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SELECTING OF OUTCLASS READING

Навчально-методичний посібник для самостійної роботи студентів I-III курсів

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Selecting of Outclass reading : навчально-методичний посібник / Н. М. Сліпачук.
- Кам'янець-Подільський :

Навчально-методичний посібник “Selecting of Outclass reading” призначений для самостійної роботи студентів I-III курсів напряму підготовки 014 Середня освіта (Мова і література (англійська) та спрямований на формування усних мовленнєвих та писемних навичок, комунікативних умінь та активізацію критичного мислення у ході занурення в іншомовний простір.

Навчальний посібник складається з 10 англомовних автентичних текстів, глосарію після тексту, дотекстових, післятекстових вправ та тестових завдань із розробленими ключами до них. Для полегшення роботи з даним навчальним посібником увесь матеріал має єдину структуру.

ПЕРЕДМОВА

Даний навчально-методичний посібник призначений для здобувачів вищої освіти денної форми навчання за спеціальністю 014 Середня освіта (Мова і література (англійська)).

Навчальний посібник має на меті забезпечити підготовку здобувачів вищої освіти до самостійного читання та розуміння англійськомовних автентичних текстів, а також удосконалення лексичних, граматичних та комунікативних компетентностей.

Навчальний посібник складається з 10 текстів, які спрямовані на формування мовленнєвих, писемних навичок, умінь та активізацію критичного мислення у ході занурення в іншомовний простір. Для полегшення роботи з даним навчальним посібником і кращої орієнтації студентів у навчальному матеріалі, що є важливим фактором успішного засвоєння знань, увесь матеріал у посібнику має чітку структуру:

- дотекстові вправи
- текст
- післятекстові вправи
- глосарій
- тестові завдання із розробленими ключами до них

Запропоновано достатньо вправ, призначених для повторення і закріплення пройденого матеріалу, які можуть виконуватися як в усній, так і в письмовій формі. Різноманітність запропонованих прийомів роботи та видів навчальної діяльності створює оптимальні умови для самостійної роботи студентів, націлює їх на самоосвіту.

При підготовці навчального посібника були використані сучасні оригінальні тексти; електронні ресурси.

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Text 1. Student learning teams

Pre-reading activity.

A **team** is a small number of people with complementary skills who are committed to a common purpose, set of goals, and approach.

1. Read the definition of a team above. Match the teams on the left with the goals on the right in the chart below.

TEAMS	GOALS
a. World Cup team	1. to save the lives of patients
b. software production team	2. to develop computer applications
c. team of doctors in an emergency room	3. to find and help lost or injured climbers
d. search and rescue team in the mountains	4. to complete in and win the soccer championship

2. What makes a team successful? Why are some teams more successful than others?

STUDENT LEARNING TEAMS

Research has shown that college students can learn as much, or more, from peers as they do from instructors and textbooks. When students work effectively in a supportive group, the experience can be a very powerful way to improve academic achievement and satisfaction with the learning experience.

Recent interviews with college students at Harvard University revealed that nearly every senior who had been part of a study group considered this experience crucial to his or her academic progress and success. The list below describes several important activities that you and your study group of learning team can collaborate on:

Activities for a learning team

1. Sharing class notes. Team up with other students immediately after class to share and compare notes. One of your teammates may have picked up something you missed or vice versa.
2. Comparing ideas about assigned readings. After completing each week's reading, team up with other students to compare your highlighting and margin notes. See if you all agree on what the author's major points were and what information in the chapter you should study for exams.
3. Doing library research. Students show that many students are unfamiliar with library research and sometimes experience "library anxiety". Forming library research teams is an effective way to develop a social support group for reducing this fear and for locating and sharing information.

4. Meeting with the instructor. Having your team visit the instructor during office hours to seek additional assistance in preparing for exams is an effective team learning strategy for several reasons. If you are shy or unassertive, it may be easier to see an instructor in the company of other students. Your team visit also sends a message to the instructor that you are serious about learning.
5. Reviewing test results. After receiving test results, the members of a learning team can review their individual tests together to help one another identify the sources of their mistakes and to identify any “model” answers that received maximum credit. You can use this information to improve your performance on subsequent or assignments.

Not all learning teams, however, are equally effective. Sometimes group work is unsuccessful or fails to reach its full potential because insufficient thought was given to how teams should be formed or how they should function. The following suggestions are strategies for maximizing the power of peer collaboration.

1. In forming teams, seek peers who will contribute quality and diversity.

Look for fellow students who are motivated: who attend class regularly, are attentive and participate actively while in class, and complete assignments on time.

Include teammates from both genders as well as students with different personality characteristics. Such variety will bring different life experiences and different styles of thinking and learning strategies to your team, which can increase both its quality and versatility.

Furthermore, choosing only your friends or classmates who have similar interests and lifestyles can often result in a learning group that is more likely to get off track and onto topics that have nothing to do with the learning task.

2. Keep your group size small (three to six classmates).

Smaller groups allow for more face-to-face interaction and eye contact and less opportunity for any one individual to shirk his or her responsibility. Also, it's much easier for small groups to get together outside of class.

Consider choosing an even number of teammates, so you can work in pairs in case the team decides to divide its work into separate parts for different members to work on.

3. Hold individual team members accountable for contributing to the learning of their teammates.

Research on study groups at Harvard University indicates that they are effective only if each member has done the required course work in advance of the group meeting. One way to ensure proper preparation is to ask each member to come to the group meeting prepared with specific information to share with teammates, as well as with questions on which they would like to receive help from the team.

Another way to ensure that each teammate prepares properly for the meeting is to have individual members take on different roles or responsibility for mastering a particular topic, section, or skill to be taught to the others.

This course may be the perfect place for you to form learning teams and to start putting principles of good teamwork into practice. The teamwork skills you build in this course can be applied to your future courses, particularly those which you find most difficult. What's more, national surveys of employers consistently show that being able to work effectively in teams is one of the most important and valued skills in today's work world.

Post-reading activity. Understanding the text.

I. True, False, or Impossible to Know? Read the statements below and write T (True), F (False), or NG (Not given).

1. One of the main purposes of the reading is to encourage students to form learning teams. _____
2. In a recent study, virtually all Harvard University students said that joining a study team helped them be more successful. _____
3. According to the article, a team that includes men and women will probably be more effective than a team with only men. _____
4. To be successful, learning teams need a strong leader. _____
5. It's a good idea to form teams of people who have similar interests. _____
6. From the reading, you can infer that a team of five people is better than a team of six. _____

Extend your Vocabulary.

A. Read the team-related words and phrases below. Use your dictionary to find the meaning of any words and phrases you don't know. Then add one or two more team-related words.

Team-related words and phrases.

Verbs	Nouns
team up	teammate
form a team	team work
be on a team	team approach

B. Choose a team-related word from the chart above to complete the quotations. In some cases there is more than one possible answer.

1. "I enjoy working with all five of my _____. Each one brings different skills and experiences to the group."
2. "We usually _____ after class to share notes and talk about the most important ideas that the professor mentioned."
3. "Some of my friends like to study on their own, but I prefer a _____ to studying for tests and working on research projects."
4. "My learning team was always getting off track, so we decided to choose a _____ to organize and coordinate our meetings."
5. "I know that I'll be able to apply the _____ skills I learn in this course to my first job after college."
6. "I'm really glad that my professor asked three of my classmates and me to _____. My grades have really improved after only a month of studying together."

Glossary

1. **complementary skills** – different abilities that strengthen the team.
2. **peers** – classmates
3. **team up with** – get together with
4. **pick up** – understand
5. **get off track** – become distracted or lose focus
6. **shirk his or her responsibility** – not do the work he or she agreed to do
7. **hold someone accountable for** – make someone responsible for
8. **master a particular topic** – become an expert in a specific subject area

Check your knowledge I.

Look at the sentences below and fill in the gaps using the appropriate word from A, B, or C.

1. He didn't get a good grade the first time he did his IELTS exam, so decided to it.
A. resit B. remake C. repair
2. People who attend university later in life are often called students.
A. aged B. mature C. old
3. Although she had left school and was working, she went to evening classes at the local College of ... Education.
A. Upper B. Further C. Higher
4. After he left school, he decided to go on to ... education and applied for a place at Edinburgh University.
A. further B. upper C. higher
5. He received a local government to help him pay for his course.
A. fee B. fare C. grant
6. Education helps us to acquire knowledge and learn new
A. skills B. powers C. abilities
7. Although she had a first degree from university, she decided that she wanted to work towards a degree later in life.
A. further B. senior C. higher
8. We should make the best of every to learn.
A. chance B. opportunity C. availability
9. Nowadays, education is promoted a lot in schools.
A. body B. health C. vitality
10. A large number of parents are dissatisfied with the education system, and put their children into private schools instead.
A. government B. national C. state
11. Because so many students find exams stressful, some colleges offer a system of assessment instead.
A. continual B. continuous C. continuing
12. He has read a lot of books and a lot of knowledge.
A. acquired B. won C. achieved

Text 2. Culture shock

Pre-reading activity.

1. “Culture shock” is a popular term used to talk about how people react when they are in foreign places. What do you think it means?
2. In this reading, an Australian student compares life in Australia with in the United States. As you read, take notes in the chart below on some of the differences this student talks about.

TOPIC	AUSTRALIA	THE UNITED STATES
1. Driving	Less traffic than in the US; Steering wheel on the right side	Crazy drivers: more traffic than in Australia
2. Pace of life		
3. Drinking alcohol		
4. Relationships between professors and students		

CULTURE SHOCK

Saying Tamara Blackmore experienced culture shock when she arrived here last September is an understatement. It was more like culture trauma for this adventurous student who left Melbourne’s Monash University to spend her junior year at Boston College. Blackmore, 20, was joined at Boston College by 50 other exchange students from around the world. Like the thousands of exchange students who enroll in American colleges each year, Blackmore discovered firsthand there is a sea of difference between reading about and experiencing America firsthand. She felt the difference as soon as she stepped off the plane.

As soon as she landed in Boston, Blackmore could feel the tension in the air. She was about to taste a lifestyle far more hectic than the one she left. “Driving in Boston is crazy”, says Blackmore. “It took me a while to get used to the roads and the driving style here. I was always afraid someone was going to hit me. It was particularly tricky since the steering wheel was on the wrong side of the car. In Australia, it’s on the right side”. Beyond the cars and traffic jams, Blackmore said it took a while to get used to so many people in one place, all of whom seemed like they were moving at warp speed.

“There are only 18 million people in Australia spread out over entire country,” she says, “compared to more than six million people in the state of Massachusetts

alone. We don't have the kind of congestion you have in Boston. There is a whole different perception of space."

The pressing problem for Blackmore was making a quick adjustment to the American lifestyle that felt like it was run by a stopwatch. For this easygoing Australian, Americans seemed like perpetual-motion machines. "Americans are very time-oriented," Blackmore says.

"Everything is done according to a schedule. They're always busy, which made me feel guilty about wanting to just sit around and occasionally watch television. Australians, on the other hand, value their leisure time. The pace there is a lot slower because we don't feel the need to always be busy. It's not that Australians are lazy, it's just that they have a different concept of how time should be spent. Back home, I used to spend a lot more time just talking to my friends."

It didn't take long for Blackmore to adjust to American rhythms. "I felt the pressure to work harder and do more because everyone was running around doing so much," she says. When Boston College students weren't huddled over books, Blackmore found it odd that they were compulsively jogging, running, biking, or doing aerobics in order to be thin. "Compared to home, the girls here are very skinny," she says. "Before I got here, I heard a lot of stories about the pressure to be thin and that many young American women have eating disorders. I'll go out with a friend and just tuck into a good meal and have a good time, whereas an American girl would just pick at her food."

When it comes to drinking, Blackmore says Australians have a lot more freedom. "We're more casual about drinking at home," she says, "whereas there are many rules and regulations attached to when and where you can drink in the United States," not to mention a legal drinking age of 21 compared with Australia's legal drinking age of 18.

But it's Boston College's laid-back and friendly learning environment that sets it apart from her Melbourne college experience. "Generally speaking, learning facilities are a lot better in Boston," she says. "In Australia, students and teachers have little contact outside the classroom. It's a formal and depersonalized relationship. College is a place you go for a few hours every day and then go home. Your social life and school life are separate."

It's just the opposite at Boston College, according to Blackmore. "Boston College students and faculty are like one big happy family," she says. "There is a real sense of team spirit. It's like we're all in this together. Going to school here is a lifestyle, whereas at home we're just a number. We attend school to get a degree so we can graduate, get a job, and get on with our lives."

Another pleasant shocker was the close and open relationships American students enjoy with their teachers. It's a sharp contrast to Australia, where college students keep a discreet but respectful distance from their teachers. "I was surprised when I learned students go out to dinner with their lecturers," she says.

“We just don’t do that back home. Professors deal with hundreds of students and you’re lucky if they remember your name.”

When Blackmore returns to Australia at the end of the school year, she’ll have plenty of memories, most of them good ones. Boston College, like most American colleges, has gone out of its way to create a memorable experience for Blackmore and its other exchange students.

Post-reading activity. Understanding the text.

A. Multiple choice. Choose two answers that best complete each statement.

1. The purpose of the reading is to _____.
 - a. demonstrate that Americans study hard and exercise a lot
 - b. show one student’s thoughts on cultural differences between Australia and the United States
 - c. point out some ways in which foreigners experience culture shock in the United States
 - d. argue that everyone should spend a year as a foreign exchange student
2. Tamara Blackmore says that _____ in Australia.
 - a. students and teachers sometimes become good friends
 - b. students make a clear separation between their academic and social lives
 - c. professors often do not know their students’ names
 - d. universities are not as good
3. Blackmore says that American professors _____ their students
 - a. have dinner with
 - b. enjoy warm relationships with
 - c. jog, run, and bike with
 - d. are smarter than
4. When it comes to drinking alcohol, Blackmore feels that _____.
 - a. there are stricter rules in America than in Australia
 - b. the drinking age in Australia is too low
 - c. Americans drink more than Australians
 - d. Australians are more relaxed about alcohol than Americans
5. Blackmore would probably agree that _____.
 - a. Americans are better drivers than Australians
 - b. American professors take a greater interest in their students than Australian professors
 - c. Australians are more relaxed than Americans
 - d. American women enjoy good food more than Australians women
6. The overall tone of the reading is _____ and _____.
 - a. humorous
 - b. thoughtful

- c. upsetting
- d. informative

II. Give answer to the questions below.

1. What three differences Tamara sees between life in Australia and the United States?
2. Which cultural differences Tamara noticed between Australia and the United States? Which cultural differences do you think were relatively easy for Tamara to get used to? Which ones do you think were difficult? Why?
3. From what Tamara says, do you think that university life in your country is more similar to university life in Australia or the United States? Why?

Extend your Vocabulary.

Understanding the difference between topic and main idea.

A **topic** is a particular subject that you discuss or write about.

e.g.: The weather is a constant topic of conversation in Britain.

The main topic for discussion is political union.

They offer tips on topics such as home safety.

A **main idea** is the most important or central thought of a paragraph or larger section of the text, which tells the reader what the text is about.

- A.** Read the paragraph below and find the topic and main idea.

Many visitors to the United States think that Americans take their exercise and free time activities too seriously. Americans often schedule their recreation as if they were scheduling business appointments. They go jogging every day at the same time, play tennis two or three times a week, or swim every Thursday. Foreigners often think that this kind of recreation sounds more like work than relaxation. For many Americans, however, their recreational activities are relaxing and enjoyable, or at least worthwhile, because they contribute to health and physical fitness.

1. The topic of this paragraph is:

- a. Health and fitness
- b. Popular recreational activities in the United States
- c. The American approach to recreation

2. The main idea of this paragraph is:

- a. Jogging, tennis and swimming are popular American sports
- b. There are many effective ways to exercise well and stay healthy
- c. Americans enjoy their structured and organized approach to recreation.

- B.** Look through the text ‘Culture shock’ one more time and find the topic and main idea.

1. The topic of the text is:

- a. Experiencing culture shock in the United States
- b. The difference and theory of culture shock
- c. Social life at Boston College

2. The main idea of the text is:

- a. There are many cultural differences between life in Australia and life in the United States
- b. Everyone experiences culture shock when they move from one country to another
- c. Students at Boston College are very time-oriented because they have a lot to do.

Language Focus

Used to refers to things done on a regular basis in the past, but no longer done in the present.	Get used to means to become accustomed to something new.	Be used to means to be comfortable with something.
<i>e.g. Back home, I used to spend a lot more time just talking to my friends.</i>	<i>e.g. It took me a while to get used to the roads and the driving style in Boston.</i>	e.g. For six months, Tamara had a difficult time adjusting to American customs. Now she is used to living in the United States.

A. Read the sentences and write if each statement that follows is True or False.

1. It took a while for Tamara to *get used to living* in a big city like Boston.

When Tamara first moved to Boston, she wasn't comfortable living there. _____

2. Ellen *used to believe* in love at first sight.

Ellen doesn't believe in love at first sight now. _____

3. When Alice was a child, she *used to visit* her grandparents every summer.

As a child, Alice seldom visited her grandparents in the summer. _____

4. John has had his own apartment for five years, so *he is used to living* alone.

John is accustomed to living alone. _____

5. Though I lived in Mexico for many years, I never *got used to* the spicy food.

These days, the speaker enjoys spicy food. _____

B. Write down three things that you **used to do, three things that are hard to **get used to** and three things that you **are used to doing** on your own.**

Glossary:

1. **discover firsthand** - learn by directly seeing or experiencing
2. **sea of difference** – very big difference
3. **taste a lifestyle** – experience a way of life
4. **move at warp speed** – travel very, very quickly
5. **perpetual-motion machines** – machines that never stop moving
6. **adjust to American rhythms** – get used to American lifestyles
7. **tuck into a good meal** – enjoy a meal (Australian expression)
8. **pick at her food** – eat only a small amount of food on her plate
9. **laid-back** - relaxed
10. **get on with our lives** – move ahead in our lives

Check your knowledge II.

Complete the sentences with a suitable word or phrase from the box.

Border controls, culture shock, deported, economic migrants, emigration, expatriates, immigration, internally displaced, persona non grata, refugees, repatriated, UNHCR.

1. At the beginning of the war, thousands of fled over the border to the next country.
2. Since the civil war began, almost a million people have been forced to move to another part of the country. These persons are now without food or shelter.
3. Nineteenth-century governments encouraged to the colonies.
4. The government is encouraging because of the shortage of workers in key industries.
5. Moving from a large European city to the small village in the Himalayas was something of a
6. Thousands of British live in the Gulf States, where many of them have high-powered jobs.
7. The is under a lot of pressure owing to the huge number of displaced persons around the world.
8. He was from the country when his visa expired.
9. Because he had a criminal record, the government didn't want him to enter the country, declared him and asked him to leave immediately.
10. After the economy collapsed in the east, thousands of headed west in the hope of finding a good job.
11. People who are caught trying to enter the country illegally are usually held in a detention centre before being
12. were tightened in order to reduce the number of people illegally entering the country.

Text 3. How to make a speech

Pre-reading activity.

1. Have you ever made a speech? What was the topic? Whom did you speak to?
2. What are the most important parts of a good speech? Rank the following from most important (1) to least important (5).

- _____ Choosing an interesting topic
- _____ Telling jokes and funny stories
- _____ Making eye contact
- _____ Teaching the audience something new
- _____ Keeping the speech short

3. George Plimpton, the author of “How to make a speech” is a famous writer and speechmaker. In the text below, he gives some suggestions on how to make a good speech. As you read, write down three of his suggestions.

HOW TO MAKE A SPEECH

One of life’s terrors for the uninitiated is to be asked to make a speech. “Why me?” will probably be your first reaction. “I don’t have anything to say”. The fact is that each one of us has a store of material which should be of interest to others. There is no reason why it should not be adapted to a speech.

Why know how to speak?

Scary as it is, it’s important for anyone to be able to speak in front of others, whether twenty around a conference table or a hall filled with a thousand faces. Being able to speak can mean better grades in any class. It can mean talking the town council out of increasing your property taxes. It can mean talking top management into buying your plan.

How to pick a topic

You were probably asked to speak in the first place in the hope that you would be able to articulate a topic that you know something about. Still, it helps to find out about your audience first. Who are they? Why are they there? What are they interested in? How much do you already know about your subject?

How to plan what to say

Here is where you must do your homework. The more you sweat in advance, the less you’ll have to sweat once you appear on stage. Research your topic thoroughly. Check the library for facts, quotes, books, and timely magazine and newspaper articles on your subject. Get in touch with experts. Write to them, make phone calls, get interviews to help round out your material. In short, gather and learn far more than you’ll ever use. You can’t imagine how much confidence that knowledge will inspire.

Now start organizing and writing. Most authorities suggest that a good speech breaks down into three basic parts: an introduction, the body of the speech, and the summation.

- *Introduction:* an audience makes up its mind very quickly. Once the mood of an audience is set, it is difficult to change it, which is why introductions

are important. If the speech is to be lighthearted in tone, the speaker can start off by telling a good-natured story about the subjects or himself.

- Main body: there are four main intents in the body of well-made speech. These are (1) to entertain, which is probably the hardest; (2) to instruct, which is the easiest if the speaker has done the research and knows the subjects; (3) to persuade, which one does at a sales presentation, a political rally, or a town meeting; and finally, (4) to inspire, which is what the speaker emphasizes at a sales meeting, in a sermon, or at a pep rally.
- Summation: an ending should probably incorporate a sentence or two which sounds like an ending – a short summary of the main points of the speech, perhaps, or the repeat of a phrase that most embodies what the speaker has hoped to convey. It is valuable to think of the last sentence or two as something which might produce applause. Phrases which are perfectly appropriate to signal this are: “In closing...” or “I have one last thing to say...”

How to sound spontaneous

The best speakers are those who make their words sound spontaneous even if memorized. I’ve found it’s best to learn a speech point by point, not word for word. Careful preparation and a great deal of practicing are required to make it come together smoothly and easily. Mark Twain once said, “It takes three weeks to prepare a good ad-lib speech”.

Brevity is an asset

A sensible plan, if you have been asked to speak to an exact limit, is to talk your speech into a mirror and stop at your allotted time; then cut the speech accordingly. The more familiar you become with your speech, the more confidently you can deliver it.

As anyone who listens to speeches knows, brevity is an asset. Twenty minutes are ideal. An hour is the limit an audience can listen comfortably.

How questions help

A question period at the end of a speech is a good notion. One would not ask questions following a tribute to the company treasurer on his retirement, say, but a technical talk or an informative speech can be enlivened with a question period.

The crowd

The larger the crowd, the easier it is to speak, because the response is multiplied and increased. Most people do not believe this. They peek out from behind the curtain, and if the audience is filled to the rafters, they begin to moan softly in the back of their throats.

What about stage fright?

Very few speakers escape the so-called “butterflies”. There does not seem to be any cure for them, except to realize that they are beneficial rather than harmful, and never fatal. The tension usually means that the speaker, being keyed up, will do a better job. Edward R. Murrow called stage fright “the sweat of perfection”. Mark Twain once comforted a fright-frozen friend about to speak: “Just remember they don’t expect

much.”. My own feeling is that with thought, preparation, and faith in your ideas, you can go out there and expect a pleasant surprise.

Post-reading activity. Understanding the text.

A. Multiple choice. For each item below, choose the best answer.

1. The main idea of the reading is:
 - a. It's very difficult to give a good speech.
 - b. With a lot of research and practice, anyone can learn how to give a good speech.
 - c. The three basic parts of a speech are the introduction, the main body, and the summation.
 - d. Choosing a good topic is the most important part of making a good speech.
2. When preparing to make a speech, the first thing a speaker should do is:
 - a. choose a topic
 - b. understand who the audience will be
 - c. do a lot of research on the topic
 - d. organize the speech
3. According to the author, which of the following is the most difficult to accomplish in giving a speech:
 - a. instruct
 - b. inspire
 - c. entertain
 - d. persuade
4. The ideal length for a speech is:
 - a. as short as possible
 - b. 20 minutes long
 - c. 20-60 minutes long
 - d. it depends on the topic
5. The overall tone of the reading is:
 - a. serious and academic
 - b. light and silly
 - c. informative and humorous
 - d. scientific and technical

B. Give the answers to the questions below.

1. Everyone gets nervous before giving a speech. What can a speaker do to feel more relaxed and confident?
2. What are some things a person can do to sound spontaneous?
3. Why is it important to sound spontaneous when giving a speech?

Extend your Vocabulary.

Some verbs like lead, manage, or inspire are strong and forceful. They demonstrate action and authority. These verbs create an impression of confidence when you are writing resumes, letters of application, or other business documents.

Task I. For each item below, two of the three words are similar in meaning to the boldface word. Cross out the word that is not similar in meaning to the other three.

1. persuade	a. convince	b. talk into	c. deny
2. articulate	a. talk about	b. reject	c. express
3. inspire	a. excite	b. motivate	c. bore
4. emphasize	a. minimize	b. stress	c. highlight
5. incorporate	a. include	b. integrate	c. forget
6. convey	a. communicate	b. excite	c. transmit
7. enliven	a. jazz up	b. stimulate	c. satisfy
8. instruct	a. give	b. teach	c. educate

Task II. Complete each sentences with the past tense form of one of the boldface words in Task I. More than one answer is possible.

- Ann _____ her husband to stop smoking by showing him many reports on the dangers of tobacco.
- The car manufacturer _____ several new safety features into this year's model.
- With his charisma, energy, and ideas, John F. Kennedy _____ Americans to accomplish great things like putting a man on the moon.
- The Japanese professor _____ his students in the language and culture of Japan.
- The band _____ the wedding reception with loud and fast-paced music for the guests to dance to.
- The President _____ his three-point health care plan by carefully outlining each point in great detail.
- The treasurer _____ the need to control expenses by mentioning five times that all employees must carefully monitor their spending.
- At William's funeral, his friends _____ their sympathy to William's wife.

Speech and articulation problems.

Problem	Example	Meaning
Lisp	He speaks with a lisp. / He lips. He says 'thing' instead of 'sing'	Difficulty in making an 's' sound and making a 'th' sound instead.
Stammer	He hates speaking in front of people because he's got a really bad stammer.	Speak with abnormal pauses and repetitions.
Stutter	'I want to t-t-t-tell you something', he stuttered nervously.	Repeat sounds at the beginning of words.
Slurring	He was slurring his words because he had drunk far too much alcohol.	His words had a slow, lazy sound; difficult to understand.

Tongue-tied	I want to tell her I love her, but I get tongue-tied.	Cannot say what I want to say; mix up my words.
Mumble	Stop mumbling! I can't hear what you're saying.	To speak quietly and in a way that is not clear so that the words are difficult to understand.
Mutter	He was muttering something under his breath, probably complaining, as usual.	To speak quietly and in a low voice that is not easy to hear, often when you are worried or complaining about something.

Task III. Fill gaps with one word from the box above.

1. 'I want to c-c-c-c-come with you', she nervously.
2. I got and said to her 'Your jacket's dutiful' instead of 'Your jacket's beautiful'.
3. I wish you'd speak up and stop I can't hear a word you're saying.
4. 'I love you', he softly.
5. The drugs had made her speech very incoherent. I couldn't follow what she was trying to say. She was all her words.
6. She speaks with a I thought she said she had too much fun on her holiday, but she was trying to say sun.

Task IV. Prepare a five-minute speech on your topic. Use this presentation outline to help you.

INTRODUCTION

"My name is _____ and I am delighted to be here today. I'd like to speak to you about....."

ORGANIZATION

"I have divided my talk into three parts"

MAIN PARTS

"First....."
 "That brings me to"
 "Finally....."

CONCLUSION

"In closing....."

Glossary:

1. **the uninitiated** – people doing something for the first time
2. **round out your material** – complete your research
3. **lighthearted in tone** – amusing; not serious
4. **good-natured story** – funny story
5. **intents** - purposes
6. **ad-lib speech** – public talk that is not carefully prepared in advance
7. **allotted time** – maximum amount of time given
8. **brevity is an asset** – shortness is a good thing
9. **peck out** – look out timidly
10. **frigh-frozen** – very nervous or scared

Check your knowledge III.

Look at the sentences below and decide whether they should be completed with the verb make or the verb do.

1. Has your mother a will yet?
2. She her piano exercises every morning.
3. The storm a lot of damage last night.
4. Who will be the speech at her wedding?
5. We a large profit when we sold our house.
6. There's a lot of work still to be
7. At the moment he's great efforts to learn Spanish.
8. They a lot of business with European countries.
9. I'm not the washing today.
10. When we got to the hotel, the beds hadn't been
11. The workmen are so much noise we can't use the telephone.
12. We are good progress towards finishing the house.
13. He didn't mean to any harm.
14. His wife usually all the housework.
15. The milk boiled over and a mess on the stove.
16. I can't today's crossword – it's too hard.
17. Are you going to a Christmas cake again this year?
18. How much money did you last year?
19. It took us hours to the washing up after the party.
20. He an inquiry about trains to Edinburgh.
21. I need to a quick phone call before we leave.
22. Don't such a fuss – it's only a little scratch.
23. She a mistake in typing the address.
24. We friends with some French people on holiday.

Text 4. It's not always black and white

Pre-reading activity.

1. How do different colors make you feel? Write adjectives next to the colors. Use the adjectives in the box or your own ideas.

angry excited calm happy sad nervous	
Colors	Adjectives
red	
blue	
green	
yellow	
black	

IT'S NOT ALWAYS BLACK AND WHITE

You can find the names of colors in a lot of English expressions. Many of these expressions, however, talk about colors in very different ways. For example, the expression black and white can have different meanings. If something is black and white, it means it is clear, easy to understand. However, some people see everything in black and white, which means that they judge everything they see as either good or bad. Some people have to see something in black and white to know that it is true; this black and white talks about seeing something printed, as in a newspaper. If something is printed in a newspaper, it must be true, right?

The color red is often used to talk about things that are hot or exciting. You can listen to red-hot jazz music or eat red-hot chili peppers. If you roll out the red carpet for someone, you are giving them a big welcome. On TV, you may see stars walking on the red carpet at the opening night of a Hollywood movie or at the Academy Awards. After a big night like this, the stars often paint the town red, which means that they celebrate and have fun, going to parties or nightclubs all over town. However, red isn't always fun.

If you do something embarrassing, like spill coffee on your teacher's desk, perhaps your face is beet-red. Your teacher's face might be red with anger, too! Or if you see a person doing something bad on purpose, like taking someone's wallet, you can say that you caught the person red-handed. Whether it's good or bad, red usually means something interesting is happening.

Blue is different. When people are blue, or have got the blues, it means they feel sad. They might listen to blues music, which usually tells sad stories. Blue isn't always a sad color, though. If something good happens to you when you're not expecting it, like when you get a good idea, or if you run into an old friend, you can say it happened out of the blue.

Green is another color that can have very different meanings. In the past, being green was almost always something negative. For example, if you ride on a boat and feel seasick, your face may look green. If someone has something nice that you really want, like a new car or an expensive watch, you may also be green with envy. Or if you are starting a new job, your boss may say you are green, which means that you don't have any experience.

Now, however, green is usually good. Being green more often means doing good things for the environment. People who are good at growing plants have a green thumb. Many companies are going green, which means they are recycling more or are trying to use less energy. In fact, some companies are moving to new, green buildings, which may use solar power or grow plants on their roofs. So if someone asks you how green you are, it probably means they want to know if you do good things for the environment.

Learning new expressions with colors can be fun, but it's not always easy. As you can see, their meanings can sometimes be very different. Try looking for these expressions in the things you read. If you learn more about how these expressions are used, you may add a little color to your writing, or even pass your next English test with flying colors.

Post-reading activity. Understanding the text.

A. For each item below, fill in the correct circle.

1. This text is primarily about _____.

- A. learning the names of colors
- B. how people feel when they see colors
- C. English expressions with colors in item

2. According to the text, if your face is red, it can mean you are _____.

- A. angry or embarrassed
- B. angry or happy
- C. happy or embarrassed

3. The following colors are mentioned in the text: _____.

- A. black, white, red purple, blue
- B. black, red, blue, green, yellow
- C. black, white, red, blue, green

4. Being green _____.

- A. is always good

B. is always bad

C. can be good or bad

5. In this text, the author shows that _____.

A. the expression “black and white” always has a bad meaning

B. being blue means feeling sad

C. learning color expressions is necessary for taking tests

B. Complete the sentences with the words: embarrassing, energy, expecting, experience, judge.

1. It was so _____ when Nelson walked into the glass door.

2. Ann is _____ an important phone call this afternoon from her boss.

3. That girl in the jeans and T-shirt is the president of the company. You really can't _____ a person by what she's wearing.

4. Kate has six years of _____ working as a nurse in this hospital.

5. We have to try to get the _____ we need from things other than oil.

Extend your vocabulary. Understanding idioms.

There are a lot of idiomatic expressions, or idioms, in English. Idioms are expressions whose meaning cannot be easily guessed just from the words in the idiom itself.

Examples

1. see everything in black and white = judge people or situations too quickly

2. out of blue = suddenly

3. going green = trying to do good things for the environment

Task I. Read each sentence and match the idiom with the correct meaning.

1. Carl's business was doing really well, but he lost some big customers and now he's in the red.

a. losing more money than he's making

b. making more money than he needs

2. After the car accident, Sarah's nose was black and blue for days.

a. had too much makeup

b. was dark and bruised from being hit

3. I thought Max was a nice guy, but yesterday he really showed his true colors. He yelled at Eric for making a really little mistake.

a. showed what he's really like

b. showed that he likes to get angry

4. The manager gave us the green light for our new project. I can't wait to get started.

- a. permission to move forward
- b. a lot of money

Colour metaphors

Blue	Depression (to feel blue); physical or unskilled (blue-collar workers).
Red	Anger (to see red =to be very angry); danger (red alert, a red flag); special importance (The royal visitor was given red carpet treatment. The day we met will always be a red-letter day for me).
Green	Nausea (to look green ; People who are seasick often turn/go green and sometimes vomit); envy (She turned green with envy when she her friend's diamond engagement ring); care for the environment (green tourism; the Green Party).
Black	Depressing or without hope (a black future); anger (to look as black as thunder); illegality or incorrectness (black market, black sheep of the family, black mark). During the war people bought many goods on the black market . If I don't finish this report in time, that'll be another black mark against my name. My brother was the black sheep of the family and left home at seventeen.
Grey	Lack of clarity (a grey area); brains (grey matter, grey cells).
White	Purity (white as snow, whiter than white); being pale (She was afraid and went white as a sheet; a white knuckle [terrifying] ride at a theme park); office workers (white-collar workers).

Task II. Match the situation on the left with the response on the right.

- | | |
|---|---|
| 1. That child looks a bit green. | No, they make me feel sick. |
| 2. He's always in a blue mood these days. | Yes, it's not at all clear what we should do. |

- | | |
|--|---|
| 3. That TV programme always makes him see red. | Yes, but they need qualifications. |
| 4. It's a bit of a grey area, isn't it? | I think he's going to be sick. |
| 5. They seem to be trying to blacken his name. | Yes, he can't stand the presenter. |
| 6. Do you like white knuckle rides? | Yes, ever since his wife left him. |
| 7. White-collar workers earn more. | I wonder what they've got against him? |
| 8. They're going to vote for the Greens. | Yes, they want to do their bit for the environment. |

Glossary:

- 1. opening night** – the first night a new movie is shown
- 2. run into** – suddenly meet
- 3. pass ... with flying colors** – do very well, be successful

Check your knowledge IV.

**The passage below contains 12 words which have been spelt incorrectly.
Underline the words and write their correct spelling in the box.**

Despite banning tobacco advertiseing and rising the price of cigarettes, the government's anti-smoking campain has failed to have any long-term affects. It is now widely beleived that more drastic measures are neccessary. A new national comittee , which has been formed to tackle the proplem, has made several reccomendations. These include banning smoking in all public areas, and denying hospital treatment to persistant smokers who have been warned by their doctors to give up but failed to do so.

Text 5. We are what we eat

Pre-reading activity.

1. How well do you eat? To find out, read each question below and circle the number of your answer.

A. How often do you eat breakfast?

1. I never eat breakfast
2. I have breakfast once or twice a week
3. I eat breakfast 3-6 times a week
4. I eat breakfast every morning

B. How often do you snack on fresh fruits and vegetables?

1. I never snack on fresh fruits and vegetables
2. I snack on fresh fruits and vegetables once in a while
3. I snack on fresh fruits and vegetables once a day
4. I snack on fresh fruits and vegetables more than once a day

C. Do you eat junk food?

1. Yes, I often eat junk food
2. Yes, I sometimes eat junk food
3. No, I hardly ever eat junk food
4. No, I never eat junk food

D. Do you eat quickly?

1. Yes, I always eat quickly
2. Yes, I eat quickly 90 percent of the time
3. Yes, I sometimes eat quickly
4. No, I usually eat slowly

E. How often do you skip meals?

1. I frequently skip meals
2. I skip meals about 3 times a week
3. I rarely skip a meal
4. I never skip meals

F. How often do you eat something just before you go to bed?

1. I always eat something just before I go to bed
2. I often have something to eat just before I go to bed
3. I rarely eat just before I go to bed
4. I never eat just before I go to bed

G. How often do you eat your largest meal in the evening?

1. I always eat my largest meal in the evening
2. I frequently eat my largest meal in the evening
3. I rarely eat my largest meal in the evening
4. I never eat my largest meal in the evening

H. How often do you eat brown rice or wheat bread instead of white rice or white bread?

1. I never eat brown rice or wheat bread
2. I sometimes eat brown rice or wheat bread
3. I usually eat brown rice or wheat bread

I eat brown rice or wheat bread all the time.

Your score

Look at the numbers you circled and add them together. The total is your score. (For each question on this quiz, the number 4 is the healthiest answer).

32 Congratulations! You have a perfect score. You are a healthy eater.

26-31 Good job! You eat very well.

20-25 Not bad, but you could eat better.

14-19 Oops! You aren't a healthy eater. Remember, fruit and vegetables are really good for you. Junk food isn't.

8-13 Oh no! You need to change the way you eat. Can you do it?

WE ARE WHAT WE EAT

As a food label is often nothing more than an advert to tempt you to buy the product, you should pay particular attention to the choice of words used. Always watch out for the word 'flavour', as this may mean that the product contains synthetic ingredients. Chocolate-flavoured topping will contain a small percentage – so read carefully. Many manufacturers also use a range of meaningless descriptions. Feel-good words, such as 'wholesome', 'farmhouse', 'original' and 'traditional' do not mean anything. Other words such as 'farm fresh' and 'country fresh' also intentionally blur the true nature of a product's source. 'Fresh egg pasta', for example, means that the pasta was indeed made with real and not powdered eggs, but maybe months ago. Words that you can trust are 'organic', 'wholemeal', 'natural mineral water', 'Fair Trade', 'free-range' and the 'V' vegetarian symbol.

Consumer pressure over GM foods has led to better labelling but loopholes still exist. GM product derivatives, such as starches, sugars, fats and oils where no genetically modified protein or DNA material still remains, still go unlabelled in many products such as cereal bars, fish fingers, jellies and vegetable burgers.

Take particular care over low-fat and low-sugar products. Guidelines state that 'low-fat' foods must not have more than 5 per cent fat, while 'reduced fat' means that the total fat content is 25 per cent less than the standard versions of the same product. The terms 'light' or 'lite' are meaningless since they could refer to texture, fat content, sugar content or even colour.

Post-reading activity. Understanding the text.

A. Answer these questions about the text.

1. Are food labels meant to provide information or to advertise the products?
2. Why do manufacturers try to hide the fact that foods contain synthetic ingredients?
3. What do organic, wholemeal and vegetarian mean when describing food?
4. What does GM stand for? Explain what it means.

B. Choose the correct word to complete each sentence: fresh, healthy, instead of, meal, total.

1. I think I'm a _____ eater because I never skip breakfast. Every morning I have a bowl of cereal and some fresh fruit.
2. I usually eat my biggest _____ in the middle of the day.
3. I try to snack on _____ fruit when I get hungry between meals.
4. I usually eat a _____ of five small meals every day.
5. I know I should snack on fresh fruit _____ junk food.

Glossary:

1. **synthetic** – made from artificial substances
2. **wholesome** – good for you, physically or morally
3. **wholemeal** – containing all the natural substances in the grain with nothing removed
4. **Fair Trade** – refers to products such as coffee, tea or chocolate marketed in such a way that the small farmers in developing countries who produce them get the profits rather than large multinational companies
5. **free-range** – relating to farm animals that are not kept in cages
6. **GM** – genetically modified
7. **loopholes** – ways of getting round regulations (usually because they have not been written in a precise enough way)
8. **derivatives** – things produced from

Check your knowledge V.

The expressions in bold, which all use words connected with food, have been put into the wrong sentences below.

1. The exam was so easy! It was a **butter-fingers**.
2. I don't like horror films; they're bananas.
3. I don't get paid very much in my new job. In fact, my boss pays me **sour grapes**.
4. Jane is really angry with her boyfriend. As far as she's concerned, he's not **warm as toast**.
5. I've just seen the boss and he looks really angry. I think there's **different kettle of fish**.
6. She became very embarrassed and her face turned **cool as a cucumber**.
7. Mr. Lewis is a wonderful man. He's as **different as chalk and cheese**.
8. You're mad, crazy, completely **not my cup of tea!**
9. I'm always dropping things and breaking them. I'm such a **piece of cake**.
10. Although Joe and Brian are brothers, they're completely different. They're **the salt of the earth**.
11. The bank robbers were **packed together like sardines** when the police questioned them, and told them everything they knew about the robbery.
12. I'm not at all cold. In fact, I'm **the flavour of the month**.
13. Andy is always calm and relaxed. He never panics. He's **as red as a beetroot**.
14. Steve didn't congratulate me when I got the job. It was probably **peanuts**.
15. it was so crowded on the train we **spilled the beans**.
16. I don't mind you borrowing my umbrella without asking, but to borrow my car? That's **trouble brewing**.

Text 6. Letters of application

Pre-reading activity. Write True or False for each of the statements. Then read the text to confirm your guesses.

1. The reason for writing a letter of application is to get a job interview.
2. When sending a letter of application you must always send a resume, too.
3. It's a good idea to talk about your best qualities and biggest accomplishments in a letter of application.
4. You should mention the salary you want in a letter of application.

LETTERS OF APPLICATION

A letter of application is a sales letter in which you are both salesperson and product, for the purpose of an application is to attract an employer's attention and persuade him or her to grant you an interview. To do this, the letter presents what you can offer the employer, rather than what you want from the job.

Like a resume, the letter of application is a sample of your work; and it is, as well, an opportunity to demonstrate, not just talk about, your skills and personality. If it is written with fair and understanding and prepared with professional care, it is likely to hit its mark.

There are two types of application letters. A solicited letter is sent in response to a help-wanted ad. Because such a letter will be in competition with many, perhaps several hundred others, it must be composed with distinction. At the same time, it must refer to the ad and the specific job advertised.

An unsolicited letter is sent to a company for which you would like to work though you know of no particular opening. The advantage of this type of application, however, is that there will be little competition and you can define yourself the position you would like to apply for. You can send out as many letters as you wish, to as many companies as you are aware of ; it is a good idea, though, to find out the name of a specific person to whom you can send the letter - a more effective approach than simply addressing a letter to "Personnel".

Because a letter of application must sell your qualifications, it must do more than simply restate your resume in paragraph form. While the resume must be factual, objective, and brief, the letter is your chance to interpret and expand. It should state explicitly how your background relates to the specific job, and it should emphasize your strongest and most pertinent characteristics. The letter should demonstrate that you know both yourself and the company.

A letter of application must communicate your ambition and enthusiasm. Yet it must, at the same time, be modest. It should be neither aggressive nor meek; neither part yourself on the back nor ask for sympathy. It should never express dissatisfaction with a present or former job or employer. And you should avoid discussing your reasons for leaving your last job.

Keep in mind the following principles when writing your letter of application.:

1. Start by attracting attention. You must say, of course, that you are applying and mention both the specific job and how you heard about it. But try to avoid a mundane

opening. Instead of: I would like to apply for the position of legal secretary which you advertised in the Los Angeles Times of Sunday, August 10

Try something a bit more original:

I believe you will find my experiences in the Alameda District Attorney's office have prepared me well for the position of legal secretary which you advertised in the Los Angeles Times of Sunday, August 10

2. Continue by describing your qualifications. Highlight your strengths and achievements and say how they suit you for the job at hand. Provide details and explanations not found on your resume, and refer the reader to the resume for the remaining, less pertinent facts.

3. Assure the employer that you are the person for the job. List verifiable facts that prove you are not exaggerating or lying. Mention the names of any familiar or prominent references you may have. In some way, distinguish yourself from the mass of other qualified applicants.

4. Conclude by requesting an interview. Urge the employer to action by making it easy to contact you. Mention your telephone number and the best hours to reach you, or state that you will call him or her within a few days.

A complete application should contain both a letter of application and a resume. While it is possible to write a letter so complete in detail that a resume seems redundant, it is always most professional to include both.

Finally, a word about salary: basically, unless instructed by the want ad, it is best that you not broach the subject. Indeed, even if an ad requires that you mention your salary requirements, it is advisable simply to call them "negotiable". However, when you go on an interview, you should be prepared to mention a salary range (e.g., \$ 40,000-\$45,000). For this reason, you should investigate both your field and, if possible, the particular company. You don't want to ask for less than you deserve or more than is reasonable.

Post-reading activity. Understanding the text.

A. Multiple choice. For each item below, choose the best answer.

1. The main purpose of this reading is to _____.

- a. show people how to write effective letters of application
- b. help people find interesting jobs
- c. explain the differences between a resume and a letter of application

2. A letter written in response to a help-wanted ad is _____ letter.

- a. an unsolicited
- b. a solicited
- c. a reference

3. A letter of application should _____ the information contained in a resume.

- a. restate

b. not address

c. expand upon

4. It is _____ to mention salary requirements in a letter of application.

a. wise

b. unnecessary

c. inadvisable

5. The tone of a letter of application should be _____.

a. polite and businesslike

b. strong and aggressive

c. friendly and person

6. The author of this reading would probably agree that _____.

a. resumes are more important than letters of application

b. anyone can learn to write a good letter of application

c. it is better to be too modest in a letter of application than too aggressive.

B. According to the text, what are the things you should and shouldn't do when writing a letter of application? Group the eight ideas below into the correct columns in the chart. Then, try to add two ideas of your own to each column.

- be original
- mention money
- give references
- sell yourself
- talk about good and bad former jobs
- make sure your letter stands out
- explain why you left your last job
- pat yourself on the back

SHOULD	SHOULDN'T
Be original	

C. Why is it important not to express dissatisfaction with a former job or employer in a letter of application or an interview?

Extend your vocabulary. Giving advice

We use should, must, the imperative voice, and several different expressions to give advice.

Should:

When you go on a job interview, you should be prepared to mention a salary range.

Must:

A letter of application must sell your qualifications.

Imperative voice:

Assure the employer that you are the person for the job.

Expression for giving advice:

It's a good idea to find out the name of a specific person to whom you can send your letter of application.

Task I. Look back at the text. Find four additional examples in which the author gives advice. Try to write down one example for each of the following: should, must, the imperative voice, and an expression for giving advice.

1. _____

2. _____

3. _____

4. _____

Task II. Find an advertisement for a job that looks interesting to you. Write a letter of application to this company. Follow the fur principles outlined in the text and use the letter below as a model.

Letter of Application
2500 North Fruitridge Road
Springfield, IN 47811
March 1, 2001

Mr. John P. Storm, Vice President
Indiana Gas and Electric Company
1114 Broad Street
Terre Haute, IN 47815

Dear Mr. Storm:

Having served for the past several years as the administrative assistant of a private business, I would like to apply for the position of executive assistant which you advertised in the Springfield Gazette on Sunday, February 28, 2001.

As executive assistant to the Benlow Corporation in Terre Haute, I was directly responsible to Alba Jenkins, the company's owner. In addition to my administrative duties, I was responsible for scheduling all of Ms. Jenkin's appointments, screening her telephone calls and visitors, and organizing her paperwork and correspondence.

Essentially, I did everything I could to make Ms. Jenkin's heavy responsibilities easier. Thus, I am familiar with the duties of an executive assistant and believe I am prepared to anticipate and meet all your expectations. I am confident, too, that with enthusiasm and sincere effort, I can make the transition from a small business to a large corporation smoothly.

I would appreciate the opportunity to discuss my qualifications in person. I would be happy to come for an interview at your convenience, and I can be reached after 5 p.m. at 772-1248.

Sincerely yours,

Maria Smith

Glossary:

- 1. written with flair** – written with special skill and style
- 2. hit the mark** – be very effective
- 3. composed with distinction** – written extremely well
- 4. sell your qualifications** – present your skills and abilities in the best
- 5. most pertinent characteristics** – qualities that are directly related to the job
- 6. pat yourself on the back** – give yourself credit for your accomplishments
- 7. mundane opening** – boring or unoriginal introductions
- 8. the job at a hand** – the work to be done
- 9. redundant** – unnecessary because it repeats the same information
- 10. broach the subject** – introduce the subject

Check your knowledge V.

Fill in the gaps with an appropriate word from the box below. In some cases, more than one answer is possible.

Commission, prospects, candidates, references, manager, salary, promotion, applicants, increment, vacancy, employee, perks, qualifications, shortlist, pension, salesman.

A computer company had a 1 for position of 2....., and decided to advertise for a new 3..... . a lot of 4..... with good 5..... and 6..... applied for the job, then invited them to come back for another interview.

The person who eventually got the job was very happy. After all, he would receive an annual 9..... of \$25,000 with a 5 % 10..... twice a year, a 15% 11..... for each computer he managed to sell, excellent 12..... such as private health insurance and a company car, a company 13..... to make sure he would be well-off when he retired, and the chance of 14..... from salesman to sales 15..... if he was successful. All in all, his future 16..... looked very good.

Text 7. Out to lunch

Pre-reading activity. In some countries it's a tradition to rest for an hour or two in the middle of the day. Why do you think this tradition exists?

OUT TO LUNCH

Birds do it. Cats do it. And Spaniards most especially do it – every day, in broad daylight. They nap. Grown adults – executives, teachers, civil servants – wink off in the middle of the workday. From 1 or 2 o'clock to 4.30 or so every afternoon, Spain stops the world for a stroll home, a leisurely meal, and a few z's. Common market technocrats have informed the Spanish that this is not the way things will get done in a unified Europe.

At a time when productivity is the world's largest religion, the siesta tradition lives on. In Spain, work operates under the command of life, instead of the other way around. No task is so critical that it can't wait a couple of hours while you attend to more important matters like eating, relaxing, or catching up on sleep. When the midday break hits, offices empty and streets clear. Befuddled foreigners quickly learn that they have entered a new circadian order.

“At first, I kept looking for things to do in the afternoon, and I just couldn't believe that nothing was open,” recalls Pier Roberts, an Oakland writer who lived in Spain for several years. “I walked the streets of Madrid looking for somewhere to go. It was a thousand degrees outside, you could see the heat waves, and it was like a ghost town.”

Taking a long break in the middle of the day is not only healthier than the conventional lunch; it's apparently more natural. Sleep researchers have found that the Spanish biorhythm may be tuned more closely to our biological clocks. Studies suggest that humans are “biphasic” creatures, requiring days broken up by two periods of sleep instead of one “monophasic” shift. The drowsiness you feel after lunch comes not from the food but from the time of day.

“All animals, including humans, have a biological rhythm” - explains Claudio Stampi, director of the Chrono Biology Research Institute in Newton, Massachusetts. One is a 24-hour rhythm – we get tired by the end of the day and go to sleep – and there is a secondary peak of sleepiness and a decrease in alertness in the early afternoon. Some people have difficulty remaining awake, doing any sort of task between one and four in the afternoon. For others it's less difficult, but it's there. So there is a biological reason for siestas.

Unlike the average lunch break, the siesta is a true break in the action because there is no choice but to come to a full and complete stop. You can't do errands; the shops are closed. You can't make business calls; nobody's at the office. Most people go home for lunch, or get together with family or friends for a glass of wine and nod out afterwards.

The Spanish need their sleep. They've got a long night ahead of them, because another key component of the siesta lifestyle is its nocturnal orbit. After the afternoon work shift, from 4.30 to 8 p.m. or so, they may join friends for a drink. Dinner starts at 9 or 10 p.m., and from there it's out on the town until one or two in the morning.

“It’s a bad night in Madrid if you get home before six in the morning,” laughs Roberts. The siesta’s origins lie in climate and architecture. Like people in other places around the globe that are blast furnaces much of the year, Spaniards turned to shade and stillness to avoid incineration in the middle of the day. At night, packed, simmering dwellings drove people into the streets to cool down.

While climate is still a factor, the siesta lifestyle today is driven primarily by the social imperative of Spanish life, which places an equal if not greater emphasis on life outside the office. “We are not so obsessed only with work,” says Florentino Sotomayor of the Spanish Tourist Board. “We take a break and have the opportunity of having coffee or beer with friends and thinking and talking about different issues, not only work”.

Post-reading activity. Understanding the text.

A. For each item below, choose the answer that best completes each statement.

1. The main idea of this text is that _____.
 - a. people everywhere should take naps
 - b. napping is an important tradition in Spain
 - c. it is important to have traditions
 - d. the nightlife is exciting in Spain
2. During the midday break in Spain, people _____.
 - a. go home for lunch
 - b. do errands
 - c. make business calls
 - d. go shopping
3. The main idea of the fourth paragraph is that _____.
 - a. the conventional lunch break is natural and healthy
 - b. all animals have biological clocks
 - c. food makes you feel drowsy
 - d. it’s natural for humans to nap
4. A biphasic creature needs _____.
 - a. two sleep periods a day
 - b. eight hours of sleep a daylight
 - c. two days of sleep
 - d. a long night of sleep
5. You can infer from the article that some business people in other European countries _____.
 - a. hope the siesta tradition will be introduced in their countries
 - b. think the siesta tradition is impractical

c. think that the siesta tradition will grow in popularity

d. don't agree that napping is good for you

6. The overall tone of this text is _____.

a. serious and academic

b. light and silly

c. light and informative

d. scientific and technical

B. What do you think are the advantages and disadvantages of the siesta tradition? Add them to the chart below.

ADVANTAGES	DISADVANTAGES
You have more time to spend with your family	

Language Focus.

It's + adjective + infinitive

We often use it's+adjective+infinitive to give an opinion.

e.g. Some people say **it's healthy to take** a nap in the afternoon.

It's fun to go out on the town at night.

It's hard for me to get up early in the morning.

Task I. Add an adjective to each sentence below to state your opinion.

1. It's _____ to go home for lunch.

2. I think it's _____ to take a nap in the afternoon.

3. In my opinion, it's _____ to stay out until six in the middle of the day.

4. I would say that it's _____ to eat a big meal in the middle of the day.

5. In my country, it's _____ for people to leave work for the afternoon.

Task II. Complete these sentences with your own ideas.

1. Today it's common for young people to

2. I think it's easy to

3. If you want to learn a language, it's important to

4. In your opinion it's fun to

5. I believe that it is wrong to

C. Adjectives relating to the passing of time.

Adjective	Meaning	Collocations
Fleeting	Brief or quick	glimpse/visit/smile/moment/appearance
Transient	Lasting for only a short time (formal)	effect/population/feeling/pleasure
Persistent	Lasting for a long time or hard to stop or get rid of	cough/problems/rumour/smell/accusations/critic/offender/failure/gossip
Inexorable	Continuing without hope of being stopped (formal)	rise/slide/decline/pressure/advance of time
Incipient	Just beginning (formal)	frustration/rage/illness/rebellion/wrinkles
Pristine	Unchanged from its original condition (formal)	condition/beach/image
Protracted	Lasting for a long time or made to last longer (formal)	negotiations/discussions/argument

Lingering	Taking a long time to leave or disappear	perfume/kiss/smile
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Task III. Which of the adjectives above would you be most likely to use to describe the following?

1. a scent that remains in the room after its wearer has left.
2. a feeling of joy that is short lived.
3. criticism that seems to go on and on.
4. a headache that is beginning.
5. sheets that are beautifully clean and starched.
6. the never-ending aging process – you can't stop its progress.
7. a grin that lasts only for a moment.
8. an investigation that takes a long time to complete.

Glossary:

1. **wink off** – go to sleep
2. **a few z's** – a nap; a short sleep
3. **technocrats** – governments experts in science and technology
4. **live on** - continue
5. **a ghost town** – an empty town
6. **nod out** – go to sleep
7. **nocturnal orbit** – nighttime activity
8. **out of the town** – having fun in town
9. **blast furnaces** – very hot places
10. **incineration** – burning up

Check your knowledge VII.

Match the words and expressions in bold on the left with their definition on the right.

1. Sarah staggered into work at ten o'clock, **bleary-eyed**.
 2. I can't wait until Saturday comes. Then I can **have a lie-in**.
 3. After his 12-mile walk, he **slept like a dog**.
 4. The doctor told him to **take things easy** after his operation.
 5. His taxi was stuck in the **rush-hour** traffic.
 6. Mary works the **night shift**.
 7. She comes home every evening, **worn out** after a busy day at the office.
 8. Jessie's a **night owl** and as a result finds it difficult to get up in time for work.
 9. We only go to the theatre **once in a blue Moon**.
 10. I had to get up at some **unearthly hour** to catch the plane to Paris.
 11. If we want to miss the traffic, we must set off at the **crack of dawn**.
 12. He's an **early bird**.
- A. Much too early
 - B. The time of day when traffic is bad.
 - C. Very tired.
 - D. To stay in bed longer than usual.
 - E. As soon as it starts to get light.
 - F. Someone who likes to work, eat, etc, until late at night and doesn't get up early in the morning.
 - G. Someone who likes to get up early and work before breakfast, and who doesn't stay up late at night.
 - H. Very rarely.
 - I. Sleep very soundly.
 - J. With eyes half closed from lack of sleep.
 - K. Work during the night.
 - L. To rest, not to do hard work.

Text 8. The growth of urban farming.

Pre-reading activity. Where do you buy your food? Put a tick next to the word.

- ✓ supermarket
- ✓ local outdoor market
- ✓ local farm
- ✓ convenience store
- ✓ restaurant
- ✓ take away
- ✓ other: _____

THE GROWTH OF URBAN FARMING

For most people living in cities, buying fresh vegetables and fruits means a trip to the supermarkets. But how far does the produce have to travel to get to the store? In the United States, the average American produce has to travel 2,400 km to reach the supermarket where it is sold. And many other kinds of produce in the supermarkets are imported from other countries, especially in the winter. It isn't hard to find fresh strawberries in the middle of January in Chicago. They have been flown in from South America.

The United States isn't the only country that imports food. Most countries do. In fact, in Japan, 60 percent of supermarket food comes from overseas. In the United Kingdom, some studies say that 40 percent of food is imported. The city of London alone imports 80 percent of its food from as close as Europe and as far away as South Africa and New Zealand. If your bananas traveled 5,000 km to reach you, are they still "fresh"?

A lot of oil is used to grow and ship the food you find in the supermarket. Many studies say that ten calories of carbon energy are used to make and deliver every one calorie of food we eat, and not everyone is happy about this. Some people want to use less energy because it's better for the environment. Others want to use less energy because they are worried that oil prices will rise in the future.

Recently, the answer for more and more people is to grow their own food – even if they live in crowded cities. This trend, called urban agriculture, or urban farming, can be found all over the world. In Tokyo, Japan, for example, the recruitment company Pasona has been growing food inside its office building for several years. They started with a rice paddy inside their building. Recently, they moved their urban farm, called Pasona O2, to a new building, where they are growing not only rice, but 200 other kinds of plants, including many vegetables. In other parts of Tokyo, some restaurants are growing food in roof gardens, or even on the outside walls of their buildings.

In Frankfurt, Germany, there is a popular community-based group that rents small pieces of land for people to grow their own food. Office workers can now become "farmers" by coming to take care of their plants once or twice a week and enjoy eating their own fresh produce as well.

Another community-based group, called Brooklyn Grange, grows vegetables on New York City rooftops and sells them to people and business around the city. Brooklyn Grange welcomes people to volunteer with them and learn more about farming. In addition to learning some useful skills, they say volunteering is a good way for people to get to know other people in their neighborhoods.

How much food can people grow in small spaces? In the city of Pasadena, California, the Dervaes family grows almost all of the food it eats in an area that is only about 400 square meters. They started this project in the 1980s because they wanted to live their lives using very little or no carbon energy. They also have an online journal and blog to teach other people how to grow their own food.

In fact, it's easy to find blogs by urban farmers who are sharing their stories and farming tips with people all over the world. Urban farming isn't just helping people grow fresh food. It is also helping communities to develop and grow in city neighborhoods and online around the world.

Post-reading activity. Understanding the text.

A. For each item below, choose the correct option.

1. This text is primarily about _____.
 - A. how far produce has to travel to get to the supermarkets
 - B. the fact that more people are growing food in cities
 - C. the fact that more farmers are moving to big cities
2. In London, around _____ of food is imported.
 - A. 40%
 - B. 60%
 - C. 80%
3. American produce travels _____ on average to get to the supermarket.
 - A. 10km
 - B. 2,400 km
 - C. 5,000 km
4. You can infer that:
 - A. Pasona only has offices in Tokyo
 - B. Brooklyn Grange is based in New York City
 - C. Pasadena has a lot of urban farmers
5. You can infer that:
 - A. The Dervaes family lives on a large farm
 - B. Some members of the Dervaes family teach at a university
 - C. The Dervaes family lives in an urban area

B. Match each word with its definition to the right.

- | | |
|---------------------|--|
| 1. ___ neighborhood | a. get to (a place) |
| 2. ___ overseas | b. outside your own country |
| 3. ___ roof | c. having many people or things in a small space |
| 4. ___ crowded | d. the area around the place you live |
| 5. ___ reach | e. the top of a building |

C. Look at the chart below. Put a tick for each item. Add on more advantage and disadvantage of your own.

Growing your own food	Advantage	Disadvantage
You can have very fresh food		
You don't use oil to transport the food to the store		
It makes a lot of time to grow food		
You need to find a space to grow the food		
You can be happy knowing that you grew something yourself		

D. How could we reduce the amount of oil that we use every day? Add your suggestions to the chart below.

Suggestions for reducing oil use

- ➔ grow your own food
- ➔ use public transportation instead of driving cars
- ➔ build more solar-powered buildings
- ➔
- ➔
- ➔
- ➔

E. What are the most serious problems in the world today? Add more ideas to the list below.

- climate change / global warming
- terrible diseases like cancer
- pollution of the air, land, and water

Glossary:

1. carbon energy – energy from oil or oil-based products

2. recruitment company – company that helps find people to work in other companies

3. rice paddy – a field for growing rice plants

4. tips – helpful information

Check your knowledge VIII.

**Complete the following sentences with a word or expression from the box below.
There are some that you do not need.**

CFC, unleaded petrol, endangered, tidal energy, ozone layer, natural resources, desertification, fumes, greenhouse effect, pollution, acid rain, extinct, global warming, fossil fuels, rainforest, solar power, wildlife, recycle, bottle bank, ecological.

1. falling on forests has killed a lot of trees in the last 20 years.
2. The council is encouraging us to more household rubbish.
3. Factories and vehicles produce a lot of dangerous
4. of the atmosphere has increased over the last 50 years, making the environment very dirty.
5. The effect of gases in the earth's atmosphere is preventing the earth from losing heat; this is called the
6. When gases are released into the atmosphere, they rise slowly.
7. The hole in the is getting larger every year.
8. If continues, there is a danger that the polar ice-cap will start to melt.
9. We take all our empty bottles to the so that the glass can be used again.
10. Long periods of drought have brought about the of whole areas of central Africa.
11. Tigers, whales and panda bears are all species.
12. People are worried that soon whales will become

Text 9. Can you live forever?

Pre-reading activity. How often should you do these things in order to be healthy? Tick your answer.

ACTIVITY	OFTEN	SOMETIMES	RARELY	NEVER
eat fresh fruits and vegetables				
Eat meat				
Eat ice cream, cake, and other desserts				
Drink coffee				
Drink green tea				
Do sports and exercise				
Do things that make you feel stressed				

CAN YOU LIVE FOREVER?

There's an old saying: An apple a day keeps the doctor away. Certainly, apples are good for you, but can eating them really help you avoid getting sick? Could they even help you live forever? Eating apples may not be enough, but there's at least one man who thinks that living forever is possible.

Ray Kurzweil: Inventor and Futurist

Ray Kurzweil was born in 1948 and grew up in New York City. Kurzweil is an inventor and is well known for his work in technology. Many of his inventions have been in the area of artificial intelligence, or AI for short. He is also well known as a futurist – a person who has strong ideas about how the future might be, or perhaps should be, based on his knowledge of science.

Kurzweil's view of the future

Kurzweil believes that by 2050, there will be a new technology called nanobots, tiny machines that will be so small that billions of them will be able to travel inside your body and fix problems in each cell. Kurzweil also believes that by then, computers will be able to think just like a person's brain. He just has to live long enough so that he can take advantage of these inventions. He believes that diet and exercise are the keys.

Kurzweil's plan: Diet and Exercise

Besides all of his famous work in technology and futurology, Kurzweil may be best known for what he eats and drinks. He and his personal doctor, Dr. Terry Grossman, have created a special diet and exercise program. Using these tools and a few others, Kurzweil hopes to live forever.

Kurzweil drinks very large amounts of water every day. He believes that a lot of water is needed to get all the toxins out of his body. He never drinks soft drinks or coffee, but he does drink green tea. He thinks it does many good things for his body.

Kurzweil also believes that certain kinds of foods are unhealthy. Instead of eating foods like white bread, potatoes, and white rice, he thinks people should eat foods like whole wheat bread and brown rice. For many years, Kurzweil has not eaten any food that has sugar in it. He eats mostly vegetables, lean meats and tofu.

Kurzweil also does a few other things for his health. He tries to have very little stress in his life, and he makes sure he gets enough sleep every night. He exercises daily and meditates regularly as well. Kurzweil also takes special vitamins and other supplements that he feels will help slow the aging of his body. In fact, he takes over 150 different supplements every day.

The race between age and invention

Will this routine help him live until 2050? Maybe. Kurzweil regularly takes tests to check the “age” of his body. When he was 40 years old, the age test said his body was like a 38-year-old’s. In 2009, at age 61, the same test said that his body was like a 40-year-old’s. He feels that if his body only seems 2-3 years older after 20 years, living until 2050 may be possible.

“Plan B”

What if his body dies before nanobots can save him? Kurzweil is already planning to have his body frozen by a company called the Alcor Life Extension Foundation. They will keep his body frozen until they feel that the technology is ready to bring him back to life.

Many scientists believe that Kurzweil’s ideas about living forever are not really scientific at all. But Kurzweil thinks that as long as he waits for enough technological inventions, both his mind and his body may be able to live forever.

Post-reading activity. Understanding the text.

A. For each item below, choose the correct option.

1. This text is primarily about _____.
 - A. technological inventions of the future
 - B. healthy diet and exercise tips
 - C. one man who is trying to live forever
2. What does Kurzweil believe will happen by 2050?
 - A. Nanobots will be invented
 - B. a computer will be able to fix his cells
 - C. his body will be like a 61-year-old’s body
3. In 2009, Kurzweil was ____ years old.
 - A. 38
 - B. 40

C. 61

4. You can infer that:

A. many scientists think Kurzweil's ideas for living forever are useful

B. Kurzweil may start to drink coffee in the future

C. If Kurzweil dies, his body may be frozen for many years.

5. The author's purpose in writing this article was to ____.

A. inform and entertain

B. persuade and entertain

C. persuade and inform

B. Do you agree with Kurzweil's ideas? Explain your choice.

Kurzweil's ideas	Agree	Disagree
A good diet and exercise program can make your body age less quickly.		
Sleeping, meditation, and lowering your stress can make your body age less quickly.		
In 2050, there will be nanobots that help fix problems in the cells of our bodies.		
In 2050, there will be computers that can think like a person's brain.		
By following his program, Kurzweil can stay alive until 2050.		
If Kurzweil's predictions about the future are true, he will be able to "live" forever.		

C. Choose five items from the box and write a prediction about what each will be like in the year 2050.

computers	entertainment	books	population	education	food
transportation	phones	economy	ecology		

1. In 2050, _____

2. In 2050, _____

3. In 2050, _____

4. In 2050, _____

5. In 2050, _____

Glossary:

- 1. **artificial intelligence** – machines that can “think” like a person’s brain does
- 2. **cell** – the smallest living part of an animal or plant
- 3. **lean** – with little or no fat
- 4. **supplements** – things that re added to your diet, like vitamins or special herbs

Check your knowledge IX.

Complete definitions with words and expressions from the box below. You will not need all of the words and expressions from the box.

Biology, breakthrough, chemistry, cryogenics, cybernetics, development, digital, experiment, genetic engineering, genetic fingerprinting, genetic modification, geneticist, information superhighway, information technology, life expectancy, modified, molecular biology, nuclear engineering, research, safeguard, technocrat, technologist, technophobe.

1. is the practice or science of changing the genes of a living thing, especially in order to make it more suitable for a particular purpose.
2. A is a rule, law, or plan that protects people or something from harm or problems.
3. is the study of living things.
4. A is someone who does not like, trust, or want to use technology, especially computers.
5. A is a discovery or achievement that comes after a lot of hard work.
6. is the study or use of computers and electronic systems for storing and using information.
7. If something is....., it is changed slightly in order to improve it.
8. A is a scientist who studies or works in genetics.
9. is the use of technology to make copies of natural things (e.g. artificial body parts).
10. A is a scientist or other technical expert with a high position in industry or government.
11. is the detailed study of something in order to discover new facts.
12. is the science that studies the effects of low temperatures, especially the use of low temperatures for preserving the bodies of dead people.

Text 10. Mobile phones: hang up or keep talking?

Pre-reading activity. Give the answers to these questions.

1. How many times do you talk on the phone?
2. How much time do you spend talking on a mobile phone?
3. Do you think mobile phones might be dangerous to your health?
4. Can you imagine your life without a mobile phone?
5. What other things can you do except receiving calls?

MOBILE PHONES: HANG UP OR KEEP TALKING?

More than two billion people use mobile phones today. In many places, it is more common to use a mobile phone, or cell phone, than a landline. Mobile phones are especially popular with young people. They find that the phones are more than a means of communication – having a mobile phone shows that they are cool and connected.

The explosion in mobile phone use around the world has some health professionals worried. Some doctors are concerned that in the future, people may suffer health problems from using mobile phones. Even now, there are people who claim that their mobile phones are making them sick. In one case, a young salesman had to stop working because of serious memory loss. He couldn't remember even simple things. He would often forget the name of his own child. The man used to talk on his mobile phone for six hours a day, every day of his working week, for a couple of years. His family doctor blamed his mobile phone use, but his employer's doctor disagreed. Of course mobile phone companies are worried about the negative publicity of such stories. They say that there is no proof that mobile phones are bad for your health.

While there still isn't any proof that mobile phones are bad for your health, neither is there any proof that mobiles aren't bad for your health. Research has shown that using mobile phones affects brain activity, but it isn't clear why or what effect it might have over the long term.

What is it that makes mobile phones potentially harmful? The answer is radiation. Radiation happens when one object sends heat or energy to another object. Heat radiation from the sun, for example, is heat sent from the sun to the earth. High-tech machines can detect very small amounts of radiation from mobile phones. The amount of radiation from mobile phones falls between the lower amount that radio waves produce and the higher amount that microwaves make. It's a fact that some radiation comes from mobile phones. While mobile phone companies agree with this fact, they say the amount is too small to worry about. Some scientists, however, disagree. They say we still don't know if small amounts of radiation over a long period of time can cause health problems.

As the debate about the safety of mobile phones continues, you might want to take some advice from scientists. Use your mobile phone only when you really need to. Keep your telephone calls short. Turn your phone off when you aren't using it.

When you do use it for long calls, try using earbuds instead of holding the phone to your ear. In the future, mobile phones may have a warning label that says they are bad for your health. So for now, be careful.

Post-reading activity. Understanding the text.

A. Complete the sentences with the appropriate word: common, cool, debate, means, potentially, proof.

1. I told you that soda was bad for you, and here’s the _____ look at this scientific study about what soda can do to your body.
2. Mobile phones weren’t _____ back in the early 1990s, but nowadays most people have one.
3. Some people think they look ____ if they have the newest mobile phone, but I don’t think so.
4. I have tried contacting her using several _____ of communication – phone, e-mail, and letter.
5. Every time my husband and I talk about mobile phones we have a big _____. I don’t want our daughter to have one, but my husband does.
6. Scientists say that phones are _____ dangerous for your health. They’re not completely sure yet.

B. What are the advantages and disadvantages of mobile phones? Explain your choice. Then add two ideas of your own.

Mobile phones:	Advantages	Disadvantages
They are easy to carry around.		
They are small.		
They sometimes ring during concerts and movies.		
They are expensive.		
It’s easy to lose them.		
You can talk on them anywhere.		
Mobile phone users have more car accidents.		
They might be dangerous to your health.		

C. Give your opinions. What looks “cool” to you? Add one more idea.

I think	I don't think	_____ looks cool.
		talking on a mobile phone
		wearing a wireless earpiece for a mobile phone
		driving a sport car
		having a tattoo

Glossary:

- 1. **hang up** – turn the telephone off
- 2. **high-tech** – advanced technology
- 3. **earbuds** – small earphones
- 4. **explosion** – sudden increase

Check your knowledge X.

Choose the correct variant.

1. Some parents are criticized for the way they up their children.
 - A. bring
 - B. make
 - C. throw
2. They refused to up to their responsibilities, with disastrous consequences.
 - A. move
 - B. face
 - C. come
3. The President decided to off his visit to Europe.
 - A. shout
 - B. cry
 - C. call
4. It is only at election time that senators on support from their constituents.
 - A. add
 - B. count
 - C. read
5. Many developing countries are failing to ... up with their more developed neighbors.
 - A. run
 - B. chase
 - C. catch
6. It can take months or even years for political scandals to down.
 - A. die
 - B. cut
 - C. fall
7. An alarming number of students out of school early every year.
 - A. jump
 - B. drop
 - C. fall
8. Major international companies can't out the popularity of the anti-capitalist movement.
 - A. carry
 - B. cut

C. figure

9. The committee members out over plans for the new health center.

A. dropped

B. made

C. fell

10. If they examined the issues more closely, they would out the reasons.

A. search

B. look

C. find

11. As we up our priorities change.

A. grow

B. stand

C. look

12. Salaries very rarely up with the cost of living.

A. catch

B. keep

C. work

ANSWERS:

Check your knowledge I.

1.A, 2.B, 3.B, 4.C, 5.C, 6.A, 7.C, 8.B, 9.B, 10.C, 11.B, 12.A.

Check your knowledge II.

1. refugees, 2. internally displaced, 3. emigration, 4. immigration, 5. culture shock, 6. expatriates, 7. UNHCR (the United Nations High Commission for Refugees), 8. deported, 9. persona non grata, 10. economic migrants, 11. repatriated/deported, 12. border controls.

Check your knowledge III.

1. made, 2. does, 3. did, 4. making, 5. made, 6. done, 7. making, 8. do, 9. doing, 10. made, 11. making, 12. making, 13. do, 14. does, 15. made, 16. do, 17. make, 18. make, 19. do, 20. made, 21. make, 22. make, 23. made, 24. made.

Check your knowledge IV.

1. advertising, 2. raising, 3. cigarettes, 4. government's, 5. campaign, 6. effects, 7. believed, 8. necessary, 9. committee, 10. problem, 11. recommendations, 12. persistent.

Check your knowledge V.

1. a piece of cake, 2. not my cup of tea, 3. peanuts, 4. the flavour of the month, 5. trouble brewing, 6. as red as a beetroot, 7. the salt of the earth, 8. bananas, 9. a butter fingers, 10. chalk and cheese, 11. spilled the beans, 12. warm as toast, 13. as cool as a cucumber, 14. sour grapes, 15. were packed together like sardines, 16. a different kettle of fish.

Check your knowledge VI.

1. vacancy, 2. salesperson, 3. employee, 4. candidates, 5. qualifications/references, 6. qualifications/references, 7. short-list, 8. candidates, 9. salary, 10. increment, 11. commission, 12. perks, 13. pension, 14. promotion, 15. manager, 16. prospects.

Check your knowledge VII.

1.J, 2.D, 3.I, 4.L, 5.B, 6.K, 7.C, 8.F, 9.H, 10.A, 11.E, 12. G.

Check your knowledge VIII.

1. acid rain, 2. recycle, 3. fumes, 4. pollution, 5. green house effect, 6. CFC, 7. ozone layer, 8. global warning, 9. bottle bank, 10. desertification, 11. endangered, 12. extinct.

Check your knowledge IX.

1. genetic engineering, 2. safeguard, 3. biology, 4. technophobe, 5. breakthrough, 6. IT, 7. modified, 8. geneticist, 9. Cybernetics, 10. technocrat, 11. research, 12. cryogenics.

Check your knowledge X.

1. bring up, 2. face up to, 3. call off, 4. count on, 5. catch up with, 6. die down, 7. drop out of, 8. figure out, 9. fell out, 10. find out, 11. grow up, 12. keep up with.

