in London, and don't forget about all the accidents waiting to happen as people drive with a mobile in one hand. But, overall, mobile phones have proved to be a big benefit for people.

1. The group with the highest number of people who own a mobile phone is
 - a) teenagers.
 - b) people between 40 and 50.
 - c) men.
 - d) women.
2. According to the opinion poll, women
 - a) spend more time on the phone than men.
 - b) spend less time on the phone than used to.
 - c) like to play with their mobile phones.
 - d) don't worry about their phone bills.
3. According to the text, mobile phones
 - a) are modified too fast.
 - b) are incorporated into cameras.
 - c) can now replace many other products.
 - d) are more complicated to operate than radios.
4. Among the poor, the demand for mobile phones
 - a) has created more of a gap with the rich.
 - b) is higher than among the rich.
 - c) follows the pattern of similar innovations.
 - d) has grown faster than the demand for computers.
5. One disadvantage of mobile phones that the article does not mention is the
 - a) high operating costs.
 - b) higher crime rate.

- c) possible health risk.
- d) increased danger to road users.

UNIT 4

Text 1

I. Read the text and do the tasks after it.

Learn to Speak Body Language.

When we go for an interview, most of us think carefully about what to wear and what to say but hardly ever about how to act – in other words, what our body language is telling the interviewer. So how can we appear cool when we are feeling so nervous?

Judy James, a body language specialist and author, says that most interviewees who ask advice are told “Just be yourself”. This, she says, is the wrong approach. “If you are just going to be yourself, why not turn up in an old tracksuit? You would never do that, so why just “be yourself” in body language? Instead, by marketing your body language, you can control your own success.”

According to experts, body language accounts for 55 per cent of the effect we have when communicating. Tone of voice accounts for 33 per cent, and words for just 7 per cent – so what you say matters much less than how you behave.

Employers nowadays are cautious about the fast-talking interviewee who has learned certain words and phrases but who may be hiding a basic lack of knowledge or simply lying. So they look increasingly for other signs which will show a person’s character and ability – such as body language.

You will be more impressive at an interview if you have prepared by doing a “dress rehearsal” of your facial expressions and hand movements in front of a mirror. It sounds ridiculous but it works.

When it comes to facial signs, you should always smile when you enter the interview room and when the interview has finished, because first and last impressions count. Try to smile from the eyes first – of models can do this, so can we. There is nothing worse than a painted-on smile and terrified eyes.

You should also try to maintain eye contact with the interviewer, but not for too long. If you are in front of a panel of interviewers, look first at the person who has asked you a question, and then at each of the other panel members in turn. Looking just at the questioner is a common mistake.

Once you are sitting down, your hands should generally stay loosely in your lap. Use them to make a point occasionally but never raise them above shoulder level, and do not play with your hair, watch strap or jewellery.

Tell-tale signs that the interview has gone well are increased eye-contact, the repetition of your name and perhaps even some closer body space. A look of relief

may also be a giveaway sign – the process of choosing a candidate is stressful for interviewers, too.

If you have not been impressive, the interviewer will be trying not to behave in a familiar fashion. Tell-tale signs are avoiding eye-contact and a parting handshake which is firmer than the one which you were greeted with.

Body language is a subject that we have all heard about, yet we are not aware of the effect that our own body language has on others. In fact, it is vital – and after someone has noticed it for the first time, even subconsciously, they are unlikely to change their opinion because of what you say. So, at an interview, take the trouble to get it right.

II. From statements a - k choose five which reflect the content of the text.

- a) We rarely think about how to behave in an interview.
- b) People going for interviews are generally given useful advice.
- c) You could learn to “sell” your image by using suitable body language.
- d) Employers take more notice of body language than prepared interview language.
- e) Practise your interview technique by watching others in action.
- f) Learn to smile throughout the interview.
- g) You need to make eye-contact with everyone interviewing you.
- h) Use your hands to communicate as often as possible.
- i) It is sometimes difficult to tell if you have made a good impression.
- j) You will be able to tell you have not achieved what you wanted to in an interview.
- k) We must realise how important it is to use suitable body language in an interview.

III. Make a list of useful tips to give someone going to an interview for the first time.

IV. Vocabulary. Read these pairs of sentences. What do the words in *italic* mean in each sentence?

1.
 - A. This way of behaving is a completely new *approach*.
 - B. As I began to *approach* the building, I suddenly felt nervous.
2.
 - A. Suddenly the tone of the man’s voice changed completely.
 - B. If you pick up the receiver, you will hear the dialing *tone*.
3.
 - A. There was a *panel* of four people interviewing me.
 - B. The workman had broken the glass *panel* in the kitchen door.
4.
 - A. It was at that *point* in the interview that the phone rang.

B. What is the *point* of giving you advice if you never take it?

5.

A. Mary was behaving in a very strange *fashion* yesterday.

B. I like clothes but I'm not very interested in the latest *fashion*.

V. The expressions in 1 – 5 are in the article. Match them with meanings a – e.

1) turn up	a) are important
2) a dress rehearsal	b) do something properly
3) when it comes to	c) appear unexpectedly
4) last impressions count	d) in the case of
5) take the trouble to	e) the last practice

VI. Answer the questions.

1. Have you ever turned up in the wrong kind of clothing? When?
2. Have ever taken part in a dress rehearsal? What for?
3. When you are learning English, what do you take the trouble to do?
4. Why do you think first and last impressions count so much?

Text 2

I. Read the following paragraph, then decide which of the statements below, A or B, is true, according to the information in the paragraph.

50 % of the survey respondents admitted the applicant's appearance played a role in recruitment procedures. The rate was three times lower among successful job applicants, and only one in twenty employers (5%) agreed that appearance was a decisive factor.

A. Half of the job applicants that were turned down believed that the way they looked was to blame.

B. 95 % of employers claimed appearance was completely irrelevant when employing new staff.

II. Read the article about discrimination in the workplace, and choose the best option: a, b, c or d to complete statements 1 – 5 about the text.

Overweight, Underpaid

Sexual, racial and age discrimination are outlawed. Are sizeism and lookism the last prejudices?

SONYA is heavily overweight and used to what she describes as "fatism" from the general public. But she hadn't expected her obesity to affect her career prospects.

“I knew the moment I turned up to my last job interview that my chances were low,” she says. “When I met my two interviewers, I knew I’d lost immediately because of the way they looked at me. The thing that was most upsetting was that the telephone conversation I’d had with one of them beforehand suggested I had all the skills and experience necessary and the interview was just a formality.”

“Lookism” is the latest discrimination to hit the workplace, according to the law firm, Eversheds. Victims of the trend are judged by employers on aspects of their appearance ranging from weight to clothing and from hairstyle to body piercing. Some are turned down for jobs, others miss out on promotion. The latest research has revealed a culture of appearance discrimination sweeping businesses across the world. A staggering 16% of Americans believe they have been discriminated against because of the way they look and 33% believe that those who are more physically attractive are more likely to get promoted.

Discrimination claims involving alleged lookism are surging in the US. In fact, there are only two states of America that have specific laws against appearance discrimination. In other states, lawyers are turning to discrimination laws relating to issues like gender, race and disability. So if someone is overweight because of a clinical problem, they can claim disability discrimination.

There are examples of lookism issues already arising in the UK as well. A couple of years ago, Fitness First received widespread criticism after a leaked email claimed that larger employees did not fit the firm’s image. In the UK, we don’t have any laws against appearance discrimination, but Ms Emma Harris, an associate at Eversheds, believes it won’t be long before we do. “I think it’s only a matter of time before some kind of beauty bias legislation comes into play,” she says. In the meantime, victims of lookism are, like most Americans, relying on sex, race and disability discrimination. Among the British who have been successful in an indirect discrimination claim are Matthew Thompson, who last year argued that he had suffered sexual discrimination because he was forced to wear a tie while his female colleagues weren’t, and a man who was made to cut his long hair by his employers.

1. Before her last job interview, Sonya
 - a) had expected problems getting the job.
 - b) had never felt discriminated against.
 - c) had not realized how overweight she was.
 - d) had thought the interview would be a formality.
2. During the interview
 - a) Sonya was surprised there were two interviewers.
 - b) she didn’t like the way the interviewers looked.
 - c) the interviewers were surprised at her qualifications.
 - d) she had a feeling she wouldn’t be accepted.
3. Lookism

- a) is not limited to job applicants.
- b) is opposed by one third of Americans.
- c) only affects unattractive and overweight people.
- d) has been researched for many years now.

4. In the USA

- a) lookism is forbidden by federal law.
- b) race discrimination is more widespread than lookism.
- c) the number of cases related to lookism is growing.
- d) lawyers turn down people who claim appearance discrimination.

5. In the UK

- a) there is public acceptance of lookism.
- b) legal regulations against lookism are expected soon.
- c) victims of lookism have no chance to claim their rights.
- d) there have been no cases related to lookism so far.

I. Read the text in exercise 4 quickly to find out what is about. Choose the best title for the text.

- 1. There is no success without effort.
- 2. How to do your homework without effort.
- 3. How to become a perfect student.

II. Read paragraphs 1- 3 in the text carefully. Choose the correct answer: a, b or c.

- 1. What is paragraph 1 about?
 - a) The necessity to plan your work.
 - b) The best place to do homework.
 - c) Creating the best working conditions.
- 2. What is paragraph 2 about?
 - a) Buying school materials.
 - b) Making notes.
 - c) Keeping your papers in order.
- 3. What does paragraph 3 tell you?
 - a) When to do homework.
 - b) Where to do it.
 - c) How to do it.

III. Now read paragraphs 4 – 8. Underline each sentence that contains a piece of advice.

IV. Read this leaflet giving advice on doing your homework. Match headings A – I to paragraphs 1 – 8. There is one heading you will not need to use.

1. _____

It's possible to get your homework done even if you have a busy schedule – if you decide in advance what you have to do. On Sunday or Monday, jot down your activities for the upcoming week in a notebook and then include a time for homework for each day.

2. _____

Buy a folder for each of your classes. Divide it into three sections: notes, homework, and tests. Always put papers in the correct section.

3. _____

Forget about doing your homework in front of the TV. Find a quiet place that's well-lit, where you can concentrate without getting distracted.

4. _____

You won't get any work done if you're hungry. Your brain needs energy to work effectively! Drink plenty of water, and snack on some fruit or cookies to get more strength.

5. _____

Begin with your best subject. Your success will give you're a feeling of satisfaction that will help you deal with your weaker subjects later.

6. _____

If you have started your Science homework, finish it! Don't leave one part of your homework unfinished to start another - you may not remember all those Chemistry formulas when you come back.

7. _____

Take at least a five-minute break when you feel tired. The rest will re-energise you so you'll be able to finish your work.

8. _____

Homework is rarely an exciting thing to do. But it's your top priority, and you have to get it done. Accepting this fact will help you deal with homework effectively.

- A. Start strong
- B. Complete each task
- C. Plan ahead
- D. Eat for energy

- E. Just do it!
- F. Keep things in order
- G. Talk to an expert
- H. Take a break
- I. Find the right place

I. Read the title of the article in exercise 4. What do you think the article is going to be about?

II. Read statements 1 and 2 below. Which of the other sentences: a, b, or c, has the same meaning as 1 and 2?

1. Stella didn't buy the dress because it didn't suit her.
 - a. She didn't want to buy the dress.
 - b. The dress didn't look good on her.
 - c. The dress wasn't the right size.

2. Unless the guarantee is stamped, your radio won't be replaced.
 - a. The radio can't be replaced if the guarantee is not stamped.
 - b. There is no guarantee the radio will be replaced.
 - c. If you have a guarantee, the radio will be replaced.

III. Now read the following extracts 1 and 2 from the article. Choose the option: a, b, or c, that best summarises the main idea in the extract. Did you choose the same answer as in exercise 2? Mark T (true). Did you choose something different? Mark F (false).

1. Stella was sorry she couldn't buy the dress. The cut was the latest fashion and the colour matched her eyes perfectly, but she'd put on some weight lately and she just couldn't do up the zip.

- a) She didn't want to buy the dress.
- b) The dress didn't look good on her.
- c) The dress wasn't the right size.

Stella didn't buy the dress as it didn't suit her. (T / F)

2. The radio has a 12-month guarantee. Remember, however, to have it stamped at the cash desk. Otherwise, we won't be able to replace it if it doesn't work properly.

- a) The radio can't be replaced if the guarantee is not stamped.
- b) There is no guarantee the radio will be replaced.
- c) If you have a guarantee, the radio will be replaced.

Unless the guarantee is stamped, your radio won't be replaced. (T / F)

IV. Read the article below. Then read statements 8 – 8 and find the paragraph (A – E) in the text which contains information about them. Write the

correct letter in the gap. Finally, decide if the statements are true (T) or false (F).

Suits or Smart Casual?

The modern office dilemma

A. Once, it was easy to know what to wear to the office. For male managers, it was always a dark suit and white shirt with a tie. With the arrival of Dress-Down Friday, all the old rules went away. Some companies introduced the system in which once a week (on Friday) the employees were allowed to wear casual clothes of their choice. In recent years, casual dress days at the office have become widespread in the USA, and employees are starting to push the policy to extreme limits. Casual Fridays have become so casual that some people are coming to work in outfits that resemble pyjamas.

B. In a recent poll, 82% of Americans thought that it is OK for businesses to have a dress-down day, while 12% thought it is not. Those who opposed the dress-down policy pointed out that casual dress style might encourage casual or sloppy work. Others commented that the relaxed atmosphere and comfort of casual clothes leads to increased productivity.

C. So what's appropriate for the office? Experts differ in opinions, but there are a few points they agree on. Ripped and worn looking jeans, shorts and Hawaiian print shirts are all unacceptable. Faded denim is also associated with sloppiness. Keep your look smart. For example, pair up dark jeans with a button-down blazer.

D. There are two important factors when discussing dress codes in the workplace. First of all, it must be clear. Employees need to know what is expected of them; otherwise, a dress code that is meant to create a relaxed atmosphere might actually increase stress. Second, employees must always consider their clients. We spoke with a lawyer in a firm with a casual dress policy who keeps a jacket and tie in his office, and puts it on when expecting a client who might be offended by a more casual approach.

E. And one final thing – no matter what clothes people wear, they must always be clean and neat. Coffee stains are unacceptable on the front of one's casual as well as one's formal shirt.

1. ____ Cleanliness is always important in the workplace. T / F
2. ____ Employers should precisely specify what their employees might wear on casual days. T / F
3. ____ Lately, some employees have started wearing unusually informal clothes for the office. T / F
4. ____ Some clients may not accept casual dress code in business situations.
T / F
5. ____ In the USA, the majority of businesses have introduced casual dress days. T / F
6. ____ Experts agree on what should be worn for the office. T / F

7. ____ Some people believe that the way employees dress influences the quality of their work. T / F
8. ____ Jeans are considered inappropriate for office casual days. T / F

Use of English

1. Choose from the words below to complete the text about jobs and work.

Assistant, office, holidays, stressful, qualified, unskilled, highly skilled, promotion, training, manual, pension, skilled, commute, white-collar
--

Traditionally, jobs have been divided into two types, based on the clothing people wore to do their work: blue-collar jobs in factories and _____ (1) jobs in offices. These days, we usually refer to the two types as _____ (2) jobs and _____ (3) jobs respectively. Some jobs are _____ (4): anyone can do these jobs, without being trained. Most jobs, however, are _____ (5) and many jobs are _____ (6). If you get a certificate, diploma or degree, then you will be _____ (7). Because many jobs are very specialized, you will receive _____ (8) to help you do the job. Although you will probably start as an _____ (9), you can hope to get a _____ (10) after a while. If you have to _____ (11) a long way to work, you may find it _____ (12). On the other hand, if you can take long _____ (13) and your company provides you with a good _____ (14) plan, you may feel glad to have your job.

2. Read the following advice from a career consultant, and fill in gaps 1 – 10 with a suitable word or phrase from list. Use each word or phrase only once. There is one word or phrase that you don't need.

Why not, for, this kind of, those, being, except, something, even, to

Get It Right!

Katy Smith, career consultant, has a few tricks up her sleeve for _____ (1) looking for a job. Go on and get it right!

Read recruitment sections in newspapers and on the Internet. A good permanent job with a promise of long-term employment can be difficult to find, so _____ (2) take a temporary job, _____ (3) if it is only for a few months? Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so don't miss them!

When you've decided to apply _____ (4) a job, send your application with a CV as soon as possible. Don't forget to list all your qualifications

(degrees and diplomas) and any previous experience you have with _____ (5) work.

At the interview don't be afraid _____ (6) ask about working conditions (e.g. hours or holidays) but wait for the interviewer to mention the question of starting salary. Money is a delicate issue and _____ (7) greedy will not get you a job.

Dress for success! Put on smart clothes and wear _____ (8) bright to boost your confidence at the interview.

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Навчальне видання

Методичні вказівки
до самостійної роботи
з дисципліни

**«ІНОЗЕМНА МОВА»
(АНГЛІЙСЬКА МОВА)**

(для студентів I курсу денної та заочної форм навчання всіх спеціальностей)

(Англ. мовою)

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