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АНГЛІЙСЬКА МОВА ENGLISH 11

рівень стандарту



The background of the page is a faded, grayscale image of a cityscape. In the foreground, a river flows with several boats, including a large ferry and smaller motorboats. In the background, there are tall buildings and a prominent clock tower with a large clock face, likely Big Ben in London. The overall tone is light and airy.

Dear Students!

We are glad to welcome you back at school. We are writing to introduce our new course book for 11th graders. Our aim has been to provide you with a set of materials that will help you to be the best student you can be. In other words, we tried to present topics and materials that will keep the modern teenager like you motivated, interested and prepared. Of course, we accept that each of you is unique and a perfect English course is an unattainable dream, however our own experience in the classroom has taught us to value three things above all when working with study materials: reliability, flexibility and credibility. So taking into account the upcoming external independent testing in English, that you will most probably have to take, we did our best to make our materials work for you.

The book is full of critical tools which will help you succeed in your educational career and provide practice in Reading, Listening, Use of English, Writing, and Speaking and all of these skills are practiced at B1+ level. The more you use the book the better prepared you will be for the exam. It provides thorough training in all typical exam skills and tasks, and will cover all the topics and key vocabulary you are likely to meet in the exam.

The book is organized in 6 units, each of which explores one broad topic from a variety of different viewpoints. At the end of each unit, you will find extra practice exercises and exam tasks to prepare you for the test and check your general progress (Self-assessment, Get ready for your test). Also the book comes with an extra-curricula section featuring extracts from original fiction books and exercises helping you check general understanding of the material (Literary Hub). To get some more practice of different skill types there are also two round-up sections for topics covered in each semester (Skills Round-up).

We hope you'll enjoy working with our book and it will give you all the skills and confidence you need to be successful in your exam!

Best wishes and good luck to you!

Remember: "Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential."

John Maxwell.

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UNIT

1

EXAMS AND JOBS

WORD BANK

admission	loan
alumni	master
attain	mature
attendance	menial
bachelor	monotonous
campus	perks
CEO	PhD
chairman	principal
critical	proficient
dean	revenue
deputy	rewarding
dormitory	roommate
expand	shift
fluency	snapshot
freelance	sophomore
fresher/freshman	subsidiary
frustrating	supervise
fund	thesis
gossip	thriving
grant	truant
labour-intensive	tutorial
launch	venture

GRAMMAR

- Future tense contrast
- Gerund review
- Infinitive review
- Prepositions: for, during, while
- Prepositional phrases: in time/on time, at the end/in the end
- Ways of expressing the Future

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

ace a test
benefit from
bone up on
come away with
come into existence
come with
confide in
cram for an exam
excel at
gap year
hit the books
knuckle down
make for
match with
move out
net worth
niche in the market
real estate
pass with flying colours
pull an all-nighter
relate to
set up
settle into
skip class
specialize in
start-up
strive to
study animal
take out
take up
teacher's pet
the school of hard knocks
think out of the box



MY FUTURE, MY CHOICE!

- What comes to your mind when you hear the word "student"?
- How much do you think being a university student is different from being a school student?
- Have you chosen a university to enter yet?



VOCABULARY

1. In pairs or small groups, brainstorm at least three things into each of the categories below connected with education and studying.

- Educational institutions: _____ Things connected to money: _____
- Qualifications: _____ People: _____
- Punishments: _____ Collocations with "test" and "exam": _____
- Facilities: _____ Other: _____

2. Look through the words below and explain the difference in their meanings.

- university / college
- quality / qualification
- skip / attend
- professor / tutor
- single sex schools / co-ed schools
- bachelor's / master's (degree)
- play truant / cheat
- end of year exams / finals
- hand-outs / notes
- lecture / lesson

3. Match the words to their definitions.

- 1) *graduation ceremony*
 - 2) *admission*
 - 3) *attendance*
 - 4) *academic degree*
 - 5) *campus*
 - 6) *dormitory (dorm)*
 - 7) *fresher/freshman*
 - 8) *grant*
 - 9) *sophomore*
 - 10) *alumni*
 - 11) *tutorial*
 - 12) *mature*
- a) the number of people present at a particular place
 - b) an event where a successful student receives his/her academic degree
 - c) grow old or older
 - d) the buildings and the surrounding land of a university or college
 - e) a qualification awarded to students upon successful completion of a course of study in higher education
 - f) a place where college or university students live
 - g) permission to study at a school, college or university
 - h) an amount of money given by the government to allow a student to follow a course
 - i) men and women who have completed their studies, esp. at a college or university
 - j) a second-year university or high-school student
 - k) a student who is still in his or her first term at a university
 - l) the teaching given to a small group/one person in a college/university

4. Complete the sentences with the appropriate option. Explain the meanings of the words in italics.

- 1) She's applied for *scholarship/placement* to law school.
- 2) She has a *diploma/certificate* in marketing.
- 3) For homework I want you to write an *essay/syllabus* on pollution.
- 4) Monika got a *grade/score* of A in SAT.
- 5) You'll be *marked down/up* for poor spelling and punctuation.
- 6) Candidates must answer two questions from each *paper/lecture*.
- 7) The end of year *examination/assignment* was very difficult.
- 8) I took a *course/research* in English literature.
- 9) You'll be tested on everything you've studied this *term/seminar*.
- 10) It took a long time to write my doctoral *thesis/degree*.



READING

5. How do you imagine your studying at university? Do you think student life will be exciting? Read the text about the benefits of being a student and fill in the gaps with the correct extracts in the text. There are two you don't need to use.

- who's allowed to eat what in the refrigerator*
- what you can do to manage your workload*
- when you live on campus*
- that will be useful later in life*
- which major will fit their desired lifestyle*
- who is not related to them*
- what do you want out of the college experience*
- where you and your roommate just don't get along*



During your first year of college you will be juggling many new experiences: new friends, new living situations and conditions, new activities, classes and teachers. So, we've got a few tips for you to get ready for life on campus and **make the most of it**.

When you go away to college, you will definitely want to make sure you're prepared. As you may be living on your own for the first time, try to get in touch with your roommate prior to college to check whether you're both not bringing such large items like TVs, couches, or refrigerators: the duplicates will **take up** space and **make for** a less comfortable environment.

Having a roommate is most people's first experience living with someone 1) _____. It **comes with** both benefits and challenges. You get an instant friend, someone to **confide in** and keep you company during your first time away from home. However, you chance to be **matched with** somebody you find challenging or don't **relate to** right away. Either way:

- Make your preferences known from the start so you and your roommate are clear on what to do to handle misunderstanding. Establish some rules; what space is whose, when you need quiet time to study, which items you can share, what time you go to bed, if you like to **sleep in** on weekends and 2) _____.
- Practise open communication to help you in good times and bad. You can't expect your roommate to be a mind reader, so if you get upset or frustrated, tell him about it right away to avoid conflicts.
- Compromise whenever you're dealing with the wants and needs of other people. When it comes to doing chores around the room, listening to certain kinds of music, watching different TV shows, and requesting privacy, reaching a compromise is the key. Even if you find yourself in a situation 3) _____, **moving out** should be the last resort.

Besides living away from home and making new acquaintances, a dominant part of college life is studying. The classes you choose and the attitude you face them with usually define your semester. The professors always **strive to** make their lectures relevant and interesting, that's why even if you think the area of some study is not your future specialty, there are plenty of opportunities to learn something 4) _____.

When a sophomore year comes to the end, many colleges require students to declare their major, which is a set of courses in a specific academic subject or professional field. To help decide what major to choose, do some self-evaluation and think about what you really love and what you're good at. For some students, family, cultural or financial obligations play a big role in choosing 5) _____, but you should also consider what will make you happy in life, not just what career you think would pay the most.

There is a lot of freedom in college: freedom to choose the person you want to be, the level of dedication to what you're studying; freedom to choose what to eat and when, how to pass your time. It may appear a little overwhelming at first and there are such a lot of questions you have to ask yourself, but once you understand the answer to the question 6) " _____?", **settling into** your new home becomes so much easier.

6. Match the phrasal verbs in colour in the text to their meanings below.

*to trust / to adapt / to try hard / to enjoy / to leave / to put together /
to like or understand / to favour / to occupy / to accompany / to stay in bed until late*

LISTENING

7. Imagine you meet a foreigner who studies at college. Think of some things you'd like to ask him about student life abroad, say in Britain and write down at least 5 questions. Listen to the recording and tick the questions you've heard the answers for.



8. Read the sentences below and try to complete them using the appropriate vocabulary. Listen to the recording and check your answers.

- 1) Education system in the UK is very interactive; the idea is _____ while you _____.
- 2) Students can choose to study _____, called "joint honours", but most choose only one.
- 3) Most first year students live in university accommodation often known as _____.
- 4) _____ and _____, the students are entitled to, cover the cost of further accommodation.
- 5) Students who study and _____, need to balance it with the other commitments.
But it is a good way to _____ income and _____ horizons at the same time!
- 6) UK universities have support facilities to help students improve their _____.
- 7) College and university traditions and rituals bind the student _____ and give _____.
- 8) During annual campus-wide entertaining events students work and _____, _____ with peers, _____ sport games _____ and _____ team chants.
- 9) Fresher's Week is the time when students go to _____, social _____ and get _____.

9. Work in pairs. Make up some more questions about the text. Ask and answer them in turns. Which facts do you find most surprising? What are the similarities between British and Ukrainian college student life? What are the differences?

GRAMMAR

Grammar bank

WAYS OF EXPRESSING THE FUTURE

We use the **Present Simple** to talk about timetables, programmes or routines.

E.g.: I start school at 8 o'clock every day. My school bus arrives at 7.45.

We use the **Present Continuous** to talk about arrangements.

E.g.: We are having a meeting of our student council members next week.

We use **be going to** to talk:

- about intentions, plans or ambitions for the future;
- about predictions based on present evidence.

E.g.: I'm going to enter the university next year. I feel terrible. I think I'm going to fail.

We use **will** for:

- decisions made at the moment of speaking;
- predictions about the future, based on our beliefs, ideas, expectations, with the verbs *I think, I believe, I hope*, etc., the expressions *be sure/certain, be afraid*, etc., adverbs *probably, perhaps*;
- actions or events which will definitely happen in the future and which we cannot control.

*E.g.: We will take end of the year exams in June. I feel terrible, I think I will fail.
I won't cheat anymore, please don't give me a Fail. - Ok, I have to go! I'll call you tomorrow!*

EXAMS AND JOBS

10. Write the sentences in the correct group.

- *I don't think I'll ever be famous.* – *I'll hold the door for you.* – *I'll wash. You dry.*
 – *We'll help you!* – *I'm seeing Jenny on Sunday.* – *You'll feel better soon.*
 – *I'm sure you'll enjoy it.* – *It won't take long to get there.* – *I'm playing basketball tonight.*
 – *We don't have seminars next week.* – *I'll let him know. What are you doing next week?*
 – *This year school ends on 28 May.* – *Are you going to the cinema tomorrow night?*
 – *It takes place on Monday.* – *The TV series continues after the weekend.*

Predictions and hopes	Spontaneous ideas	Plans and arrangements	Timetables and routines

11. Circle the best future form to complete these sentences.

- 1) Don't worry about your entrance test! I'm sure *you'll pass/you're going to pass.*
- 2) I *won't come/'m not coming* on Saturday, sorry. I have a dentist appointment.
- 3) Hurry up! The film *starts/is starting* in five minutes.
- 4) Are you cold? OK, *I'm going to/I'll* close the window.
- 5) Don't leave your bag there! *Someone's going to steal/'ll steal* it .
- 6) Good morning and welcome to our course. In this lecture *I'll/I'm going to* tell you about...
- 7) Look at the traffic! *We're going to be/We're late* for class.
- 8) Oops, I forgot to bring your book! *I'm going to/I'll go to* my dorm and get it now.
- 9) I *don't think he'll/think he won't go* to the party.
- 10) What time *does/will* your bus leave tomorrow?

SPEAKING

12. Work in pairs. Imagine you have to make up your mind about which university to enter. Look through the list of university characteristics and discuss them with your partner. Which qualities will you consider prior? Explain your choices.

- | | |
|--|---|
| <input type="checkbox"/> <i>meeting the admissions requirements</i> | <input type="checkbox"/> <i>available on-campus housing</i> |
| <input type="checkbox"/> <i>affordable cost of attending the university</i> | <input type="checkbox"/> <i>parents approval</i> |
| <input type="checkbox"/> <i>available financial aid/scholarships</i> | <input type="checkbox"/> <i>opportunities to engage in desired hobbies</i> |
| <input type="checkbox"/> <i>desirable major/degree</i> | <input type="checkbox"/> <i>student government/organizations to join in</i> |
| <input type="checkbox"/> <i>academic prestige/reputation</i> | <input type="checkbox"/> <i>collegiate sporting events/music or theatre ensembles</i> |
| <input type="checkbox"/> <i>opportunities to study abroad</i> | <input type="checkbox"/> <i>possible part-time study/part-time work</i> |
| <input type="checkbox"/> <i>employers/corporations come to campus to interview graduates</i> | |

WRITING

13. What are the top prestigious universities you know? Would you like to study at any of them? Do you know the entry requirements? Do some research and fill in the chart below. It will help you weigh all the pros and cons to choose your perfect university.

University	Admission/ Requirements	Desirable qualities	Facilities (campus life)	Application deadline	Cost and support



Read and comment on the following quotation:

«The fate of empires depends on the education of youth». Aristotle



VOCABULARY

1. Read the actions people typically do during education and name these people.

- takes notes in class - ... gets a degree - ...
sets homework - ... revises for exams - ...
hands in homework - ... marks tests, exams, homework - ...
gives lectures - ... organizes a staff meeting - ...

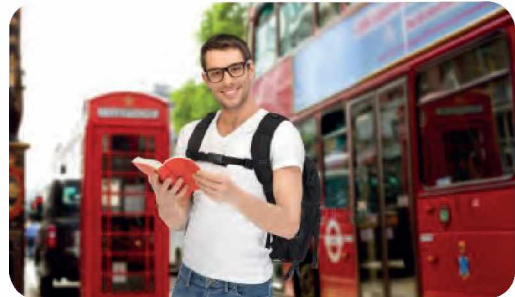
2. Match the words from the list to the verbs below.

a gap year / a degree / a mistake / from university / school / a good university / a break / research / progress / grades (good/bad) / a course / a subject

- 1) get/(into) ... 2) graduate ... 3) leave ... 4) make ... 5) take ... 6) do ...

3. Complete the phrasal verbs about education and studying with the missing letters.

- 1) get b_ - survive
2) put o_ - delay doing
3) catch _ _ with - improve and reach the standard
4) fall be _ _ - make less progress
5) drop _ _ t - leave school or university before it finishes
6) hand _ _ - give your work to the teacher
7) get _ _ with - continue doing
8) get thr _ _ _ - succeed
9) work o_ _ - plan a good way



4. Match the two parts of collocations. Make up sentences, explaining their meaning.

- 1) graduate a) a gap year
2) join b) extracurricular activities
3) enrol c) in distance learning
4) major d) in (a subject)
5) take e) a university degree
6) hold f) for a student loan
7) apply g) with honours
8) be absent h) from class



SPEAKING&LISTENING

5. Work in pairs. Think for one minute and make a list of 3 advantages and 3 disadvantages of being an exchange student. Share the ideas with your partner. Add to your list the ideas you agree with.

The advantages of being an exchange student

The disadvantages of being an exchange student

EXAMS AND JOBS

6. Look through the list of some more ideas to the question and tick those you haven't mentioned yet. In turns name the statements, which mention positive aspects of becoming an exchange student, and then negative ones. Support your answers each.

- Making new friends
- Exploring and understanding new cultures
- Experiencing culture shock
- Eliminating fear and prejudice among nations
- Getting career advantage
- Having a communication barrier
- Developing as a person
- Improving your language skills
- Having new educational experience
- Feeling homesick
- Gaining self-confidence
- Speaking a foreign language all day long
- Living independently
- Creating a long-lasting relationship with a host family



7. Would you leave your home to study in another country? Would you like to go abroad for studying? Listen to other students and fill in the table accordingly.

	Country	Skills	Activities	Challenges
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				

8. Listen to the recording again and fill in the missing phrases.

- 1) One of the other hardest things was _____ the culture.
- 2) I would recommend _____ to anyone and if you are learning a language or going to learn a language.
- 3) I became more independent, confident, and _____ of my comfort zone.
- 4) I also loved _____ – students and instantly _____ over our shared experiences.
- 5) I was confident, I knew what I was responsible for, and I learned how _____.
- 6) I was lucky enough _____ – and cities and met other exchange students from all over the world.
- 7) People keep _____ was the highlight of my trip, and I honestly don't know. I have so many great memories _____, like _____ the first time, millions of funny conversations that resemble games of charades, _____ my friends or the day I got 18 _____ 20 on my math test!

READING

9. Have you ever searched for international education programmes? What programmes do you know? Which are you interested in? Read the article about international education programmes and match them to their descriptions. Have you ever heard about any of them?

a) *FLEX*

b) *Work and Travel*

c) *Erasmus+*

1) It is a new European Union (EU) programme, which started in January 2014 to support education, training, youth, and sport in Europe. Its budget of €14.7 billion for 2014-2020 will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad. It has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. It's not just about Europe or Europeans either – with this programme, people from all over the world can *access* opportunities.

2) It was established in 1992 and is *funded* through the U.S. Department of State's Bureau of Educational and Cultural Affairs. The program provides *scholarships* for high school students from Europe and Eurasia to spend an academic year in the United States, living with a family and attending an American high school. The primary goal of the program is to improve *mutual* understanding between the countries and give young foreign citizens the opportunity to *observe* and experience the American system of civil society. For now over 22000 young people from Eurasia have taken part and returned to their countries inspired with the enthusiasm and desire to help, share new knowledge and improve their home communities.



3) It is a cultural exchange program of USA's Department of State, through which students have the possibility to work legally in America during university summer holiday period. It brings more than 100,000 foreign university students to the US each year. All of the students are between the ages of 18 and 28, *proficient* in the English language, and able to commit to working for at least three months. The maximum length of stay is determined by the US State Department and is based in part on typical university *schedules* in each nation.

This program provides foreign students with an opportunity to live and work in the United States during their summer vacation from college or university to experience and to *be exposed to* the people and way of life in the United States. This program means challenge, because it moves you in a completely new environment and you have the opportunity to live and work alongside Americans. This is how you experiment the differences and similarities between your culture and your colleague's. It is a real American experience, which, at the same time, helps you to cover your *expenses*.

10. Find the synonyms for the following words from the article above.

feel or know / common / skilled / entry / payment / grant / timetable / financed / discover

11. Read the following sentences and say if they are true (T), false (F), or not given.

- 1) Work & Travel is a cultural student exchange program that allows students from all over the world to stay in America during the summer months.
- 2) Erasmus+ provides foreign students with a possibility to live and work in the United States.
- 3) Your participation in the Work & Travel USA program must be arranged through a sponsoring organization, appointed by the respective US Department.
- 4) Every FLEX exchange student lives with a volunteer host family for one academic year to learn about American values and teach Americans about their home countries.
- 5) Students going on exchange under the ERASMUS+ programme pay the tuition fees at their home university.
- 6) Work & Travel allows students to travel and get to know the world at minimum cost.
- 7) FLEX has opportunities for students to develop and share knowledge and experience at institutions in different countries.
- 8) Erasmus+ programme is a funding scheme to support activities in the fields of education, training, youth and sport.
- 9) Now, in its twenty-third year, the FLEX academic year program has provided scholarships to over 23,000 secondary school students.

GRAMMAR

Grammar bank

UNIT
1

FUTURE TENSE CONTRAST

<p>FUTURE SIMPLE (will/shall+V) <i>next week/month, tomorrow, the day after tomorrow, soon, in a year...</i></p>	<p>We use the future simple to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.</p> <p><i>E.g.: The sun will rise at 7am. I think the Conservatives will win the next election.</i></p>
<p>FUTURE CONTINUOUS (will/shall+be+V+ing) <i>this time next month, this time tomorrow, at 5 p.m. tomorrow, at this moment next week; when, tonight...</i></p>	<p>We use the future continuous to tell about:</p> <ul style="list-style-type: none"> – an action that will be going on when another future action happens. (Another future action is expressed by the simple present, because the future tense forms are not allowed in subordinate clauses of time.) <i>E.g.: He will probably be sleeping when you return.</i> – the action will be going on at a specific point of time in the future. <i>E.g.: She will be working in London at this time next year.</i>
<p>FUTURE PERFECT (will/shall+have+V3) <i>by tomorrow/next week/the end of this year, 2025, until, before, when (in the meaning "by the time")</i></p>	<p>We use the future perfect to tell about an action that will happen before another future action or before a specific point of time in the future.</p> <p>NOTE! (Another future action is expressed by the simple present, because the future tense forms are not allowed in subordinate clauses of time.) <i>E.g.: Before she returns, I will have finished my work on the report. By 2050, scientists will have found the cure for cancer.</i></p>
<p>FUTURE PERFECT CONTINUOUS (will/shall+have+been+V+ing) <i>all + ..., for + ..., by + ..., before, when</i></p>	<p>We use the future perfect continuous to tell about an action that will last for some time before another future action happens. This action will last for some time before a specific point of time in the future. <i>E.g.: He will have been studying English for five years by the time of his final examinations.</i></p>

12. Complete the sentences choosing the correct future tense form for the verbs in brackets.

- 1) Don't call me between 6 and 8 p.m. I _____ (study) at this time tonight.
- 2) If I pass these examinations, I _____ (enter) Stanford University.
- 3) In five years time I _____ (graduate) from university and I'll be able to earn some money at last.
- 4) She _____ (wait) for Tim for five hours when his plane finally arrives.
- 5) Do you think you _____ (do) the same job in ten years' time?
- 6) I _____ (work) in the library all day long tomorrow.
- 7) We _____ (write) the article by five o'clock.
- 8) He can't meet us at 2 p.m. tomorrow because he _____ (work) at that time.
- 9) When you return home at five o'clock, I _____ (be) home for seven hours.
- 10) By the end of the year she _____ (learn) to speak English.
- 11) In June that firm _____ (carry) on negotiations for the purchase of software.
- 12) How long will you _____ (occupy) this position next year?
- 13) We _____ (not, find) the material by tomorrow.
- 14) Ann wants to speak with you. – Please tell her that I _____ (call) her as soon as I'm free.
- 15) Why don't you ask Mark for help? I'm sure that he _____ (help) you.

WRITING

13. You have a friend who lives in a city abroad. You have decided that you would like to apply and take a course at one of the colleges in this city. Write to your friend explaining your plans and intentions. Tell him/her what type of work or studies you have been doing for the past few years and ask for his/her assistance in contacting an appropriate institution. Write not less than 150 words.



Read the following quote and comment on it:

“Exams test your memory, life tests your learning; others will test your patience.”
Fennel Hudson

- What do you think about exams? Are they really necessary?
- Do they provide proper knowledge assessment? Why/not?



VOCABULARY

1. Match the idioms to their meanings.

- | | |
|------------------------------------|---|
| 1) <i>ace a test</i> | a) to do very well on a test or exam |
| 2) <i>bone up on</i> | b) to study throughout the night |
| 3) <i>hit the books</i> | c) to get a very high score on a test |
| 4) <i>knuckle down</i> | d) to study for a test shortly before it is to happen |
| 5) <i>pass with flying colours</i> | e) real and practical experiences of life |
| 6) <i>study animal</i> | f) prepare for the exam very thoroughly |
| 7) <i>teacher's pet</i> | g) the teacher's favourite student |
| 8) <i>school of hard knocks</i> | h) to begin to study hard |
| 9) <i>cram for an exam</i> | i) someone who studies hard |
| 10) <i>pull an all-nighter</i> | j) to focus on a project or a task |

2. Complete the sentences using the idioms from the previous exercise.

- 1) If you studied during the school term, you would not have to _____.
- 2) At the end of the school year every party animal turns into a _____.
- 3) I have an exam tomorrow, I need to _____ tonight.
- 4) He's gone back to driving school in an effort to _____.
- 5) I have to _____ civil law for a test next week.
- 6) I didn't go to college, but I went to the _____. I learned everything by experience.
- 7) If you _____, you will be tired and more prone to making careless mistakes on the test.
- 8) Mark is a _____ because he always gives our teacher presents.
- 9) I just want to let you know that if you want to pass the class, you really need to _____.
- 10) If he doesn't _____ soon, he'll never get through those exams.

READING

3. What do you know about international language exams? Which of them have you heard of? What are they taken for? Read the article and check your answers.

Higher education in Ukraine has a centuries-old history and world recognition. Modern Ukraine's educational system has a lot to teach the world. For today, the educational possibilities of Ukraine have allowed the country to become one of 10 leading countries in the sphere of international education.

At the same time, the popularity of foreign higher educational establishments has increased greatly among the Ukrainian graduates. So, hoping to become an international student, there is a number of processes you'll need to understand and navigate when applying to universities. The three most important aspects are admissions, funding, and visas, however most universities require foreign applicants to take English as a second language tests. These are standardized English language tests, such as the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), First Certificate in English (FCE), Cambridge Advanced English (CAE), which estimate particular skills in English language proficiency: listening, speaking, reading, and writing testing is an obligatory requirement, even if you *excel at* your English skills.

EXAMS AND JOBS

IELTS is designed for foreign speakers, who wish to study, work, and live in an English-speaking environment and is multinational worldwide by more than 10,000 institutions, like universities, corporations, immigration offices, and international professional organizations. Since 1989 IELTS has become the most *critical* and widely approved English-language test in the world. There are currently three versions of the IELTS: Academic, General Training, and Life Skills, that differ in content and address different target groups.

TOEFL provides the opportunity to test the English language *fluency* of non-native speakers wishing to enroll in English-speaking universities. There are three types of the test: the paper version, computer-based, and the online version. The test is accepted by many English-speaking academic and professional institutions.

FCE (B2 First) is one of the most commonly *attained* language certificates worldwide and was originally *launched* in 1939. It is an upper-intermediate *qualification* used to demonstrate that a student can use everyday written and spoken English for work and study purposes. Passing the FCE exam indicates that your level of English is at the B2 level and you can *handle* a variety of different tasks in the workplace. B2 First is offered in two versions, B2 First for Schools, for school-aged learners, and B2 First, for general and higher education adult learners.

CAE exam makes learning English enjoyable, effective and rewarding. CAE was originally introduced in 1991. A unique feature of Cambridge Advanced English is that it is less focused on *academic skills* and aims at developing more general and broad English knowledge you can apply in daily life.

There is a lot of confusion about how long these exams remain valid and in what countries they are recognized. IELTS and TOEFL have an expiry date, they are officially valid for only two years. They are intended to be a *snapshot* of your current English level. This is done by giving you a score (IELTS 0-9 and TOEFL 0-120). There is no pass or fail. By taking these exams you will always *come away with* a diploma, no matter how high or low your score is. University admissions departments, employers, and immigration services prefer these exams, because they can vary the score they require according to their needs. Cambridge exams on the other hand have the advantage of lasting for the rest of your life, although if you don't achieve a *passing score* you will fail and end up with nothing to show for your efforts and money. These differences mean that a Cambridge exam may be better in the long term in Britain and other Commonwealth countries, TOEFL is an American exam and is the most commonly required diploma in the USA, while IELTS is accepted by both British and New Zealand academic institutions and over 3,000 academic institutions in the United States, as well as by various organizations across the world.



4. Look through the text again and match the words or phrases in colour to their definitions below.

- 1) *to leave in a particular state or condition*
- 2) *started*
- 3) *being very significant, of great importance for the success (or failure)*
- 4) *the ability to speak or write a foreign language easily and accurately*
- 5) *a piece of information or short description that gives an understanding of a situation at a particular time*
- 6) *be good at*
- 7) *an official record showing that you have finished a training course or have the necessary skills*
- 8) *to deal with, have responsibility for, or be in charge of*
- 9) *learning strategies and techniques that help to succeed in studying and life*
- 10) *achieved or reached*
- 11) *the lowest possible score on a test or other assessment that a student must earn to either "pass" or be considered "proficient"*

5. Read the article again and tell which exams the following statements match with.

- 1) These exam scores last two years after the test date.
- 2) It is primarily used to measure international students' ability to use English in academic contexts.
- 3) This exam confirms that the student can speak and write in English and the results are valid for life.
- 4) This language certificate can open doors to international academic and professional opportunities in many institutions and places in the world where English is used.
- 5) This exam is proof of high-level achievement in English and is designed for learners preparing for university or professional life.
- 6) If you are planning to enter college or university in the United States, you should pass one of these exams.
- 7) If your dream is to become the international student and enter Oxford University, you should pass this exam.
- 8) If you wish to get a well-paid job abroad, the employers will ask you about these language certificates.

GRAMMAR

Grammar bank

FOR, DURING and WHILE used in time expressions

FOR

- answers the question *How long?*
- followed by *a length of time*
- explains how long something or someone is doing something, or something goes on

*E.g.: Henry lived in France for all his life.
Mark has been writing his final test for two hours.
Sarah is going to Spain for Christmas holidays.*

DURING

- answers the question *When?*
- followed by *a noun*
- explains what happened throughout the period or in the course of an action or event

*E.g.: I will be really busy during the week.
The results of the test were given to us
during the lesson.
We always like to travel during the summer.*

WHILE

- answers the question *When?*
- followed by *a subject and a verb*
- explains an action that occurs during the time another action is taking place

*E.g.: I will work while studying at UNI.
You shouldn't make noise while you are in the library.
We were taking notes while the professor was giving
the lecture.*

NOTE! To talk about future activities, be sure to use the present after **WHILE**, not future.

E.g.: I hope to practice my German while I am in Berlin, NOT while I will be.

6. Fill in *for*, *during* or *while* to complete the following sentences.

- 1) As she had studied English _____ childhood, she could speak well when she arrived in Canada.
- 2) We were holding hands _____ we were watching the performance.
- 3) They moved to Ottawa, so I haven't seen them _____ ages.
- 4) Tim scored a goal _____ the volleyball game.
- 5) Girls were gardening _____ her husband was painting the chairs.
- 6) He planned to stay here _____ two weeks but they need him back at work immediately.
- 7) Veronika visited the Eiffel Tower _____ her stay in Paris.
- 8) Don't speak _____ I am doing this exercise!
- 9) In Europe, when you are at a cafe you can stay at the table _____ as long as you like.
- 10) We should travel _____ we are still young.
- 11) She gets up at 6 a.m. and jogs _____ an hour before going to work.
- 12) Tim was texting his friends _____ dinner.
- 13) I've been studying English _____ a couple of years.
- 14) _____ the lecture, the professor was speaking _____ his students were listening.

EXAMS AND JOBS

7. Use your own ideas to complete the following sentences.

- 1) I have stayed at school for _____.
- 2) I don't use my mobile while _____.
- 3) During summer holidays I _____.
- 4) My family came to see me while _____.
- 5) What are you doing while _____?
- 6) Students mustn't _____ during _____.
- 7) To pass my exams I have been revising for _____.
- 8) I was asked a lot of questions during _____.
- 9) I couldn't sleep for _____.
- 10) Don't enter the classroom during _____.
- 11) While studying at school _____.
- 12) During the university course _____.

SPEAKING

8. Work in groups. Discuss the way you usually feel when faced with a test or exam. Do you ever deal with test anxiety? Match the verbs to the phrases they best go with to complete the descriptions of different states and feelings students have when taking a test. Add some more of your own, if you can. Divide them into positive and negative feelings. Say what you usually do during a test.

Verb	Follow-up phrase
Feel (like)	...lower/higher than on homework or papers
Stay	...poorly/well
Become	...suddenly «know» the answers after turning in the test
Find it	...relaxed and calm
Score	...the room is closing in on you
Perform	...«go blank»
	...frustrated or distracted
	...overwhelmed
	...heart racing
	...difficult to breathe



WRITING

9. Work in pairs. Imagine one of your friends is going to take an examination soon and feels pretty nervous about that, so you need to help him out. Use the clues below to prepare “DOs and DON'Ts of dealing with test anxiety”. Share your ideas with the classmates and make up a final advice list for successful performance on an exam.

...up late/night's sleep
 ...in advance/late/early
 concentrate/focus on...
 relax/reward yourself...
 ...self-critical/positive attitude
 ...stress/distracting thoughts

...deep breath/rush
 ...simple/harder questions
 ask the teacher/pay attention...
 ...carefully/attentively
 review/revise/prepare...
 avoid/follow...

For example:

DOs	DON'Ts
1) Do space out studying over a few days or weeks, don't wait until the night before.	1) Don't cram for an exam. The amount you learn won't be worth the stress.
2) ...	2) ...



- Do you know yourself well? What are your weaknesses and strengths? What do you think you are good at?
- What jobs look appealing to you? Where do you see yourself in five/ten years?



VOCABULARY

1. Look through the words given in the first column. Explain their meanings. Think of some staff representatives of the other area and complete the table.

<i>Educational establishment</i>	<i>Company Office</i>
<i>dean, lecturer, tutor, PhD, professor, principal, teacher</i>	

2. Company structure consists of different departments which involve various posts. Match the positions to their definitions.

- | | |
|-----------------------------------|---|
| 1) <i>President</i> | a) a group of people chosen to establish policy for and control a company |
| 2) <i>Chief Executive Officer</i> | b) any of several executive officers, each responsible for a separate division |
| 3) <i>Vice President</i> | c) a person managing the affairs of a corporation |
| 4) <i>shareholder</i> | d) a person responsible for day-to-day running of a department |
| 5) <i>board of directors</i> | e) a person who heads a Board of Directors; head of a company |
| 6) <i>chairman</i> | f) a person who is appointed to undertake the duties of a senior manager in the his absence |
| 7) <i>director</i> | g) a member of the board of directors |
| 8) <i>manager</i> | h) a person who holds or owns shares in or a part of a company or corporation |
| 9) <i>personal assistant</i> | i) head of a company |
| 10) <i>graduate trainee</i> | j) an official employee of the firm who is being trained to the job he/she was hired for after having graduated from university |
| 11) <i>deputy</i> | k) a secretary or administrative assistant working exclusively for one particular person |

3. Use the words and phrases below to complete the functions different individuals perform within their position in a company.

run the company / report to / be in charge of / cooperate with / job title / delegate work / senior management / line manager

The Chief Executive Officer (CEO) 1) _____. The level below CEO is Chief ... Officer, for example Chief Financial Officer (CFO), who is part of the 2) _____ team. The CFO 3) _____ the CEO (= has the CEO as their boss). The CFO 4) _____ (= responsible for) all the financial sides of the business. The next level down might be country level for a large international organization, or departmental level. A job title here might be Sales Director or Head of Sales or VP (= Vice President) Sales. The Sales Director for Sweden 5) _____ closely (= talks to in order to work better with) the Chief Marketing Officer at Head Office. Below this are people with 6) _____ like Manager, Officer, Coordinator, and etc. The words Assistant or Deputy may also occur at any level. I'm the Business Development Officer for Sweden. My 7) _____ (= person directly above me, who I report to) is the Sales Director. The Sales Director 8) _____ (= gives) a lot of the tasks to me.

READING

4. Is college or university certification important for getting a good job? Which careers do you think can be available for the jobseekers without higher education qualifications? Read the article about some vacancies at the UK market of employment, match the passages to the jobs. What differs these positions from the other advertised posts?

- Communication equipment professionals
- Sales reps
- Agricultural management
- Transportation, storage, and distribution managers

More and more high school graduates are nowadays seeking options to get a job. Some students work part-time, and some choose to have full-time jobs either during their term time, holidays or both. They earn for their further education, want to have additional income on personal necessities or luxuries, or simply need to get by, as their loans fail to cover the cost of living.

Being highly-paid is the main goal of the majority, though it may seem like all the top careers mean you have to get a college degree, but that's not the case at all and there are a number of positions that require no more than a high school diploma. Check some ideas of the best-paid jobs for no experience high school leavers.

1) _____

This is a serious occupation with a lot of responsibility, but it usually requires only secondary school qualifications to *get started*. According to a Forbes report, it promises the highest annual salary of any job that does not require formal education. There are various job titles in the field, so you can work in a warehouse, in logistics, organize *shipping* and delivery of goods to *end-users*. Here you can easily climb the career ladder and gain a lot of experience that can be beneficial later on in life.

2) _____

It does not require any academic skills. Usually, such a professional may begin by doing any manual labour on a farm or a land plot. The downside of being a rancher is the responsibility and hard physical work. Lots of effort will be required to keep all processes under control. While these professionals are mostly responsible for *supervising* other workers, a *hands-on approach* will be demanded quite often.

3) _____

If you're passionate about retail, you may want to consider trying this role. You will surely *benefit from* many employment opportunities. Generally, no formal requirements for education or training are needed when being hired, and part-time employment options are also available. However, depending on the situation, you may be asked for previous experience, that could make it difficult for some high school students and recent graduates to *compete against* other candidates.

4) _____

A final opportunity worth mentioning is in the media market. In movie industry, television channels, radio stations and other players such workers don't have to *specialize in* any particular skill, because they receive *training* after getting hired. Their main task will be to monitor, upgrade, repair and maintain such equipment like cameras, microphones, broadcast technologies, light systems, lenses, monitors and so on. Because of their technical knowledge, they are well-paid and *highly sought-after*. Many work freelance, allowing themselves a good degree of freedom.

The above mentioned list states that there are professions that exist which can earn you more without any specialization. Although you have to remember, that in most situations the benefit of good salary and job security comes with higher education qualifications. Anyway, a sincere and serious look at your interest and skills is a must before *jumping to* any profession, in case you feel that further education for a degree in this field is not your *cup of tea*.



5. Look at the words in colour in the text and match them to their definitions.

- 1) to have specific education or experience in one particular area
- 2) to watch a person or activity to make sure it is done correctly
- 3) knowledge and skills gained by practice
- 4) the type of thing that you like
- 5) sending goods from one place to another, especially by ship
- 6) in a great demand
- 7) begin to do something quickly
- 8) begin a process or task
- 9) process of learning/teaching the skills you need to do a particular job
- 10) a person or organization that buys and uses something
- 11) to try to be more successful than someone
- 12) to get something good or helpful from something

6. Complete the test according to the text.

- 1) Nowadays school graduates ...
 - a) invest more money in their education
 - b) look for a job before getting a degree
 - c) make a successful career
- 2) There are some professions which don't require a high school diploma because they ...
 - a) are menial and stressful
 - b) don't need special skills and knowledge
 - c) are underpaid and exhausting
- 3) Some of the most profitable jobs are ...
 - a) connected with management of goods
 - b) government positions
 - c) food and entertainment industry
- 4) Before choosing the future job, each graduate should ...
 - a) get to know himself better
 - b) get a college or university degree
 - c) get some basis experience needed for an occupation

SPEAKING

7. Look through the factors that influence your choice when looking for the right job. Put them in order of importance and compare your list with that of your partner's. Discuss your lists and explain your choices.

- job stability
- career prospects
- salary rate
- business trips
- hours of work
- commuting
- medical insurance
- perks
- working environment
- level of responsibility
- job-satisfaction
- holiday allowance

GRAMMAR

Grammar bank

PREPOSITIONS

ON TIME means being punctual, not late. If something happens **on time**, it happens at the time that it was planned.

IN TIME means being soon enough. If we say we arrived **in time**, we're saying that we got there a little earlier and there was time to spare. We can also say: **just in time**.

AT THE END means being at the point when something stops, and is usually followed by of + **noun/pronoun**

IN THE END means finally. It is used when you want to say that a conclusion has arrived after a lot of confusion.

E.g.: *The ceremony was well-organized. It began and finished on time.*

E.g.: *The agent applied for the interview at 11am. I hope he'll arrive in time. We got there just in time for our bus.*

E.g.: *At the end of the meeting, everybody went to the canteen.*

E.g.: *I had quite a lot of problems with this project, but in the end I solved them.*

NOTE! It's wrong to say **in the end of...** It should always be phrased as **at the end of**.

EXAMS AND JOBS

8. Complete the sentence using *in time* or *on time*.

- 1) Don't worry, I'll be back _____ to finish the translation of the article.
- 2) The meeting has been scheduled for 3 p.m. Please, arrive _____.
- 3) We arrived at the theatre _____ to have a coffee before the play started.
- 4) I almost forgot that it was Tim's birthday. Fortunately I remembered _____.
- 5) Why are you never _____? You always keep everybody waiting.
- 6) We arrived right _____, neither early nor late.

9. Read the situations and make up sentences using *just in time*.

- 1) You have a job interview at 8.30 a.m. But this morning you woke up later than usual. You thought you were going to be late for the appointment. But it started right after you entered the office. (*arrive/place/before/begin/interview*)
- 2) When being on the bus you saw a man trying to steal another passenger's wallet. At once you started calling the police, so the thief immediately ran away. (*stop/thief*)
- 3) You and your sister were setting off on a trip, but you were late to the airport and thought you could miss your flight. Fortunately the flight was delayed for an hour and just as you arrived at the airport, the gate was open for check-in. (*arrive/airport/flight/to Paris*)
- 4) The other day I left my mobile at home, but I was waiting for an important phone call from a potential employer. So, I decided to return home and take my mobile because I couldn't miss that call. Just after I opened the door, I heard the phone ringing. (*get home/phone call*)
- 5) My friend was busy with a new project and totally forgot about her boss's birthday. Luckily she remembered and could get the present before he came to work. (*buy/present/boss*)

10. Choose the correct options to complete the sentences.

- 1) *At/In* the end of this month, it will be my birthday.
I would like to have an English dictionary.
- 2) The day before yesterday, I sat an examination.
I knew nothing about the subject. *In/At* the end, I returned a blank paper and left.
- 3) It took me a long time to find a job. *In/At* the end, I got a job in a restaurant.
- 4) I will be moving to a new address *in/at* the end of May.
- 5) He didn't have a well-paid job. *In/At* the end, he found a better one.
- 6) Put your signature *at/in* the end of the contract.
- 7) I pay the phone bill *in/at* the end of each month.
- 8) We worked hard, and *in/at* the end, we achieved our goal.
- 9) I pay the phone bill *in/at* the end of each month.
- 10) We had a few problems at first, but *at/in* the end, everything was fine.



WRITING

11. Some people say that teenagers should work part-time and earn money. This way they will learn basic lessons about work and become more disciplined. Others argue that teenagers shouldn't sacrifice their rest and after-school activities to work. Consider both views and give your opinion. You should write at least 250 words. Give reasons for your answer and include any relevant examples from your own knowledge or experience.



IN SEARCH OF A JOB

Read the quote and express your opinion about it.

Find a job you love, and you will never have to work a day in your life.

- To what extent do you agree or disagree? Confucius
- Do you really think a hobby might work out as a decent job?



VOCABULARY

1. Put Monika Smith's steps up the career ladder in the correct order and say how successful you think she was in her career and life.

- she applied for a vacancy
she wasn't out of work for long
she was taken on as an office clerk
she was appointed for the post of Head of Legal Affairs
she was offered a part-time job
she was seeking for a permanent job
she gave in her resignation letter
she drew up an up-to-date CV
she attended job interviews
she got a pay rise and a bonus
she turned down the job offer
she retired from her position
she picked up new skills
she was promoted to a lawyer's assistant
she was laid off because of the crisis

2. Match the halves of the word partnerships in the tables. Give examples of professions that require or involve the following qualities, skills, or responsibilities.

A) Collocations for requirements

B) Collocations with phrasal verbs

- 1) formal a) humour
2) refined b) taste
3) specific c) experience
4) sense of d) qualifications
5) physical e) resistance
6) leadership/social f) memory
7) work g) fitness
8) good h) imagination
9) rich i) skills
10) stress j) knowledge
1) come up a) to business
2) cut back b) for a promotion
3) get on c) for criticism
4) keep up d) to expectations
5) back out e) with a lot of hassle
6) put in b) with a solution
7) get down c) of an agreement
8) live up d) to the account department
9) come in e) with the latest development
10) put up f) on spending

3. Work in pairs and mark the adjectives P (positive) or N (negative), look up their meaning if you need to. Make a list of jobs that can be described with these adjectives.

monotonous / labour-intensive / rewarding / challenging / demanding / risky / prestigious / seasonal / humanitarian / temporary / freelance / satisfying / menial / manual / stressful / collaborative / unskilled / voluntary / unfulfilling / promising / shift

READING

4. Have you ever volunteered? What kind of voluntary work would you like to do? Read the article about volunteering and choose the statement that best describes its main idea.

The article tells ...

- a) about various skills and useful experiences, you can get when doing volunteer work
b) in what ways how you can improve your career prospects through helping other people
c) that volunteering gives you valuable experience and is worth doing before you search for your first job

Looking for your first job, you will probably come across a job advertisement that reads "fresh graduates welcomed" followed by "minimum two years" work experience. New graduates often struggle with getting a job without any previous employment experience or gaining relevant experience without having a job in the first place. The good news is that you don't have to worry

if your first CV is only a page long and you feel you do not have enough qualifications to talk during job interviews. Aside from work experience, there is a whole list of other things to focus on when creating your resume; academic achievements, involvement in projects, community participation, awards in contests and competitions really add value and help demonstrate a potential employer you are a good *fit for the job*.

However, with so many people today having excellent qualifications, it has become a much more difficult to find a desirable job. But what makes the employers pick one person over the other? Well, among all the *credentials*, one of the sections that can boost your CV and help your application get noticed, is volunteer work. Volunteering is not only good for your community; it is also good for your career. Through volunteering you can get valuable training and *build up experiences* essential for your dream profession. Your volunteering roles *give* the employer clear *insight into* what your personal strengths are and can help impress him with your ambition.

There are plenty of volunteer opportunities, but to find an ideal mission to suit your needs, think of the *job-specific skills* you would like to develop for your *target career*. For example, if you need more experience with patient care, consider volunteering at your local hospital. If you want to work with animals, volunteer at a local shelter or offer to help an animal rescue group. Even volunteering for a few hours a week will look good on your resume and help you *stand out* as a candidate.

With all of this in mind, make sure to highlight any relevant volunteer experience that you have on your CV! Volunteer work is a great way to *give back*, but this is also an opportunity that could be so much more. There's even a chance a volunteer position can turn into a job. So, if you still haven't decided – give it a go! Start with something small, and after all, you'll be able to feel the greatest benefit of helping – a real *sense of accomplishment*, pride, and motivation, as volunteering is the most rewarding thing you can do.

5. Look through the text again and explain the meanings of the words in colour. Look up if necessary. Write sample sentences using them.

6. Read the statements below and tick those which are true for you. Explain your choice.

- | | |
|--|--|
| <input type="radio"/> Voluntary work is a form of slavery! | <input type="radio"/> The world would be a better place if more people did voluntary work. |
| <input type="radio"/> I believe that voluntary work is an excellent way for young people to get work experience. | <input type="radio"/> Voluntary work is a waste of time. |
| <input type="radio"/> Voluntary work is a good way to learn lots of new. | <input type="radio"/> You need money to survive. |
| <input type="radio"/> I like helping other people. | <input type="radio"/> I don't have enough free time to volunteer. |
| | <input type="radio"/> The government should pay for some of the jobs volunteers do. |

LISTENING

7. Listen to the recording and match the speakers to their dream jobs.

- | | |
|-----------|------------------------|
| Speaker 1 | a) a naval doctor |
| Speaker 2 | b) a photographer |
| Speaker 3 | c) a medical doctor |
| Speaker 4 | d) a veterinarian |
| Speaker 5 | e) a lawyer |
| Speaker 6 | f) a professional chef |

8. Listen to the recording again and complete the main reasons for choosing the profession by each speaker.

- Speaker 1: The reason why I want to be a ... is ...
 Speaker 2: The reason why I want to be a ... is ...
 Speaker 3: The reason why I want to be a ... is ...
 Speaker 4: The reason why I want to be a ... is ...
 Speaker 5: The reason why I want to be a ... is ...
 Speaker 6: The reason why I want to be a ... is ...



GRAMMAR

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UNIT
1

INFINITIVES AND GERUNDS

An **INFINITIVE** is a verb form that acts as other parts of speech in a sentence. It is formed *with to + base form of the verb*.

Infinitives can be used as:

- 1) an object following the verb:
E.g.: Jim always forgets to eat.
- 2) a subject at the beginning of a sentence:
E.g.: To travel around the world requires a lot of time and money.
- 3) an adverb modifying a verb:
E.g.: You promised to buy me a diamond ring.
- 4) an adjective modifying a noun:
E.g.: Tara has the ability to succeed.
- 5) Some verbs are directly followed by an infinitive: *E.g.: Do you want to call your family now?*
- 6) Some verbs are directly followed by a noun or pronoun and then by an infinitive:
E.g.: He advised me to sell all my shares of stock.

A **GERUND** is a verb in its «ing» (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

- 1) Gerunds can appear at the beginning of a sentence when used as a subject:
E.g.: Jogging is a hobby of mine.
- 2) Gerunds can act as an object following the verb:
E.g.: Daniel started studying at university a year ago.
- 3) Gerunds can serve as an object after a preposition:
E.g.: I look forward to seeing my new roommate.
- 4) Some verbs and verb phrases are directly followed a gerund:
E.g.: Paul avoids going to noisy parties.

NOTE!

- 1) Some verbs can be followed by an infinitive or a gerund without causing a change in meaning:
E.g.: Will you continue working/to work after you give birth?
Some people prefer getting up/to get up early in the morning.
- 2) Some verbs can be followed by an infinitive or a gerund but with a change in meaning:
E.g.: He remembered sending the fax. (He remembered the act of sending the fax)
He remembered to send the fax. (He remembered about the fax and sent it.)

9. Choose the correct gerund or infinitive form in the brackets at the end of the sentence.

- 1) She _____ to get up early in the morning. (*likes/dislikes*)
- 2) Alan can't stand _____ on trains. (*riding/to ride*)
- 3) Mr. Harris enjoys _____ people out to dinner. (*inviting/to invite*)
- 4) In the old days, gentlemen challenged their rivals _____. (*fighting/to fight*)
- 5) As the famous saying goes, there's no use _____ over spilt milk. (*crying/to cry*)
- 6) Jim stopped _____ his shoelace. Wait for him. (*tying/to tie*)
- 7) My wife always volunteers _____ cakes for PTA meetings. (*baking/to bake*)
- 8) Don't waste my time _____ about your salary. (*complaining/to complain*)
- 9) Eva is having trouble _____ on the exam. (*concentrating/to concentrate*)
- 10) Please allow me _____ your Facebook page. (*joining/to join*)

10. Change the verbs in brackets into the correct form. Sometimes both infinitive and gerund are possible.

- 1) He is determined _____ (*win*) that race.
- 2) He lay in bed _____ (*plan*) the days to come.
- 3) We went _____ (*run*) in the morning.
- 4) Her fear of spiders made _____ (*travel*) difficult.
- 5) They don't mind _____ (*wait*) outside.
- 6) The problem is _____ (*get*) there on time.
- 7) I am accustomed to _____ (*take care*) of myself.
- 8) I want him _____ (*paint*) the wall.
- 9) _____ (*be*) or _____ (*not be*), that is the question.
- 10) This guy is known for _____ (*break*) the rules.
- 11) Sue enjoys _____ (*dance*).
- 12) The advantages of _____ (*go*) by train were clearly visible.

SPEAKING & WRITING

11. What is the most interesting or unusual job you have ever had or heard about? Think about jobs your parents, relatives or acquaintances do. Prepare to describe it to your partner. Answer the questions below to help you organize your dialogue.

- What kind of job is it?
- What are responsibilities to come with the job?
- What personal traits should/shouldn't one have to match the job?
- How would you describe the job? Is it demanding or rewarding, or what else? In what ways?
- What is the most interesting or unusual thing about it?

12. Work in pairs. Read functional phrases for the interview. Fill them into the table below in accordance with the categories. Explain or translate any unknown phrases to each other.

- a) *This job would offer professional development./This company has a very good reputation.*
- b) *I did quite well in my final exams. I passed.../I received...for my English.*
- c) *I've got lots of experience in this field./I have had two part-time jobs.*
- d) *I am a very organized person./I feel that I could fulfill your requirements.*
- e) *I get on really well with the public./I enjoy...ing (meeting people)*
- f) *I'm really keen on... (computers)/I am a fast learner/I am ready to take on more responsibilities.*
- g) *Sometimes I'm a bit too + adjective (e.g. serious, hard-working), and this might...(e.g. make my colleagues feel uncomfortable).*
- h) *I think I get too + adjective/adjectival phrase (e.g. involved/caught up) in my work. That sometimes means... (e.g. I am thinking about work even at lunch or at home).*
- i) *If I were offered the job, ...how soon could I start?/...would there be any on-the-job training provided?*
- j) *What expansion plans does the company have?/What are the promotion prospects in the company?*

1) Talk about the job	
2) Talk about your education	
3) Talk about your skills	
4) Talk about yourself	
5) Talk about your experience	
6) Ask some questions	

13. Make up a dialogue with your partner and role play it. One of you is an interviewer and the other one is an interviewee. Continue the conversation using the table above as a plan.

Step 1: Greet the candidate and ask her/him to introduce...

14. Write a job advert for a vacant job. Write about 100-150 words. Use the following plan.



- Job title:* (insert job title here)
Salary: (insert starting salary, commissions, or benefits here)
Hours: (insert average number of working hours per week)
Location: (insert location of the office and any public transport required)
Key responsibilities & duties: (insert a list of primary responsibilities for the position)
Academic or trade qualifications: (insert list of desired qualifications)
Work experience and skills: (insert necessary experience and skills needed to perform the job)
Personal qualities: (insert a list of personal qualities of the worker you are looking for)



- What do you think is better: to be self-employed or to work for somebody? Why?
- Look at the word cloud and give some ideas about who the entrepreneurs are. Name some if you know any? What made them a fortune?



VOCABULARY

1. Match the words with their definitions.

- | | |
|--------------------------------------|--|
| 1) <i>a niche in the market</i> | a) a person who starts and manages a business, accepting the risks and hoping to make money |
| 2) <i>an entrepreneur</i> | b) a person who goes into new areas (of land, thought, research, or development, etc.) before other people |
| 3) <i>set up</i> | c) a special area of demand for a product |
| 4) <i>manufacturer</i> | d) start or establish (a business) |
| 5) <i>a pioneer</i> | e) make a product, especially using machines |
| 6) <i>founder</i> | f) a large company that does business in several different countries |
| 7) <i>annual sales</i> | g) a person who establishes an organization |
| 8) <i>subsidiary</i> | h) a smaller company that is owned by another bigger company |
| 9) <i>division</i> | i) one of the sectors or groups in a business or organization |
| 10) <i>multinational corporation</i> | j) the amount of business that a company does in one year |

2. Fill in the blanks with the appropriate vocabulary from the list below.

debt / bankruptcy / capital / profit / donations / finances / charity / fortune / loan / fund-raising / earnings

- During the financial crisis, even some large corporations declared _____.
- If a CEO cannot manage company _____ well, the company is likely to fail.
- _____ is an essential part of the Red Cross since it depends on charitable _____.
- I often give money to a _____ like Salvation Army or Red Cross.
- To keep a business running, companies must have plenty of _____.
- Credit _____ somehow make it very easy to spend a lot of money.
- Bill Gates earned a _____ on Microsoft.
- America spends more money than it earns; it is in international _____.
- The _____ people receive for their work depend on their qualifications.
- If you borrow money in a bank you take out a _____.

3. Match the adjectives with their definitions. Complete the pairs of words appropriately.

1.	<i>economic</i>	a) related to trade, industry or money	_____ development, be _____, _____ use, _____ forecast, _____ price,
	<i>economical</i>	b) not using a lot of money	_____ hybrid cars, _____ policy, solar panels are _____, _____ person;
2.	<i>costly/ pricy</i>	a) costing a lot	_____ process, time is _____, a _____ item, _____ advice, _____ repairs,
	<i>priceless</i>	b) having a value beyond any price	a _____ purchase, _____ jewel, _____ artifact/antique, _____ collection;
3.	<i>worthy</i>	a) not having worth and use, without value	feel _____, a _____ idler, _____ rubbish, _____ plan, _____ to see/do,
	<i>worthless</i>	b) having worth or value	_____ of attention/praise, _____ as a (painter), _____ candidate/successor.

READING

4. Read the article and answer the question at the end.

If you're a young entrepreneur who's sick of the 9-to-5 rat race, you should start *thinking out of the box*. You need to find an idea that will allow you to start your own business so that you can choose your hours and even your salary. The challenges are real, but so are the opportunities. It is often amazing to think about how early some of the world's most famous entrepreneurs began their *start-ups* and *ventures*. Many of them simply had a fantastic idea and then just worked extremely hard to make it reality. You can begin the journey to becoming an achiever at any age, and the young entrepreneurs in the list below will prove this to you.

Of course, Mark Zuckerberg must be on the top of the list. Facebook speaks for all the success the man has achieved by launching it when he was only 19 years old. Within a few years of its *launch*, Facebook became one of the most used social media platforms across the world. An *inspiration* to a countless number of people, Zuckerberg is estimated to be worth 61.7 billion USD today and continues to progress as an entrepreneur.



Fraser Doherty started his incredible business career at the age of just fourteen. After being taught how to make jam in his Grandmother's kitchen in Scotland, he came up with a way of making jam 100% from fruit. At sixteen, he presented his brand, SuperJam, to Waitrose and went on to become the youngest ever *supplier* to a major supermarket. SuperJam has since grown into a company that has sold many millions of jars through thousands of supermarkets around the world and currently has a *net worth* of 2 million dollars.



Juliette Brindak came up with the idea of what is now "Miss O&Friends" when she was just 10 years old. During a routine family vacation, she created a series of drawings of five girls called "Cool Girls", the main one of whom was Miss O, inspired by her younger sister Olivia. Everyone liked the characters so much that soon her family joined in to help bring the characters to life, which is how "Miss O and Friends" *came into existence*. Her entrepreneurial horizons expanded in 2005, when Juliette launched MissOandFriends.com, a by-girls-for-girls site where tweens can go to safely interact, play flash games, receive advice in a supportive community, and get inspired.



At 14 years old Sean Belnick locked himself in his bedroom and 3 days later, Bizchair.com was born! At 20 years old, Sean's business chair website *brought in* \$38 Million Dollars! He started out with just a few office chairs and eventually one employee, he now sells over 25,000 products and sold chairs to Microsoft, Google, and Abercrombie and Fitch. Since the year Bizchar.com was set up it has turned into a *thriving* company and continues to *expand* with an excellent selection of products and customer service.



It's hard not to feel a bit *competitive* after reading about all these young entrepreneurs. However, you have to know that anyone can succeed; what you really need to do is to begin. It's never too late or early to *chase your dreams*. Anything can happen with a great idea, hard work, and creativity.

So, have you got any ideas for a start up?

5. Match the words in colour with the synonyms below.

become large / bright idea / to appear or arise / follow / creative thinking / distributor / business / ambitious / make a profit / enterprise / set up / develop well / total amount of money saved

6. Read the statements and say whether they are true (T) or false (F) according to the text.
- 1) The main purpose of the article is to encourage young people to be hard-working, determined and innovative.
 - 2) Facebook instantly became a very profitable business.
 - 3) Fraser Doherty became a millionaire using his skill of making jam.
 - 4) "Miss O" is a series of drawing-based characters aimed to be positive role models for young girls and teens.
 - 5) BizChair.com was created in 2001 by its then fourteen-year-old founder Sean Belnick.

GRAMMAR

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VERB PATTERNS

– **Verb + gerund:** admit, advise, avoid, consider, deny, discuss, dislike, enjoy, finish, forget, imagine, keep, mention, mind, miss, recommend, remember, quit, stop, suggest, understand:

E.g.: He finished reading his newspaper. I spent three years working in Tokyo.

– **Verb + gerund or infinitive without a change in meaning:** begin, bother, continue, hate, intend, like, love, prefer, start:

*E.g.: Will you continue working/to work after you give birth?
Some people prefer getting up/to get up early in the morning.*

– **Verb + gerund or infinitive with a change in meaning:** forget, remember, stop

*E.g.: He remembered sending the fax. (He remembered the act of sending the fax)
He remembered to send the fax. (He remembered about the fax and sent it.)*

– **Verb + infinitive:** afford, agree, appear, arrange, decide, demand, expect, fail, hope, manage, mean, offer, plan, prepare, pretend, promise, refuse, seem, wait, want, wish, would like, would prefer:

E.g.: They agreed to pay for Korean lessons. – I didn't expect to get this job.

– **Verb + object + infinitive:** advise, allow, ask, cause, challenge, command, convince, expect, forbid, force, hire, instruct, invite, order, pay, permit, program, remind, teach, tell, urge, want, warn

E.g.: Ann's mum ordered her to go upstairs and do her homework.

– **Verb + object + bare infinitive:** most modals (can, could, may, might, should, must, will, would), sense verbs (hear, see, watch, feel, notice), make, let, help (can go with both 'to' or without 'to'):

E.g.: Dad let me keep the cat. – She made me say sorry. – I helped him (to) do the research.

7. Complete the second sentence so that it has a similar meaning to the first. Use the word(s) in brackets and an *infinitive* or *-ing* form. Use between two and four words.

- 1) My mum said she would pick up my friends and me after the party. (AGREED)
My mum _____ my friends and me after the party.
- 2) I'm not in the mood to cook dinner this evening. (FEEL LIKE)
I don't _____ dinner this evening.
- 3) It usually takes me an hour to do my homework. (SPEND)
I usually _____ my homework.
- 4) I won't tell anyone your secret. You can trust me. (PROMISE)
I _____ anyone your secret. You can trust me.
- 5) Do you want to play squash with me tomorrow? (FANCY)
Do you _____ squash with me tomorrow?
- 6) Do you think your son broke the window on purpose? (MEANT)
Do you think your son _____ the window?
- 7) You should put on a coat if you're going outside. (SUGGEST)
I _____ a coat if you're going outside.
- 8) She lied and said she was eighteen so she could get into the nightclub. (PRETENDED)
She _____ eighteen, so that she could get into the nightclub.

EXAMS AND JOBS

8. Put the verbs into the *gerund* or the *infinitive*.

- 1) He tried _____ (*get*) a job in a newspaper firm but they wouldn't hire him.
- 2) He tried _____ (*get*) a job in a newspaper firm but he still wasn't satisfied.
- 3) We stopped _____ (*study*) because we were tired.
- 4) We stopped _____ (*have*) a rest because we were really sleepy.
- 5) I forget _____ (*lock*) the door, I have to call my roommate and ask him to check.
- 6) Have we studied this before? I've forgotten _____ (*learn*) it.
- 7) Please remember _____ (*bring*) your homework.
- 8) I remembered _____ (*bring*) your book back! Don't you remember?
- 9) I regret _____ (*tell*) you the train has been delayed.
- 10) I regret _____ (*tell*) Julie my secret; now she has told everyone.

9. Complete the following paragraph using the words given below in the correct form of *gerund* or *infinitive* (*with or without to*).

make^{*3} / *solve* / *know* / *appreciate* / *be* / *write* / *get* / *publish*^{*2} / *read* / *work* / *follow* / *reach*

The job I liked best was 1) _____ cartoon strips for a children's comic paper called The Superheros, a job I did before I was 22. What I liked most was being creative all day, 2) _____ that young people liked 3) _____ our stories. Using my language skills 4) _____ something new was very satisfying work. It let me 5) _____ an audience of more than 1 million readers. Of course, I didn't have 6) _____ any big problems or fix anything, I didn't have 7) _____ dirty in our nice big office, and I didn't have 8) _____ important decisions or be anyone's boss. Inside our huge company, I liked 9) _____ as part of a small team of artists and technicians and 10) _____ the production systems 11) _____ The Superheros. After a while, I left that job 12) _____ more money, but I never forgot 13) _____ a small part of the 14) _____ industry in the UK. It made me 15) _____ having freedom and creativity at work.

SPEAKING

10. Work either individually or in pairs. Now it's your turn to be the entrepreneur! So, you have to produce an entrepreneurial business plan. It could be anything you like and could be realistic or totally imaginary. Your business plan should include.

- *Business start-up overview*: (what do you plan to offer? why and who do you want to sell it to?)
- *Strategy*: (why do you think people will buy what you want to sell? how do you plan to sell them?)
- *Team and personnel*: (what are your skills, experience and qualifications? what people will you employ?)
- *Operations*: (where will you run your business? what equipment and facilities will you need?)
- *Forecasts*: (how much will you need to get started? how much will you sell the product/service for? how much profit will you make and when? how will you pay investors back?)



11. When your plan is ready, you need to present it to the rest of the class. Every individual/pair will be given 10,000 USD to invest in the business of their choice. The individual/pair with the most investment wins!

WRITING

12. Think of an entrepreneur you know or research some famous one. Write about their life and achievements. Use the vocabulary you have learned in the lesson.