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INTRODUCTORY REVIEW

1 Read and discuss the letter in class.

Congratulations! You're back to school again and you will be called a school leaver now as this year is the last one of your study at secondary school.

In ten months you're going to take your finals and make up your mind what to do in your personal future.

You should be a good manager of time and work hard to prepare for your exams as well as for making your own choice after school.

Learning is a precious gift to be treasured always. Whether you are from Kyiv or London, you all must appreciate and embrace knowledge as the key to achievement of your dreams.

Why do you need to know English? English is becoming a global language. At least half a billion people in the world use English at home or work. Problems of the 21st century, such as problems of war and peace, democracy, ecology and demography cannot be solved if people cannot speak the same language. Interpreters take time and now time is as precious as never before. So, dear boys and girls, don't waste your time. Go on studying English each and every day.

And finally, I'd like to wish you all a long, fruitful and happy life!

Yours sincerely,

Oksana Karpiuk



2 a) Choose the correct word and complete each sentence.

- 1 Could you (**translate / interpret**) this paragraph into English, please?
- 2 I'm sorry, I can't read your handwriting. What does this word (**say / mean**)?
- 3 Can anyone tell me the (**meaning / understanding**) of 'shiver'?
- 4 How do you (**pronounce / spell**) 'accommodation'? Does it have one 'm' or 'mm'?

LEARNING A LANGUAGE

b) Speak on what you find to be the easiest and the most difficult about learning English. Choose from the box and explain why.

grammar, spelling,
pronunciation, vocabulary,
reading, writing, speaking

3 Ask and answer the questions in pairs.

- How do you organise your learning process?
- How much time do you need to do English tasks?
- Are you a motivated learner or are you forced to learn English?
- How often do you speak English outside the classroom?
- How often do you write in English?
- How often do you read in English?
- Have you got any chance to watch English video?

4 a) Read the article quickly. Refer its paragraphs (1-5) to the headings (A-E) on page 6.

- 1 Language is the most powerful tool we have for reaching out to others. We can use it to express our feelings, to spread our ideas, and even to establish peace.
- 2 Learning English is like learning to swim or play ball. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English.
- 3 Acquiring the ability to use a language automatically, that is to think without stopping to think, is a process of habit formation¹. Forming a habit, any kind of habit, requires² much practice.
- 4 Learning English efficiently requires that you put your mind on what you are doing and have the intention and will to learn. The time you have is so short that you cannot afford to waste³ it by giving less than your full cooperation in class and in home studies. In other words, you have to build up language habits in English just as you build up language habits in your mother tongue⁴.
- 5 Good luck to you then in your learning English! It's up to you. Nobody can learn to swim for you. Nobody can learn English for you. You have to learn for yourself, and you will learn if you really want to and are willing to practise. Language is not to be taught, language is to be learnt.

¹formation [fɔ:'meɪʃn] — утворення, формування

²to require [rɪ'kwaɪə] — вимагати

³to waste [weɪst] — марнувати

⁴mother tongue [tʌŋ] — рідна мова

LEARNING A LANGUAGE

- ☐ A Concentration will bring its own reward.
- ☐ B Language is the key to the outer world.
- ☐ C Teaching or learning?
- ☐ D Just another habit.
- ☐ E Learning English through action.

b) Read the article again and discuss the questions in groups.

- 1 What does the author mean saying that learning English is like learning to swim?
- 2 Do you have any opportunity to speak English?
- 3 What do you prefer — to read or speak English?
- 4 What does it mean “to acquire the ability to use a language automatically”?
- 5 What does it mean ‘the process of habit formation’?
- 6 What does the author mean saying that “language is not to be taught, language is to be learnt”?



Read about the people below and decide which course (A-F) on pages 7-8 would be the most suitable for each person.

Lee is going to university in Sweden next year and wants to spend this year improving her English. She wants to meet people from other parts of the world and have a good social life.

Abraham is a journalist. He knows quite a lot of English, but he wants to improve his writing skills. He works long hours on weekdays at an office in London.



Yoko is visiting England for the first time this summer. He'll stay a month and hopes to make new friends, but is rather shy, so he'd like a school with lots of out-of-class activities.

Tina lives with a family in London and looks after their little girls during the day. She studies on her own but also needs a language course that will help her prepare for her exams.

Suzy is 45. She would like to follow an individual course of study somewhere quiet and comfortable with a private teacher.



LEARNING A LANGUAGE

A CRAWFORD'S LANGUAGE ACADEMY

This small school offers a wide range of courses, both half-day and evenings, from five to fifteen hours per week. In an attractive building near Edinburgh's main business centre, it is easy to reach by public transport. Modern equipment and experienced staff make it an obvious choice for any business person or student studying English in Scotland.



B BESTON HALL

Summer Holiday Courses

Three-week, one-month or six-week courses for students of all standards, which combine daily language classes with a full programme of sports (tennis, swimming, volleyball, etc.), social activities (discos, quizzes, film club, etc.) and outings (London, Stratford-upon-Avon, Bath, etc.).

C LONDON LANGUAGES

Home from Home

We place students with experienced and qualified teachers throughout Britain for individual study programmes in the teacher's own home. An excellent choice for those who wish to improve their English fast, but who are not keen on returning to the classroom. High standards of comfort in a friendly but peaceful atmosphere.



D LONDON LANGUAGES

Business Department

Courses in most European languages are offered for adults wishing to study outside office hours, including weekends. Our qualified teachers are always native speakers, whether of Danish, English or Greek. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.



LEARNING A LANGUAGE



E LONDON LANGUAGES

Part-time Courses

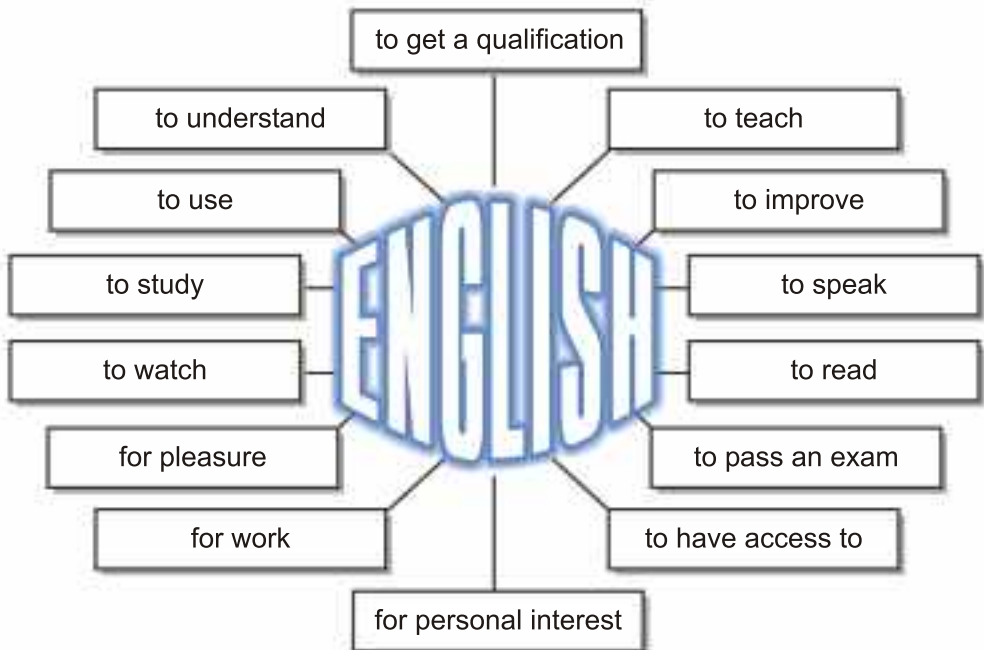
Morning classes 15 hours per week, afternoon classes 15 hours per week. Examination preparation 4 or 6 hours per week, afternoons or evenings. All teachers are highly experienced and well qualified. Minimum course — one month. Central location, easy access by bus or underground.

F ELGIN HOUSE SCHOOL

This excellent school is an attractive suburb of Brighton. It offers courses in general English from three to twelve months. Accommodation is carefully chosen and the school is famous for its programme of activities beyond the classroom. Teenagers and young adults come here from over thirty different countries to study hard and enjoy themselves, too.



- 6 ***In groups, speak on why you want to learn English. Use the scheme below.***



ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

PRESENT TIME

1 Match each sentence (1-10) with the appropriate tense form (A-D).

- | | |
|--|------------------------------|
| <input type="checkbox"/> 1 He is always telling everyone what to do. | A Present Simple |
| <input type="checkbox"/> 2 She commutes to the centre of London every day. | B Present Continuous |
| <input type="checkbox"/> 3 They own a villa and a personal plane. | C Present Perfect |
| <input type="checkbox"/> 4 They have known each other for ages. | D Present Perfect Continuous |
| <input type="checkbox"/> 5 Cherry trees blossom in spring. | |
| <input type="checkbox"/> 6 Grandma is getting better. | |
| <input type="checkbox"/> 7 He wears glasses. | |
| <input type="checkbox"/> 8 We are doing an exercise. | |
| <input type="checkbox"/> 9 He has been running, that's why he is out of breath. | |
| <input type="checkbox"/> 10 I am working on an archaeological project until something else comes up. | |

2 Choose the correct answer (a), (b), (c) or (d).

- 1 Don't listen to him. He ☒ d .
a) lies b) has lied c) was lying d) is lying
- 2 You can't talk to him right now. He ☐ a bath.
a) is having b) has had c) has d) had
- 3 She ☐ no trouble with her dishwasher up to now.
a) has b) is having c) had d) has had
- 4 I read the first chapter of the book. I can't wait to know what ☐ next.
a) is happening b) happen c) happens d) does happen
- 5 I don't think we'll learn anything new.
She ☐ the same thing for the last two hours.
a) repeats b) is repeating c) has repeated d) has been repeating
- 6 We ☐ a great deal of them lately.
a) see b) have been seeing c) are seeing d) saw
- 7 The weather is nice and she ☐ her holiday at the seaside.
a) enjoy b) enjoys c) is enjoying d) does enjoy
- 8 This soup ☐ really strange. What spices did you put in?
a) is tasted b) is tasting c) tastes d) has tasted

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

9 Look at them. Everyone can see that she simply ☐ him.

- a) loathes¹ b) don't loathe c) is loathing d) is loathed

10 It ☐ for two days. If it doesn't stop soon, we won't be able to leave the cabin.

- a) snows b) is snowing c) has snowed d) has been snowing

PAST TIME

3 a) Match each sentence with its description.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1 He woke up late yesterday. | a two parallel actions in the past |
| <input type="checkbox"/> 2 At nine o'clock he was still sleeping. | b very recent past action |
| <input type="checkbox"/> 3 He was sleeping when his mother entered the room. | c experience |
| <input type="checkbox"/> 4 While he was having a shower, his mother was preparing breakfast. | d past action with the result or consequence in the present |
| <input type="checkbox"/> 5 Man has travelled to the Moon. | e an action that was in progress when another action happened |
| <input type="checkbox"/> 6 I have sprained my ankle, that's why I'm limping. | f an action that started and finished in the specific time in the past |
| <input type="checkbox"/> 7 They have just emailed her. | g an action that was in progress at certain time in the past |
| <input type="checkbox"/> 8 The rehearsal had already begun when the main actor arrived. | h past action before another past action |

b) Match each sentence above (1-8) with its tense form (A-D) below.

A Past Simple

C Present Perfect

B Past Continuous

D Past Perfect

1	A	2		3		4		5		6		7		8	
---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--

4 Choose the correct answer (a), (b), (c) or (d).

1 Between five and six I ☒ so I couldn't hear the phone.

- a) was vacuuming b) vacuumed c) had vacuumed
d) has been vacuuming

2 It appears they ☐ on foot.

- a) have come b) came c) had come d) had been coming

¹to loathe [ləʊð] — почувати відразу (огиду); ненавидіти

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 3 When ☐ about that project?
a) *were you learnt* b) *have you learnt* c) *did you learn*
d) *were you learning*
- 4 I ☐ of going skiing for winter holidays but I changed my mind.
a) *thought* b) *was thinking* c) *have thought* d) *am thinking*
- 5 They ☐ three tests in the last week.
a) *were having* b) *had* c) *have had* d) *had had*
- 6 We ☐ breakfast when she came downstairs.
a) *have already had* b) *had already had* c) *already had*
d) *were already having*
- 7 You've broken your leg! How ☐?
a) *has it happened* b) *it happened* c) *had it happened* d) *did it happen*
- 8 I guess she ☐ my message.
a) *finds* b) *found* c) *has found* d) *had found*
- 9 They called in to say goodbye because they ☐ the following day.
a) *are leaving* b) *were leaving* c) *left* d) *had been leaving*
- 10 Mrs Roberts was getting dressed while the drinks ☐.
a) *were served* b) *had been served* c) *were being served*
d) *were serving*

THE PRESENT PERFECT AND THE PAST SIMPLE

- 5 **Complete the sentences putting the verbs in brackets into the correct tense forms.**
- 1 How long *have* you *lived* (*live*) here?
- 2 ... you ... (*wear*) your hair long when you were in primary school?
- 3 Shakespeare ... (*write*) a lot of plays.
- 4 My brother ... (*write*) several plays. He just ... (*finish*) his second comedy.
- 5 I ... (*not, see*) him for three years.
- 6 I ... (*read*) his books when I was younger. I ... (*enjoy*) them very much.
- 7 I can't go out because I ... (*not, finish*) my work.
- 8 I never ... (*drink*) coffee.
- 9 The actors ... (*arrive*) yesterday and ... (*start*) rehearsals early this morning.
- 10 ... you ... (*be*) here before?
- 11 Look at that little boy in the corner. He ... (*wait*) for three hours now and no one ... (*come*) to take him home.
- 12 The conference ... (*start*) two days ago.
- 13 Look at this mess! You ... (*always, leave*) your clothes all over the room!

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

FUTURE TIME

6 a) Match each sentence with its description.

- | | |
|---|--|
| 1 You will be happy in your future life. | a planned future arrangement |
| 2 Our sun will become a supernova ¹ , too. | b an action in progress at a specific time in the future |
| 3 Wait a bit! I'll help you. | c prediction based on the present situation |
| 4 This time next week I shall be skiing. | d an action that will go on up to or finish before a point in the future |
| 5 Look at that fence! It is going to collapse. | e future fact |
| 6 We are going to study over a weekend. | f intention |
| 7 They are staying at the Ritz next week. | g decision made at the moment of speaking |
| 8 She will have passed the driving test by June. | h speculating about the future |

b) Match each sentence above (1-8) with its tense form or structure (A-F).

1	D	2		3		4		5		6		7		8	
---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--

- | | |
|----------------------|---------------------|
| A Present Simple | D Future Simple |
| B Present Continuous | E Future Continuous |
| C 'Going to' | F Future Perfect |



7 Complete the sentences putting the verbs in brackets into the correct tense forms.

- Let's meet at the station. The train is leaving (leave) at 7 p.m.
- You ... (eat) the whole pie! You ... (be) sick.
- She won't be able to come in the afternoon. She ... (see) her lawyer at 4 o'clock.
- They ... (date) for 5 years before he finally ... (propose) to her.
- What ... (you / do) the whole evening while we ... (look for) you?
- When we ... (go) to see him last night, he ... (play) computer games; he ... (play) since lunch time.
- By the end of last year they ... (finished) three large projects, and by next year they ... (finish) two more. I ... (be) with them since last month, but I ... (believe) they ... (work) on presentations at present.

¹a supernova [ˌsuːpəˈnɒvə] — наднова (супернова) зірка

HOW WELL CAN YOU COMMUNICATE?

1 Match each question (1-6) with the appropriate answer (A-F). Work in pairs.

- | | |
|--|---|
| 1 Do you enjoy learning English? — | a Well, I have one brother and one sister. |
| 2 What do you do in your free time? | b I'm afraid I don't like it very much. I think it's really difficult, especially the grammar. |
| 3 Do you plan to study abroad? | c I haven't really decided yet. I guess I'd like to one day, maybe in Canada or Australia. |
| 4 Do you have any brothers or sisters? | d Actually, my parents moved around a lot and I've lived in many cities. Now I live in Odesa. |
| 5 What's your job? | e I have a part-time job in a local shop. In fact, I've worked there for more than three years. |
| 6 Where do you live? | f It depends. I often go out with my friends, but sometimes I enjoy just reading in my room. |



USEFUL TIPS

Using words or expressions like **'actually'**, **'well'**, **'I guess'** or **'It depends'** will make you sound more natural when you speak.

2 Role-play the situation in pairs.

Student A, you're the examiner. Choose some questions from task 1. For each question think of follow-up questions (why, when, where, who with, etc.) and interview student B for 4 or 5 minutes. Listen to student B's answers carefully. Did he or she give short or extended¹ answers?

Student B, you are the student. Imagine you are in the exam. Introduce yourself briefly and then listen to the examiner's questions. Answer as fully as possible, giving two or three additional pieces of information for each question. Follow the *Useful Tips*. When you've finished, change roles with your partner.

Example:

A: Where do you live?

B: Now I live in London, but before that I have been studying in Ireland — for 2 years. Actually, it was great. I was living in the countryside and it was very peaceful. Not like London — it's so busy and noisy! I guess I'll get used to London eventually — it just takes time to adjust, doesn't it?



¹extended [ɪk'stendɪd] — розширений, широкий

HOW WELL CAN YOU COMMUNICATE?

3 a) Write ten sentences about yourself. Five should be true and five should be false. Choose topics in the box below.

- | | |
|--------------------------|---|
| Where you come from | Your favourite kind of music |
| Your age | Countries you've visited |
| Your family | What you're going to do this weekend |
| Your leisure activities | A book you're reading at the moment |
| Your personality | What you did yesterday evening |
| A problem you have | Something important that's happened to you recently |
| What languages you speak | |

b) Give a piece of paper to the person sitting next to you. Can he/she tell which sentences are true and which are false?



4 a) Ask and answer in pairs.

- How do you begin letters in English?
- How do you end a letter to a close friend?
- How do you end a letter to a stranger?
- Name the main parts of a letter.

b) Read the instructions and write a letter.

- You have just finished a short language course in Scotland.
- You are writing a letter to an English-speaking friend.
- Tell him or her what you did on the course, how you spent your free time and what the other people were like.
- You can use the information in the timetable below and the beginning of the letter on the opposite page to help you.



Mon	Tue	Wed	Thur	Fri
Language Lessons	Language Lessons	Language Lessons	FREE TIME	Museum Visit
LUNCH				
Sport	Art	FREE TIME	Language Lessons	Language Lessons
Evenings: Social activities				

HOW WELL CAN YOU COMMUNICATE?

Dear ...,
I've just finished a short language course in
Scotland and I want to tell you all about it



c) Check your writing after you have finished it, using a checklist below. Use it every time you practise writing something.

Checklist

Have you included all the notes?	✓
Have you used paragraphs?	
Have you written the right number of words?	
Have you linked the points clearly?	
Have you started sentences in different ways so that it is interesting to read?	
Have you checked your in grammar or spelling mistakes?	
Have you used a range of vocabulary? Are there any words you have used too many times?	
Have you started and ended the letter or email correctly?	
Have you used the right style for the person you're writing to?	

5 Discuss the following questions in groups.

- 1 How long have you been learning English?
- 2 Why do people need English?
- 3 When have you had an opportunity to speak or read English?
- 4 Have you ever been to an English-speaking country?
- 5 What do you think about the idea that a language gets rusty¹ if it is not practised?
- 6 Can you follow TV programmes in English on satellite television?
- 7 Can you understand songs in English?
- 8 Do you have problems learning English? What are they?
- 9 Have you ever taken private lessons?
- 10 What do you find easy about English, and what do you find difficult (think about pronunciation, learning new vocabulary, grammar, spelling, listening, reading, understanding, translating, etc.)?

¹rusty ['rʌsti] — занедбаний, забутий

GET MORE INFORMATION ABOUT ENGLISH

- 1 *In groups of three or four, try to find as many words as you can which are identical in English and your own language (for example: radio, lift). The winner is the group with the longest list. Set a time limit.*
- 2 a) *Skim the short article in one minute. Which of the following sentences describes the main idea of the text?*
 - A It is important to speak English if you want to be successful in business.
 - B Most of the world's mail is written in English.
 - C English is the most widely used language in the world.

English is the second most commonly spoken, and by far the most widespread of the world's languages. It is estimated that there are 350 million native speakers, 300 million who use English as a second language and a further billion using it as a foreign language. English is spoken by scientists, pilots, computer experts,

diplomats and tourists; it is the language of the world! Do you know that over 50% of all business deals are conducted in English? And over 70% of all mail is written and addressed in English? It is the official or co-official language of over 45 countries and furthermore, it is spoken extensively in other countries where it has no official status. It is perhaps, therefore, not surprising that in recent years we have seen a dramatic increase in the number of students opting to study abroad. In the future this will cement the role that English plays in the cultural, political or economic life of many countries around the world from Australia to Zambia.

b) *Look at the numbers below and say what they refer to. Match each number with its reference.*

over 70%

the amount of business done in English

over 50%

the amount of mail written in English

c) *Scan the text again in 30 seconds to check your answers in (b).*

GET MORE INFORMATION ABOUT ENGLISH



3 Complete the text with the words from the box.

As so many people speak English in so many different countries, there are many different “Englishes”.



similar, borrowed, educated, Americans, Queen's English, terms, vocabulary, film, British English, grammar, language

The British literary form of English is called **Standard English**

English-Speaking World

and it is the language of (1) ... English speakers. It is used by the Government, the BBC¹, the Universities and it is often called (2) ...

American English is the variety of English spoken in the United States of America. It is different from English in pronunciation, intonation, spelling, vocabulary and sometimes even in (3) An Englishman goes to the town centre to watch a (4) ... while an American goes downtown to watch a movie. If an Englishman needs a pen he would ask you: “Have you got a pen, please?”, but an American would say: “Do you have a pen?”

Australian and New Zealand English, also called Australian English, are very (5) Especially in pronunciation they are also similar to British English, but there are differences in (6) ... and slang. Many terms, such as *kangaroo*, *dingo*, *wombat* and *boomerang*, come from the Aboriginal (7) ... and many others from the Cockney dialect² spoken by the first settlers, the Londoners.

Canadian English is different both from American English and from (8) It is said to sound like American to Britons and like British to (9) In pioneer days Canadians (10) ... many words from Canadian French, for example, *bateau*³ and *habitant*⁴, from the native Indian languages came many (11) ... like *caribou* and *totem*, and from Eskimo, Canadian English took *anorak*⁵, *inuit*⁶, *kayak* and others.

¹BBC — Британська телерадіомовна корпорація, «Бі-Бі-Сі»

²a dialect ['daɪəlekt] — діалект

³a bateau ['bætoʊ] — плоскодонний човен

⁴a habitant ['hæbɪtəŋ] — канадець французького походження

⁵an anorak ['ænəræk] — анорак (куртка)

⁶an inuit ['ɪnjuɪt] — інуїт (ескімос)

GET MORE INFORMATION
ABOUT ENGLISH

- 4** Read and comment on the following facts. Work in pairs.



Of course the British speak a foreign language. Americans have suspected it since the time of Benjamin Franklin. Oscar Wilde said it best years ago: "We and the Americans have much in common, but there is always the language barrier."



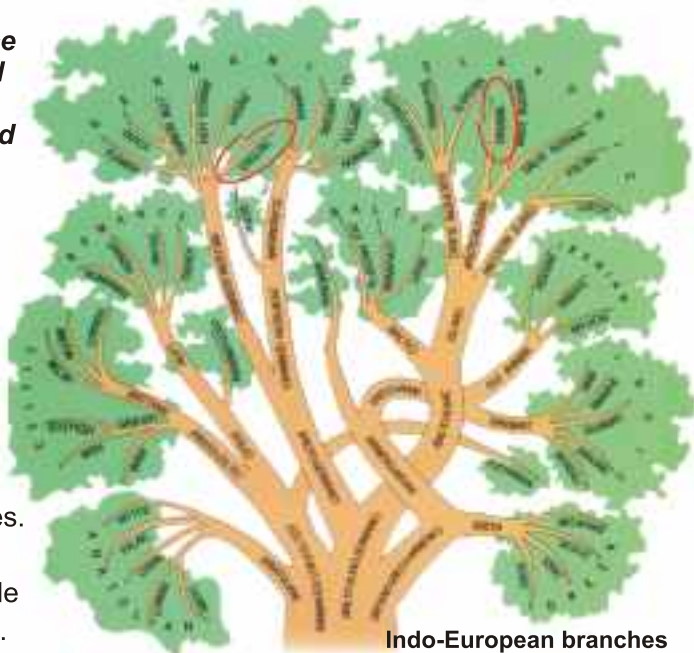
Comparatively not so long ago — till the end of 40-s of the 20th century — the Hollywood films were dubbed for Englishmen because of their disability to understand American English. But with the economical development of the USA the AE has won its strong positions in international relations. Moreover, American books, films, TV serials began to force out the analogous products in the market of Europe.

- 5 a) *In groups, try to find as many English words that have entered your language as you can. The winner is the group with the longest list. Set a time limit.*

b) Make the longest meaningful sentence using these words.

- 6 Explain the difference between English and Ukrainian (Russian) to your English friend who is interested in your language. Use the text below and complete the sentences.**

Both English and Ukrainian belong to the Indo-European language family. The Indo-European family has ten major branches. English belongs to the Germanic branch, while Ukrainian belongs to...



Indo-European branches of the language tree

GET MORE INFORMATION ABOUT ENGLISH

ALPHABET

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz

In the English alphabet, there are 26 letters, whereas in Ukrainian there are...

Some sounds in English are not there in Ukrainian and that's why they are very difficult to pronounce. For example, [θ] in **thing**, [ð] in **then**, [ŋ] in **sing** and [w] in **window**.

Are there any sounds in Ukrainian that would be difficult for an English person to pronounce?

In English the same sound is not always spelt or read the same way (for example, 'u' in **bus** and **uniform**). However, in Ukrainian you spell words the same way as you read them.

In English the word order is fixed, while in Ukrainian it isn't because the relationship between the parts of the sentence is shown by the endings you add to the words. *В нас гарна осінь цього року. У цьому році ми маємо гарну осінь.*

There are only 2 cases (відмінки) in English, while there are ... cases in Ukrainian.

In English these are the common case and the genitive case.

In English 'you' has the same form in the singular and plural, whereas in Ukrainian there are different forms and these are...

In English you don't have to think who you are going to address with the polite form («Ви» in Ukrainian) because this form doesn't exist.

In English there is only the natural gender (рід), while in Ukrainian the nouns are divided into ... genders (how many?).

In English there are simple and continuous tenses. The continuous tense usually stresses that the action is not complete. What about Ukrainian? How do verbs in Ukrainian show this distinction? ...

АЛФАВІТ

Аа
Бб
Вв
Гг
Дд
Ее
Єє
Жж
Зз
Ии
Іі
Її
Йй
Кк
Лл
Мм
Нн
Оо
Пп
Рр
Сс
Тт
Уу
Фф
Хх
Цц
Чч
Шш
Щщ
Юю
Яя
Ь

BEING A STUDENT

1 a) *Think and say who is the best in your class in the following subjects:*

- Biology
- English
- Maths
- Chemistry
- Geography
- Literature
- Physics
- History
- Music?

b) *Work in groups.*

Interview one of the students to find out what helps him/her to achieve good results in this or that subject. Mention the items below.

- 1 reading supplementary information on the subject
- 2 doing extra activities on the subject
- 3 attending subject courses or clubs
- 4 responsibility for their own learning
- 5 working out their own learning strategies
- 6 use all resources available
- 7 high self-motivation
- 8 good time management
- 9 good memory
- 10 knowledge about their learning type

c) *Share your results with other groups.*

2 *Read the magazine article. Choose the paragraph from A-H (page 22) which best suits each gap (1-7). There is an extra paragraph.*

INDEPENDENT



Research shows that language learners who make the most progress are those who are prepared **to take responsibility** for their own learning. This is known as **independent** or **autonomous** learning. But what does this actually involve?

1

Independent learners also keep organised vocabulary notebooks. They don't just write down new words on scraps of paper. For instance, they organise new vocabulary by topic. This means that they can easily find words they have decided to make a note of, which makes **accessing** and learning them easier.

2

But independent language learning isn't just about using dictionaries and keeping organised notebooks. Independent language learners are also more likely to actually use the language outside the classroom.

3

Besides cinema and television, independent learners also enjoy liste-

LANGUAGE LEARNING

ning to songs in the target language. But it's not just the music that they are interested in. They listen to the words, too, and try and work out their meanings.

4

Independent learning is not confined to reading and listening. This kind of learner also likes to produce language. This does not only mean inside the classroom, but outside it, too.

5

They will be perfectly at home with writing, as well. They will probably be using the language on the Internet in chat rooms and writing emails to friends in other countries.

6

There are several answers to these questions. First of all, student learning a language in a country where that language is not spoken might only have a couple of lessons a week. This means that those who use it outside the lessons are **getting more exposure** and practice.

7

At the end of the day, we don't actually know **precisely** how people learn languages, but it seems clear that if we want to improve our chances of learning one well, we should try and use it both inside and outside the classroom.



- [illegible]

3 Read the article again and guess the meanings of the words in bold. Match each word or phrase from the Word File with its definition.

- 1 ... having the ability to work and make decisions by yourself without any help from anyone else
- 2 ... the way by which you can enter a place
- 3 ... an aim as a result that you want to achieve
- 4 ... to make facts known or to say things that make a person (or an event) known to a lot of people
- 5 ... receiving special attention, help or treatment
- 6 ... if it is educational, it is something such as a book, film or picture, etc. used by teachers or students to provide information and training
- 7 ... be in charge of something or someone, so that you make decisions and can be blamed if something bad happens
- 8 ... a well-planned series of actions for achieving an aim
- 9 ... exactly
- 10 ... enjoyable or unusual, and worth remembering



WORD FILE

- a resource [rɪ'sɔ:s]
- a strategy ['strætədʒi]
- a target ['tɑ:ɡɪt]
- to access ['ækses]
- autonomous [ɔ:'tɒnəməs]
- favoured ['feɪvəd]
- memorable ['memərəbl]
- precisely [prɪ'saɪli]
- to get exposure
- to take responsibility (for)



4 Complete the sentences on the basis of the article.

- 1 If you take responsibility for your own learning, you will ...
- 2 Autonomous learner doesn't need a ...
- 3 Independent language learners use ...
- 4 The important resources for autonomous learner are ...
- 5 They use the Internet to ...
- 6 If you want to improve your chances of learning at least one foreign language well, you should ...

5 Read the text (page 24) and complete its paragraphs (1-7) with the suitable words or word combinations (A-G).

- | | |
|--|--|
| <input type="checkbox"/> A Parts of speech | <input type="checkbox"/> E A dictionary |
| <input type="checkbox"/> B Guide words | <input type="checkbox"/> F Pronunciation key |
| <input type="checkbox"/> C A sample sentence | <input type="checkbox"/> G Definition |
| <input type="checkbox"/> D An entry word | |

READING

(1) ... is a book of information about words. The words are listed in alphabetical order. It shows you how to spell and pronounce words, and gives word meanings. Many dictionaries have other useful information about words, too. They show their parts of speech, examples of correct usage and give word origins.

In order to be helpful to you, you must know how to use a dictionary. If you become familiar with how to use a dictionary, you will be able to find the word information you want quickly and easily.

(2) ... are the first and last entry words on a dictionary page. *Pen* is the first entry on the sample page, and *pendent* is the last. The other entry words that appear on the page fall alphabetically between *pen* and *pendent*.

(3) ... is printed in bold type or heavy type and is divided into syllables by dots. Not all forms of a word appear as entry words. For example, to find out about *penciling*, you must look under the base word *pencil*.

(4) The pronunciation of a word is given in (slashed) brackets following the entry. The special symbols used to show you how to pronounce the word are explained at the bottom of the page in the Stress-marks indicate which syllable or syllables to accentuate. A heavy mark is used for primary stress, and a lighter one for secondary stress.

(5) ... are indicated by abbreviations. The following abbreviations are used for the different parts of speech: *n.* noun; *adj.* adjective; *v.* verb; *adv.* adverb; *pron.* pronoun; *prep.* preposition.

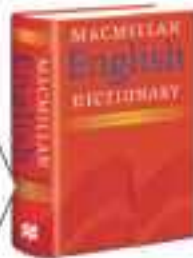
(6) ... is the meaning of the word. Most words have more than one definition. These are usually labeled 1, 2, 3 and so forth.

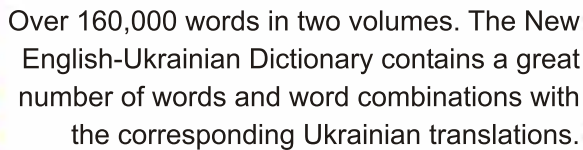
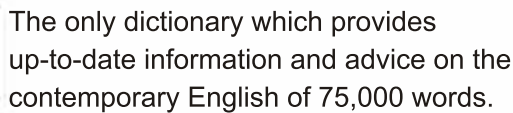
(7) ... is an example of how the word is used. It can help you understand the meaning of the word and how to use it correctly.

6 a) Look at the covers of different dictionaries and read some information about them. Answer the questions.

- Which of these dictionaries does each piece of information belong to?
- How do you think these dictionaries are different?
- How can they be helpful to students of English?

4,650 new encyclopedic entries on people and places, politics and current affairs, science and technology, history, the arts, religion, linguistics, sport, the media and many other fields.





B

[illegible]

smart інтелектуальний
smooth (v) згладжувати;
спливати; згладжувати
smoothing згладжування
SMT (Surface-Mount Tech-
nology) технологія безпосеред-
нього монтажу ІС на платі
SNA (Systems Network Ar-
chitecture) мережева архітектура
стандартів
snap (n) фіксація (зображення)
(v) фіксувати
snapshot (n) фіксувати (з-
йомка зображення); (n) фіксація (з-
йомка)
form - фіксація поточного зоб-
раження (у файлі)
SNF (Sequence Number Field)
поле для поточного номера (у
заголовку)

hide *haid* *v* past tense **hid**
past participle **hidden**
/haɪd/ 1 [T] to deliberately put or keep something in a place where it cannot easily be seen or found: My girlfriend keeps **hiding** my cigarettes. | **hide** sth from sb The bushes **hid** Dave's bike completely from the passers-by. | keep sth **hidden** Confidential documents are kept **hidden** in a secret vault. | **hide** sth in/under/behind etc She **hid** his letters under her pillow. 2 [I] to go or stay in a place where you hope no one will find you: Quick – she's coming – or'd better **hide**! | [+ under/behind/in etc] Harry **hid** under the bed until they had gone. | **hide** from sb From Kristi tried to **hide** from the stranger. 3 [T] to keep someone in a place where other people will not find them: **hide** sb from an attempt to **hide** her children from their violent father. 4 [T] to not show your feelings to people: **hid** struggled to **hide** his disappointment at not getting the job. 5 [T] to deliberately not tell people facts or information: He took off his ring to **hide** the fact that he was married. | **hide** sth from Don't try to **hide** anything from me. 6 have nothing to **hide** to be willing to tell people about everything you have done, because you have done nothing dishonest, illegal, or immoral: The company claimed that the deal was legal and that they had nothing to **hide**. 7 **hide** your light under a bushel not tell anyone that you are very good at something.
hide *haid* *n* [C] 1 BrE a place from which you can watch animals or birds without being seen by them: *snare* (US *snare*) 2 an animal's skin, especially when it has been removed to be used for leather: *ox hide* gloves 3 *have/* an sb's **hide** spoken humorous to punish someone severely 4 not see **hide** nor hair of spoken to have not seen someone at all recently: I haven't seen **hide** nor hair of him for ages.

c) In groups, discuss why different types of dictionaries are valuable.