

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Черкаський національний університет
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Навчально-науковий інститут іноземних мов

Tests

for



Advanced Learners

для студентів IV курсу
галузі знань 0203 Гуманітарні науки
напряму підготовки 6.020303 Філологія
(мова і література (англійська))

ББК – 81.432.1 – 923

ТЗ6

Навчально-методичний посібник “Tests for Advanced Learners” для студентів IV курсу галузі знань 0203 Гуманітарні науки, напряму підготовки 6.020303 Філологія (мова і література (англійська)) / за редакцією к.ф.н., доц. Пашіс Л.О. – Черкаси: ЧНУ ім. Б. Хмельницького, 2016. – 135 с.

Рекомендовано до друку

Вченою радою Черкаського національного університету

імені Богдана Хмельницького

(протокол № 5 від 5 квітня 2016 року)

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ПЕРЕДМОВА

Цей навчально-методичний посібник містить тести з дисципліни «Практика англійської мови», розроблений для студентів IV року навчання напряму підготовки 0203 Гуманітарні науки, спеціальності 6.020303 Філологія (англійська мова та література).

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Module 6 “Television” – викл. Л.Б. Калюжна

Запропоновані тести допомагають виявити системність роботи студентів і визначити рівень володіння знаннями, вміннями та навичками з дисципліни «Практика англійської мови». Навчально-методичний посібник передбачає різні типи вправ та завдань, спрямованих на розвиток умінь різних видів мовленнєвої діяльності. Тестові завдання мають за мету здійснити комплексну перевірку знань та навичок студентів з таких аспектів, як читання, аудіювання, письмо, лексичні навички, навички усного мовлення.

Запропоновані тести було апробовано у студентській аудиторії Навчально-наукового інституту іноземних мов ЧНУ ім. Б. Хмельницького, спеціальності 6.020303 «Філологія (англійська мова та література)». Розроблені тести рекомендується використовувати у викладанні дисципліни «Практика англійської мови» студентам напряму підготовки 0203 Гуманітарні науки, спеціальності 6.020303 Філологія (англійська мова та література).

1. HIGHER EDUCATION

1.1. READING

Task 1

You are going to read a newspaper article about women who take more places in rising university number. Choose the most suitable heading from the list A – I for each part 1 – 7 of the article. There are two extra headings, which you do not need to use.

Women take more places in rising university numbers

1. _____

The number of UK university entrants passed 500,000 for the first time in 2014, with women a third more likely to enter higher education than men, Ucas admissions service figures show. Among 18-year-olds, 34% of women were allocated university places, compared with 26% of men, the widest ever gap. The gap is more than 50% in a quarter of parliamentary constituencies. The admissions figures also suggest more students with lower grades are getting places at top universities. About a third of applicants getting BBB grades got places in "higher tariff" universities, about twice as many as in 2011. There was also an increase in universities making unconditional offers to applicants they most want to recruit.

2 _____

This year's university admissions figures show a rising tide of more applications, more offers and more accepted places. Some 512,400 people secured places in UK universities through Ucas applications in 2014, up nearly 17,000. The number of UK students rose 3% to 447,500, and there were increases in the number of students from outside the UK. But within the overall rising numbers there were big variations. The Ucas figures show women are much more likely to enter university than men. This applies to both rich and poor families and across almost all regions. According to Ucas, two decades ago, there was no gender gap, but this has now become one of the most distinctive features of applications. While 26% of men go to university, in some constituencies, the male entry rates are much lower – in Bristol South it is only 11% of 18-year-olds. In contrast, there are constituencies where more than half of female school leavers go straight to university. Ucas says the gender gap in entry rates is the equivalent of 32,000 "missing" male students.

3. _____

While the gap between male and female is at its widest ever, the gap between rich and poor is at its lowest. Record numbers of disadvantaged students are getting places in higher education, rising by 11% compared with last year. These students were particularly likely to enter with BTec qualifications, rather than A-levels. But the figures also suggest poorer pupils are still significantly less likely to

attend the most selective universities than their wealthier peers, according to the charity Teach First. "If we want to see the access gap become a thing of the past across higher education, it is vital that universities allocate more of their access budgets to outreach programmes with schools serving low-income communities, and that schools are provided with statutory guidance on how to provide specific advice for pupils thinking about applying to more selective and elite universities," said Teach First founder Brett Wigdortz.

4. _____

But regional differences remain across the UK. Young people in London and Northern Ireland are the most likely to enter university - those in Wales and the South West of England have the lowest entry rates. There are even lower figures for Scotland, but these are incomplete because Ucas does not cover admissions for all Scottish higher education. There are even wider local differences – with some places having average entry rates below 15% while others are above 50%.

5. _____

The admissions figures also show the growing competition between universities to attract students. Universities are making more offers than ever before, 1.8 million this year, with students with high predicted grades getting four or five offers. Students without A or A* grades at A-level were more likely this year to have got into a selective "higher tariff" university. For students with three B grades, 35% got places into a top-tier university, compared with 32% last year and 17% in 2011. Among students with BBC grades, 15% got places at higher tariff universities, compared with 6% in 2011. For applicants with DDE grades, 12% got into "medium tariff" universities and 58% found a place at a "lower tariff" university. Across all types of university, the Ucas figures show that 85% of 18-year-old applicants from England were accepted for a place somewhere.

6. _____

Mary Curnock Cook, Ucas chief executive, said the increase in university entrance by disadvantaged students was a "stunning account of social change". "These trends are pushing the difference in entry rates between rich and poor to historic lows," she said. Nicola Dandridge, chief executive of Universities UK, said the rising number of applications represented the end of the volatility that followed the increase in tuition fees. "It suggests a return to stability in university applications following the changes and dip in 2012," she said.

7. _____

Universities Minister Greg Clark said: "For the first time ever over half a million students have entered higher education, with entry rates for students from disadvantaged backgrounds increasing by over 10% to its highest ever levels across the UK. Higher education is a transformational experience and that is why

we are the first government to remove the limit on student numbers lifting the cap on aspiration."

- A. The gap between entry rates for rich and poor students has narrowed.
- B. The gender gap, with many more women than men entering university, is wider than ever before
- C. Buyers' market
- D. Wide variations
- E. Universities make more offers to win the students.
- F. Educational authorities are excited about a transformational experience in Higher Education
- G. Regional differences
- H. British Universities change their gender policy.
- I. University authorities complain about educational crisis.

Task 2

You are going to read an article about a dispute on whether American students should carry guns on campus. For questions and statements 1-10 choose the correct answer A, B or C.

Should students carry guns on campus?

Mass shootings at schools and universities in the United States in recent years have put the issue of firearms on campuses at the centre of the gun debate. Many say the lesson is to keep campuses gun-free, but a growing number of students argue if they were allowed to carry guns at college, they'd feel safer.

A former beauty pageant contestant from California, 20-year-old Taylor Woolrich is the first to admit she's not your usual guns rights campaigner. She's fighting for the right to carry a weapon on campus, for a very personal reason. For years she's been stalked by a man she first came into contact with while waitressing at a cafe. He would turn up to see her every day and began to track her down outside work. An emergency restraining order failed to deter him. Things became even more terrifying when she moved across the country to study at Dartmouth College in New Hampshire. "It wasn't even on my mind, and then he contacted me via LinkedIn and used social media to continue to contact me – sent me various very frightening messages, making it very specific he knew where I was", she says. One summer, when she went home to California, he turned up at her parents' doorstep. She says police found what they call a "rape kit" – rope tied as a slip-noose, gloves, duct-tape, flash light, and a sweatshirt – inside his car. Taylor's stalker is currently in jail. His sentence will soon be up. He's due to face trial soon on further charges relating to her case. Still, Taylor is desperately frightened that he could be released, or allowed out on bail. She's certain that if that happened, he would be able to find her. For that reason, she wants the right to carry a gun on her university premises, arguing it's the only way she could overpower him if the pair came face to face. "I carry mace, I've considered a Taser,

I've considered many options," she says. "Whatever he's going to do, it's going to be worse than the possibility of him grabbing my gun and turning it on me."

Dartmouth College has refused to comment on this specific case due to privacy laws, but says the safety and security of all students is a top priority for them. Any student who reports being stalked is given personalised and heightened protection. On top of this, safety improvements are made, as and when they are needed, says a spokesman.

Like the vast number of colleges and universities across the country, Dartmouth has a policy which prohibits handguns on campus. The laws on guns on campuses vary from state to state. In more than half of the country, it's up to the universities themselves to decide weapons policy. In New Hampshire, where Dartmouth is located, the decision is left to the college, which chose to keep its campus gun free. Many institutions believe that allowing weapons on campus has the potential to inflame tense situations, rather than defuse them.

The American Association of State Colleges and Universities (AASCU) has stated, "Even with the best of intentions, armed students or employees could escalate an already explosive situation further, accidentally cause harm or use a gun in a situation that is not warranted."

This month however, a Florida legislator brought forth a bill calling to allow students to carry guns on campus. He cited a recent campus shooting at Florida State University as a reason students need firearms. A national group, Students For Concealed Carry, is also calling for the right for students to have a concealed weapon. It would mean they could have a gun in their bag at university, but wouldn't be able display it on a holster. Crayle Vanest is Midwest regional director for the group. A student at Indiana University, she got her first rifle at the age of 14 for sport, before getting her concealed carry permit. "As soon as you walk into the doors of a university you should still be able to carry your gun if you have a licence," she says. "Your rights shouldn't change once you step inside the campus." Vanest says her organisation has attracted many women. "We want to protect ourselves on campus which is an area where women are very frequently victimised."

But just as there are groups advocating for students to carry guns, there are many who call for the opposite, arguing that the presence of weapons exacerbates violence on campus. "Having access to guns only increases the chances of an innocent person being hit, versus actually hitting a target or a person who's trying to stalk you," argues Jamira Burley, a member of the Generation Progress, Gun Violence Network. Burley also cites the high levels of suicide among college students as another reason for guns to be banned from places of education. She says 85% of suicide attempts using guns are fatal, compared with only 2% who attempt a drug overdose.

For Taylor, the right to bear arms isn't about exercising a constitutional right, it's about staying safe. "What else am I supposed to do? What other option is there? I've tried everything, I've obeyed all the laws," she says. "I've never responded to a single message, I've stayed away, I've gone to school 3,500 miles away from my

home town, my parents have sold their home and moved," she says. "There's no other option."

1. Some students want to be allowed to carry guns at college because ...

- A) they will get more respect from other students.
- B) it is not safe to walk along a campus site.
- C) they would feel safer then.

2. Why does Taylor Woolrich fight for the right to carry a weapon on campus?

- A) She has been stalked by a man.
- B) She has been attacked at the University.
- C) She wants to be a social activist.

3. What is a top priority for Dartmouth College?

- A) To fight bullying at the College.
- B) The safety and security of all students.
- C) To attract more students to the College.

4. In more than half of the country it's ...

- A) up to the universities themselves to decide weapon policy.
- B) up to the Federal Government to decide weapon policy.
- C) up to students themselves to decide weapon policy.

5. Who brought forth a bill calling to allow students to carry guns on campus?

- A) A California legislator.
- B) The President of the USA.
- C) A Florida legislator.

6. The right for students to have a concealed weapon means that ...

- A) they can bring guns secretly.
- B) they could have a gun in their bag at university, but wouldn't be able display it on a holster.
- C) the weapon will be provided at the university.

7. Crayle Vanest stands for the right to carry guns on campus because ...

- A) she has been stalked by a man.
- B) women are frequently victimized on campus.
- C) she fights for her Constitutional right to do so.

8. The presence of weapons on campus will ...

- A) cause massive shooting.

- B) make campus site crime free.
- C) exacerbate violence.

9. Another reason for guns to be banned from places of education is ...

- A) the high level of suicide among college students.
- B) the high level of gun crimes.
- C) the high level of weapon smuggling.

10. What does it mean for Taylor to be able bear arms?

- A) It's all about being in trend.
- B) It's about staying safe.
- C) It's about fighting crimes.

Task 3

Read the text below. Mark if the statements (1 – 10) given in the table after the text are true or false (T / F)

Controversial higher education bill passed by MSPs

A bill aimed at strengthening the management of higher education in Scotland has been passed at Holyrood. The Higher Education Governance Bill had proved controversial, with the government agreeing to cut some measures from the legislation. Labour backed the general principles of the bill, while the Lib Dems and Conservatives hit out at it. The bill modernises academic boards with elected chairs and an enhanced definition of academic freedom. It was passed by 92 votes to 17.

'Important day'

Education Secretary Angela Constance said: "This is an important day for the future of Scotland's world class universities and their students. The passing of the Higher Education Governance Bill will ensure greater openness and transparency in the governance of these important and influential institutions. Every voice on campus will be heard as part of elections for chairs, or senior lay members, with staff, students and union representatives involved in the whole recruitment and election process. The historic role of rectors in those universities that have them will also continue. We have listened closely to stakeholders and interested parties over the course of the bill's passage and made a number of amendments, both to clarify the bill, and to make sure it has maximum impact in improving governance practice."

'Bad drafting'

She added: "Our higher education institutions are, and will remain, a great source of pride to Scotland. Our research work is known the world over and the student experience is of the highest quality. An enhanced voice on campus for those who may not have been able to contribute before can only improve the sector's standing."

Mary Senior, University and College Union (UCU) Scotland official, said: "We welcome the passing of this important bill. Reforming university governance and making our universities more democratic, transparent and accountable is something that UCU has campaigned for over many years. These changes will reconnect the way universities are run with those most affected by decisions – the staff and students – and allow our universities to remain the world leading institutions they are."

Emily Beever, NUS Scotland women's officer, said: "The bill provides for far greater levels of staff and student involvement in key decision making and ensures that our universities – charitable bodies, rightly in receipt of over a billion pounds of public funding every year – are more representative and inclusive of the communities they serve."

During the debate at Holyrood Labour MSP Mark Griffin said the Scottish government's proposals had caused an unnecessarily difficult process, pointing out that there had been "bad drafting, ministerial overreach and incompetence" in its progress. But he commended the minister for listening and making changes and said his party would be scrutinising every detail as the policy moved into practice.

Scottish Conservative MSP Mary Scanlon said this was the first time she had "found legislation looking for a problem". She claimed that every higher education institution in the whole of Scotland criticised the bill.

Rector role

Lib Dem MSP Liam McArthur said that in the higher education sector, Scotland had something to value and respect. He said the bill should be about ensuring that all staff and student voices were heard and said it was unclear what ministers were trying to fix and how the bill would make things better.

Although universities get a large chunk of their income from the Scottish government, unlike schools and colleges they are not part of the public sector or directly accountable to politicians.

The proposal which caused the most controversy was for directly elected chairs for university courts – students and staff would be able to take part in the vote. But this was seen by some as a threat to the role of the rector at the ancient universities. The role of the rector is sometimes seen as purely symbolic and ceremonial. However, supporters argue the best rectors can be powerful ambassadors for their universities and champions of the students' interests.

#	Statements	TRUE	FALSE
1	A bill aimed at strengthening the management of higher education in Scotland has been passed at Holyrood.		
2	The passing of the Higher Education Governance Bill will ensure greater openness and transparency in the maintenance of the Universities.		
3	The role of rectors in those universities that have them will also be minimized.		
4	Angela Constance said that the higher education institutions would remain a great source of pride to		

	Scotland.		
5	Mary Senior, University and College Union (UCU) Scotland official welcomed the passing of that important bill.		
6	Reforming university governance and teaching styles is something that UCU has campaigned for over many years.		
7	Emily Beever, NUS Scotland women's officer, said that the bill provided for far greater levels of staff and student involvement in key decision-making and disproved that the universities were more representative and inclusive of the communities, they served.		
8	During the debate at Holyrood Labour MSP Mark Griffin said the Scottish government's proposals had caused a necessarily difficult process.		
9	Scottish Conservative MSP Mary Scanlon claimed that every higher education institution in the whole of Scotland criticised the bill.		
10	The proposal, which caused the most controversy, was for directly elected chairs for university courts – only staff would be able to take part in the vote.		

Task 4

Read the article below. Choose from A – J the one which best fits each space 1 – 10. There are two choices you do not need to use.

Schwertner: The even higher cost of higher education

It's been more than a year since I first wrote about the regrettable impact 1) _____ has had on the cost of higher education in Texas – and against my sincerest hopes, all we've gotten is a year older. Despite significant 2) _____ last session, Texas colleges and universities continue to impose ever-increasing tuition and fee hikes on students as the simplest method of expanding their already-substantial operating budgets.

Recently, the University of Texas Board of Regents announced tuition and fee increases for nearly all system schools beginning in the 2016-2017 academic year – an announcement that happened to coincide with the board's decision to pay six-figure bonuses to several 3) _____. The average resident undergraduate at UT-Austin can now expect to pay \$304 more than last year, and they're not alone. Those at Texas A&M University will pay an additional \$208 per year in new tuition and fees, and students at the University of Houston will see their costs rise by \$208 as well – a number that doesn't even include all mandatory fees.

These tuition increases have not gone unnoticed by members of the Texas Legislature. On March 1, Lt. Gov. Dan Patrick and Senate Higher Education

Chairman Kel Seliger sent a letter to the leaders of our 4)_____, asking them to explain the rationale behind these tuition hikes, and provide specific financial data supporting their necessity. As Patrick and Seliger state in their letter, “These increases combined with excessive bonus programs, indicate that our state universities have lost sight of their primary mission to provide a high quality education at an affordable cost to Texas families.”

Just this week, Gov. Greg Abbott added his voice to those dismayed by rising tuition costs, announcing the appointment of a multiagency task force to study ways of making college more affordable while 5)_____ to contribute to the Texas economy.

University administrators are quick to defend these increases, claiming that routine tuition hikes are necessary to stay competitive with other national universities of similar character. But this kind of rationalization ultimately results in little more than an 6)_____ – demanding that each university spend perpetually more than last year and justifying it by pointing to a peer university that somehow managed to spend even more aggressively.

Over the years, far too much attention has been paid to this form of academic one-upmanship, with far too little consideration given to the students who ultimately foot the bill. Each new program, building, administrator or faculty member comes with a price tag. Some costs are modest, others dramatic – but they all end up 7)_____ of a student’s tuition statement.

The fact of the matter is the average tuition and fee bill at a public university in Texas has more than doubled since tuition was deregulated in 2003. I would ask: Are our outcomes twice what they were a decade ago? Are our graduates twice as prepared for life after college? Do they stand to earn twice as much? Are they twice as smart?

Our institutions of higher education, on the other hand, are governed by no such spending cap. As a result, 8)_____ routinely approve new programs and spending on the backs of students without soberly assessing whether these new priorities truly align with the mission of educating the next generation of Texas leaders.

- | | |
|--------------------------------------|---|
| A in the public sector | F public colleges and universities |
| B state’s public universities | G top-level administrators |
| C on the bottom line | H top US Universities |
| D increases in state funding | I tuition deregulation |
| E better preparing graduates | J academic arms race |

1.2. LEXICAL TESTS

Task 1

Put each of the following words or phrases in its correct place in the passage.

pass examinations	get a grant	tuition
under graduates	obtain	last
BSc	a degree	BA
doing	studying	go to

Studying at a British University

If you want to **1)** university, you must first **2)** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **3)** a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the **4)** is free, and some students also **5)** as well. Students at university are called **6)** while they are studying for their first degree.

Most university courses **7)** three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **8)** history, or **9)** for a degree in history, for example. When they finish the course and pass their examinations, they receive a **10)** (the qualification when you complete a university course successfully). This can be a **11)** or a **12)**, e.g. I have a friend who has a Bachelor of Arts in history, and another who has a Bachelor of Science in chemistry.

Task 2

Put each of the following words or phrases in its correct place in the passage.

scrapes through	tutor	fallen behind
marked down	counted against	moved
creamed off	behind	hard
get in	count towards	law firm
get through	major in	buckled down
got into	sailed through	put them through

Going through College

Sam and Ben are twin brothers. They have a very rich grandfather who offered to **1)** university. Sam **2)** His exams at school and easily **3)** a good university. Ben wanted to go to the same university, but it was harder for him to **4)** However, in his last few months at school,

he 5) to his studies and managed to 6) all the necessary exams. Both brothers wanted to 7) law. Sam had worked in a 8) in several summer holidays and this experience was able to 9) his degree. Ben spent holidays playing sport. Sam continued to study 10) and soon left most of the other students 11) At the end of six months the professor 12) the best students and 13) them up to the next class. Sam was in this group but Ben was not. The professor felt he was more interested in rugby than law and this 14) him. He was 15) for careless mistakes in a number of his essays and by the end of the year he had 16) the rest of his year. His 17) says he'll be lucky if he even 18) his exams. His grandfather has arranged to come and visit him and Ben is feeling a little nervous.

Task 3

Put each of the following words or phrases in its correct place in the passage.

elite	spontaneity	privileged
classless	labeled	gifted
conventional	potential	streaming
divisive	cram	inferiority complex

Issues of Education

It is interesting that in some countries which are socialist and therefore supposedly 1), the educational system is based on 2), which means that children are educated according to their ability, with the more 3) children separated from the others. Supporters of this system say that more intelligent children will be helped to achieve their full 4) in this way and that these children will be held back if they have to share lessons with less clever pupils. Opponents of this system, on the other hand, maintain that it creates an educated 5), a special class of 6) people who are encouraged to think of themselves as superior to the others. Similarly the others may as a result of being 7) second-rate, develop some kind of 8) In a word, such a system is 9), since it creates a division between people. Another important question in education is the amount of freedom and choice children should be given at school. The conservative view is that a 10) system of strict rules is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and 11) We must ask ourselves what the purpose of education is: to 12) children's heads with facts or to encourage them to develop their natural abilities in their own way?

Task 4

Complete the text below. For each of the empty space 1 – 10 choose the correct answer (A, B or C).

Students at NI universities owe £2.5bn in tuition fees and maintenance loans

Students who have 1)_____ at Northern Ireland's universities now owe around £2.5bn in tuition fee and maintenance loan debt.

Loan 2)_____ also continues to rise sharply. In 2014-15, Northern Ireland university students borrowed £298m to pay tuition fees and living costs. It is the highest yearly figure to date and a rise of 9% on 2013-14. However, a leading academic said 3)_____ may have to rise to up to £7,000 a year to enable universities to "break even". Students who had to start repaying their loans this year owed £18,160 on average. This is increase on the previous year and double the amount owed by students who started paying their loans back in 2008.

The figures on student loans for higher education in Northern Ireland in 2014/15 have recently been released by the Student Loans Company, which is government owned. They show that the total debt owed by students in Northern Ireland since the current 4)_____ system began in 1998 is now £2.42bn – a rise of 12% compared to 2013/14. In the 2014/15 academic year, students borrowed just over £166m in tuition fees and just under £132m in 5)_____ loans.

Students can borrow the cost of their yearly university tuition fees, which is set at £3,805 in Northern Ireland in 2015/16, and also take out a maintenance loan for living costs, which is capped at £3,750 if they live with their parents, and £4,840 if they live away from home. These loans begin to be paid back when the student enters 6)_____ and earns more than £17,335 per year. The interest rate for loans is currently 1.5% and the more a graduate earns the bigger proportion of their loan they repay.

Some students are also 7)_____ for an additional means-tested maintenance grant, which does not have to be repaid.

Many students supplement their income by working, or getting help from their family with fees and living costs – a practice often referred to as "the bank of mum and dad". Loan debt is written off if the student has not repaid within 25 years of ending their university 8)_____.

University representatives, however, said how higher education is paid for in Northern Ireland means both Queen's University, Belfast, and the University of Ulster are under-funded compared to their 9)_____ in the rest of the UK.

Both universities cut 10)_____ and student places earlier this year and the Vice-Chancellor of Queen's, Prof Tony Gallagher, said fees may have to rise to bridge the funding gap.

- | | | | |
|---|-------------|----------------|-----------|
| 1 | A gone | B studied | C learnt |
| 2 | A borrowing | B taking | C lending |
| 3 | A tuitions | B installments | C fees |

- | | | | | | | |
|----|---|---------------|---|-----------------|---|---------------|
| 4 | A | grants | B | stipends | C | loans |
| 5 | A | accommodation | B | maintenance | C | on-campus |
| 6 | A | employment | B | a university | C | market |
| 7 | A | eligible | B | apt | C | suitable |
| 8 | A | year | B | subject | C | course |
| 9 | A | rivals | B | counterparts | C | benefactors |
| 10 | A | staff jobs | B | staff vacancies | C | staff workers |

1.3. LISTENING

Task 1

Listen to a part of a conversation between a student and a professor.

The Student's Test Scores in Study Methods

- 1) **Why does the student go to see his professor?**
 - A) To tell the professor he is failing the class
 - B) To ask for help
 - C) To ask for better test scores
 - D) To explain why he is not succeeding in class
- 2) **Why does the professor look for the student's grades?**
 - A) He doesn't remember what grades the student received
 - B) The student did not bring his graded tests with him
 - C) The student needs to be reminded what his grades are
 - D) To calculate the student's grades and find out his problems
- 3) **Why has the student done so poorly on the tests?**
 - A) He has not been coming to class
 - B) He has not been taking good notes in class
 - C) He has not read his textbook thoroughly
 - D) He does not understand the material
- 4) **Why does the professor say this?**
 - A) The material he lectures about is explaining the text material
 - B) The material he lectures about is more interesting than the text material
 - C) The material he lectures about is as important as the text material
 - D) The material he lectures about is for the purpose of answering students' questions
- 5) **What can be inferred about the professor?**
 - A) He is not an easy grader
 - B) He expects his students to visit his office often
 - C) He is concerned that his students may not ask questions
 - D) He is a devoted professor who wants to help his students

Task 2

Listen to a part of a conversation between a perspective student and an admission counselor.

Admission Counseling

- 1) **Why does the student go to see the administration counselor?**
 - A) To get an application for the school
 - B) To learn more about the university
 - C) To tell the counselor her background
 - D) None of the above
- 2) **Why does the counselor ask the student if she has had any experience in a teaching club?**
 - A) To see if the student is telling the truth
 - B) To see if the student will major in education
 - C) To see if the student has an idea of what teaching would be liked
 - D) All of the above
- 3) **Why will the student visit a dormitory before she leaves the campus?**
 - A) To see if it has facilities she can use
 - B) To ask any question she might have about college housing units
 - C) To help her make a choice when she submits her housing application
 - D) All of the above
- 4) **Why does the counselor say this...**
 - A) To have the students stay in contact with the university
 - B) To show the student she must read what is given to her
 - C) To force the student to submit an application
 - D) To pretend to be interested in the student's question
- 5) **What can be inferred about the counselor?**
 - A) She is making an apology for the timing of the student's visit
 - B) She is too busy to walk with the student
 - C) She wants the student to get a "feel" for the campus
 - D) None of the above

Task 3

Listen to a part of a conversation between a student and a director of housing.

Changing roommates

- 1) **Why does the student want to talk with the housing director?**
 - A) To solve a problem with a roommate
 - B) To ask to change roommate
 - C) To change dorms
 - D) To complain
- 2) **What does the housing director do first?**
 - A) She tells the student to work out her problem

- B) She tells the student she can't change roommates yet
 - C) She asks the student who her roommate is
 - D) She asks the student to tell her what the problem is
- 3) Why does the student mention Susie?**
- A) Susie doesn't have a roommate
 - B) Susie is her friend
 - C) Susie would be willing to have her as a roommate
 - D) All of the above
- 4) Why does the housing director say this...?**
- A) To have the student set out some rules
 - B) To have the student tell her roommate why she doesn't like her
 - C) To try to have the student and roommate work out their own problems
 - D) To encourage the student to insist on orderliness in the room
- 5) What can be inferred about the housing director?**
- A) She thinks this is the only way to solve a roommate problem
 - B) She thinks changing roommates is not a good idea
 - C) She doesn't understand the student's problem
 - D) She has always solved other roommate problems this way

Task 4

Listen to a part of a conversation between a student and a professor.

Cheating

- 1) Why does the student go see the professor?**
- A) To talk about her cheating
 - B) The professor asked her to come
 - C) To find out the punishment for cheating
 - D) The author does not say
- 2) Why does the professor ask how the student likes the seating arrangement in class?**
- A) To see whether she knows her cheating has been discovered
 - B) To see whether she thinks it is a good idea
 - C) To move the conversation toward talking about cheating
 - D) To see if the selection process is working
- 3) Why did the professor read the student part of her essay exam?**
- A) To let the student know that her answers were wrong
 - B) To let her read her own paper
 - C) To make her aware her cheating has been discovered
 - D) All of the above
- 4) Why does the professor say this ...?**
- A) To let the student think about why she should not cheat
 - B) To suspend her from school
 - C) To delay making a decision about her cheating

- D) To let the student have a miserable week
- 5) What can be inferred about the professor's remarks?**
- A) The student can persuade the professor to make a favorable decision for her
 - B) The student needs to know the options to make the decision
 - C) The student needs to know she will definitely fail
 - D) The student needs to know the professor has the right to decide

1.4 WRITING

Task 1

Write an article of 500 words about challenges that American Higher Educational System will face in 50 years.

Task 2

Your American / British friend would like to participate in a Student Exchange Program. Write him / her an informal e-mail covering the adoption of a new law on Higher Education in Ukraine. Put down your ideas on whether the law is a universal panacea or an educational collapse in Ukraine.

Task 3

Write a 5-paragraph essay covering the following issue: Do fraternities and sororities really add some "spice" into students' life in American Universities?

Task 4

The Government of the UK wants to grant Open Universities to award degrees. Being a famous blogger, share your ideas of Cons and Pros on your twitter account.

1.5. SPEAKING

Task 1

You have completed a year in a British / American University. Your school English teacher invited you to her / his lesson. Be ready to speak out and share your experience as an international student in a British / American University. What tips will you give to an international student in an American / British university?

Task 2

You are an undergraduate student. Your home University holds an international conference devoted to the reforms of Higher Education in Ukraine. As a participant of this conference, you are to make your speech. Be ready to speak on the present day situation in HE in Ukraine, challenges that it faces and perspectives of its development.

Task 3

A local radio station invited you to take part in the program devoted to HE in the UK. Be ready to speak about traditions and prejudice of Oxbridge.

Task 4

You represent Ukraine at an international seminar on Globalization of Higher Education. Be ready to speak on peculiarities of Bologna Process implementation into the System of Higher Education in Ukraine.

2. COURTS AND TRIALS

2.1. READING

Task 1

Read the text below and mark whether the statements given in the table as true or false (T/F)

Rationale for Juvenile Death Penalty

Because the American juvenile death penalty is authorized in twenty-four separate state jurisdictions, each essentially authorized to go its own way, the justifications for this practice among these twenty-four states can be expected to differ. However, common themes can be detected:

- a) violent juvenile crime, particularly homicide, apparently is much worse in America than in most other countries;
- b) juvenile homicide was increasing substantially until quite recently, even as adult homicide was decreasing;
- c) juvenile murderers seem to be particularly brutal and nonresponsive to civilized entreaties to stop the killing;
- d) almost every political leader is pushing strongly for harsher punishments for violent juvenile crime;
- e) correcting the societal conditions which breed violent juvenile crime seems to be a huge task nearly impossible to achieve in any significant measure.

Arguments against the juvenile death penalty typically focus on a similarly wide spectrum of concerns:

- a) almost all of these teenage offenders have had terrible childhoods;
- b) given their youth, such teenagers have not yet had the opportunity to age out of some of the effects of their terrible childhoods;
- c) the threat of capital punishment does not deter teenagers who tend to have little realistic understanding of death and instead tend to see themselves as immortal;
- d) the retributive desire to visit extremely harsh punishment upon egregious offenders is blunted at least somewhat if that offender is a child;
- f) harsh punishments for violent juvenile crimes are only temporary band-aid solutions, with the only effective long-term solutions coming from cleaning up the neighborhoods, schools, and societal structures that continue to generate such violent teenagers.

The basic tenets of these two positions have not changed during the current era of the American death penalty. They tend to be involved not only in sweeping discussions of the juvenile death penalty as constitutional and legislative policy but also in the arguments of opposing attorneys in individual juvenile death penalty cases.

№	Statements	True	False
1.	Capital punishment isn't imposed on juvenile delinquents in twenty-six states.		

2.	Majors commit more crimes of murder than minors.		
3.	Politicians avoid suggesting laws on imposing more severe sentences on youth offenders.		
4.	Societal changes for better won't lead to the decrease of juvenile delinquency.		
5.	The youth ignores the society's appeal to stop causing the death.		
6.	The childhood of all young offenders was awful.		
7.	If a juvenile dooms to death he / she will never turn over a new leaf.		
8.	Death penalty opponents believe that awareness of possibility of getting capital sentence won't stop minors from committing brutal murders.		
9.	Death penalty opponents accuse neighborhoods and schools of being the exclusive source of generating such violent teenagers.		
10.	The views on death penalty have remained the same in the course of time.		

Task 2

Read the article about types of crimes. Group the crimes given after the article and fill in the table.

Types of Crimes

Crimes may be classified in various ways. For example, they sometimes are grouped according to the seriousness of the offence. For statistical purposes, many governments divide crimes into offences against people, against property, and against public order or public morality. Some social scientists classify crimes according to the motives of the offenders. Such crimes might include economic crimes, political crimes, and crimes of passion. Other important kinds of crime include organized crime and white-collar crime.

Crimes are often divided between acts that most people would consider evil and acts that lawmakers decide should be regulated in the interest of the community. The first group includes such major crimes as arson, assault, burglary, kidnapping, larceny, murder, rape, and robbery. The second group of crimes includes violations of income tax laws, liquor-control regulations, pure food and drug laws, and traffic laws. Crimes in the first group are called *substantive offences* and usually involve severe punishments. Most of these crimes have long been forbidden by the English common law, the source of criminal law codes in all states in the United States except Louisiana. Offences in the second group are called *regulatory offences* and are generally punished by fines or notices to follow the court's orders.

The classification of crimes as felonies or misdemeanors is inexact. Not all courts draw the same distinction between felonies and misdemeanors.

Crimes against people include assault, murder, and sexual attacks. Such crimes usually bring severe punishment. Crimes against property include motor vehicle theft, burglary, fraud, larceny. In most cases, these crimes carry lighter penalties than do crimes against people.

Robbery is the crime most difficult to classify. The law generally considers robbery a crime against the person. Robbery involves taking property from a person by using force, such as a mugging or other strong-arm tactics.

Crimes against public order or morality include disorderly conduct, prostitution and vagrancy. These offences generally involve lighter penalties than do crimes against people or property.

Criminologists question whether some offences against public order or morality should be considered crimes. For example, many experts believe that habitual drunkenness is a medical problem and that the offender should be given medical help instead of being put in jail. There is also wide disagreement about whether certain practices hurt society and should be considered crimes. Such acts include gambling, marijuana use, and homosexuality between consenting adults.

Carjacking, public drunkenness, whoredom, robbery, kidnapping, embezzlement, affray, assassination, forgery, vandalism, arson, rape, slander, gambling, truancy.

№	Crimes against people	Crimes against property	Crimes against public order or morality
1.			
2.			
3.			
4.			
5.			

Test 3

Read the text about types of correctional institutions and choose the right answer.

Types of Correctional Institutions

Various names have been used for prisons and other institutions that confine convicted lawbreakers or persons awaiting trial. The most common terms include *penitentiaries, correctional centers, correctional facilities, and reformatories*. Many people consider prisons to be only those institutions that confine adults convicted of major crimes. Institutions for youthful offenders include *training schools* and *juvenile detention centers*. In addition, such facilities as city and county jails, federal detention centers, and metropolitan correctional centers hold people who are awaiting trial or serving sentences for minor offences. Women are held in prisons that house only women.

Experts classify prisons by the degree of security or control they provide. The main types are *maximum security prisons, medium security prisons, and*

minimum security prisons.

Maximum security prisons generally hold prisoners serving long sentences. These prisoners have committed murder, robbery, kidnapping, treason, or other felonies.

High stone walls or strong chain fences surround most maximum security prisons. Many of these barriers have electronic detection devices and powerful spotlights. Prisoners live in cells with steel bars or heavy gratings on one side. Many cells do not have windows. Inmates eat in their cells or in a dining hall. Prison officials limit the length and number of visits by family and friends. During such visits, thick glass or wire screens separate some prisoners and visitors to prevent the exchange of such prohibited items as drugs and weapons. Other prisoners and visitors are allowed to be together. Some prisons use X-ray devices to check visitors for hidden weapons.

Medium security prisons hold inmates who have committed either felonies or misdemeanors. Common misdemeanors include assaults and small thefts.

Some medium security prisons resemble campuses, though they may be surrounded by fences with guard towers. Inmates may live in dormitories or in private rooms. Many of these prisons have educational and athletic facilities similar to those at some schools.

Minimum security prisons are the most open and least restrictive prisons. Inmates of minimum security prisons are not considered dangerous and are unlikely to flee prison. Many of these inmates were convicted of such nonviolent crimes as forgery, cheating on taxes, business theft, perjury, and obstruction of justice. They live in comfortable rooms and usually may move about within the prison as they please. Minimum security prisons range from large institutions to small farm or forestry camps. Some of these prisons have tennis courts, swimming pools, and golf courses.

Jails hold people accused of crimes who are awaiting trial. They also house people convicted of the least serious crimes. Jail inmates include people accused of serious crimes as well as such offenders as disorderly and intoxicated persons. Prisoners may stay in jail for only a few hours or for more than a year.

Conditions in most jails are worse than those in other types of correctional institutions, jails frequently are overcrowded, and the same facility often holds both men and women, and adults as well as juveniles. Some prisoners are kept in small cells, and others are crowded together in large cells. Many jails do not meet minimum health and safety standards, and some cells lack a sink or a toilet. Most jails have few professionally trained staff members.

1. Prisons are those places ...

- a) where persons are awaiting trial
- b) where convicts serve their terms
- c) that confine adults convicted of major crimes

2. Juvenile delinquents serve their sentences in ...

- a) prisons and jails

- b) juvenile detention centers and training centers
- c) youth detention centers and training schools

3. City and county jails, federal detention centers, and metropolitan correctional centers hold people that ...

- a) have committed minor offences and are awaiting trial
- b) are minor offenders pending trial or being sentenced
- c) serve their sentences after being found guilty of petty offences

4. Maximum security prisons generally hold prisoners ...

- a) who were found guilty of graver character offenses
- b) who committed misdemeanours
- c) who commit only murder, robbery, kidnapping, treason

5. During family and friend visits, inmates of maximum security prisons ...

- a) are obligatory separated from their visitors by thick glass or wire screens to prevent the exchange of such prohibited items as drugs and weapons
- b) are separated from their visitors by barbed wire to prevent escapes
- c) may be separated from their visitors by thick glass or wire screens not to get illegal things

6. Some prisons use X-ray devices ...

- a) to check visitors for concealed arms
- b) to check visitors for prohibited weapons
- c) to check visitors for hidden drugs and weapons

7. Medium security prisons hold inmates who have committed ...

- a) aggravated crimes and petty offences
- b) serious crimes and misdemeanours
- c) either felonies or petty offences

8. Company thieves, fraudsters, tax cheaters serve their sentences in

...

- a) maximum security prisons
- b) medium security prisons
- c) minimum security prisons

9. All kinds of criminals can be found in ...

- a) minimum security prisons
- b) jails
- c) medium security prisons

10. Conditions in correctional institutions are ...

- a) better than in most jails
- b) are worse than in most jails
- c) are the same as in most jails

Task 4

a) Read the article about a boot camp in the United States. Choose from (a-l) the one which best fits each space. There are two choices you do not need to use.

A Closer Look

Lieutenant Kim Petersen works with young offenders in Tallahassee, Florida, at the Leon County Boot Camp, ¹.... She's been there since the program was initiated in 1983. Almost all the young offenders have ²..., and most have disruptive and disadvantaged family backgrounds. Lt. Petersen says the rigorous discipline that young offenders go through, combined with education and counseling, ³... when they finish the program. The adult-style ⁴... appeals to many of these tough kids, who feel they are being treated as adults. At first they are reluctant to cooperate, and they come across as hardened punks who ⁵.... Later, though, they often lose their tough-guy attitudes. The results are mixed. In the short run the eight-month program works, but are the program's supporters fooling themselves? Lt. Petersen is realistic. She says, "Boot camps aren't a cure-all for long-term problems. Eight months isn't very long to ⁶.... That's probably why some boot camp "graduates" wind up getting into trouble again".

For the most resourceful offenders, the end of the program marks the beginning of a new life. Those few are able to ⁷... they came from and start new lives someplace else. For Lt. Petersen, the real successes are those kids who must ⁸... and broken homes, but who still manage to turn over a new leaf by going back to school and finding jobs. "Those kids," she says, "have to ⁹.... Those are the real success stories, the real heroes. They make our ¹⁰..."

- a. prevent them from mugging and causing affrays
- b. family problems
- c. want help from no one
- d. a group of buildings between the police station and the court house
- e. leave the bad environments
- f. fight daily against their old temptations
- g. deters some of them from returning to crime
- h. change a person's attitudes and lifestyle
- i. work worthwhile
- j. military atmosphere
- k. return to their original environments of poverty
- l. drug abuse problems

b) Match the words and phrases from the article (1–15) with their definitions (a–o).

- | | |
|---------------------|-----------------------|
| 1. young offenders | a. in the short term |
| 2. boot camp | b. chronic |
| 3. rigorous | c. rough young people |
| 4. deter | d. appear to be |
| 5. punks | e. stop, prevent |
| 6. in the short run | f. attract |
| 7. go through | g. strict |
| 8. fooling oneself | h. unwilling |

9. long-term
10. wind up
11. appeal _____
12. resourceful _____
13. reluctant _____
14. to turn over a new leaf
15. come across

- i. able, bright
- j. begin again in a different way
- k. finally get
- l. not seeing the truth
- n. undergo (a difficult or painful period or experience)
- m. juvenile delinquents
- o. a prison for youthful offenders, run on military lines

2.2. LEXICAL TESTS

Task 1

Each of the words in bold is in the wrong form. Give the correct form.

a) The evidence was not strong

A man was **accusation** of **stealage** a pair of trousers. After a long and patient **examinable** he was **acquittance**, because the **evidentiary** against him was not sufficiently strong.

He stayed, however, in the dock after his **acquitment** had been pronounced. The lawyer who had **defendant** him, observing that he didn't go away, informed him that he was free to go wherever he wanted. The man shook his head slightly, but remained. By this time the court was nearly empty. Again his **lawless** told him that he could go, and asked him why he seemed to be so stupid.

"Just come here for a moment, please, sir," said the man, "and let me whisper in your ear – I can't go till all the **witnessing** against me have left the **court-martial**».

"And why may that be?" asked the lawyer.

"Because of the stolen trousers, sir. Don't you understand?"

"Most certainly I don't; what about the trousers?" said the lawyer.

"Only this, sir," whispered the fellow in his lowest tones, "I've got them on".

b) Teenage girls charged with stealing pants

Two teenage girls have been **chargeable** at a Kiambu court with **stealage** women pants worth \$ 2,200. The two girls, both 16, were **accusers** of stealing three pairs of trousers and a pair of shorts from businesswoman Winfrey Karimi on August 10, 2014 at Kasarani, Nairobi.

The court heard that the owner of the clothes spotted one **suspicious** wearing a stolen trouser and alerted the police. The **prosecutable** said that police trailed the suspect and **arrest** the two teenagers on August 14, 2014 in possession of the stolen items.

The two pleaded **guilt** to the **thief** charges. However, one girl told the court that she was given the trousers by the other suspect as **noncompensible** for clothes she lost which belonged to her.

Resident magistrate Simon Arome ordered for a “family report” to be provided in court on October 2, 2014 before giving his **judging**.

Task 2

Match the crime (1–10) with the definition (a–j)

a)

- | | |
|-------------------|--|
| 1. felony | a) the crime of deceiving people in order to gain something such as money or goods |
| 2. mugging | b) the act of giving bribes |
| 3. fraud | c) the offence of going onto someone’s land without their permission |
| 4. affray | d) a serious crime such as murder |
| 5. bribery | e) stealing things from people’s pockets, especially in a crowd |
| 6. pick-pocketing | f) the crime of telling a lie after promising to tell the truth in a court of law, or a lie told in this way |
| 7. trespassing | g) inducing or persuading a person to commit an unlawful or criminal act such as perjury |
| 8. slander | h) an attack on someone in which they are robbed in a public place |
| 9. perjury | i) the crime of making false spoken statements about someone |
| 10. subornation | j) a noisy fight in a public place, or when someone is involved in such a fight |

b)

- | | |
|-------------------|--|
| 1. counterfeiting | a) the act of murdering an important person |
| 2. assault | b) the crime of murder |
| 3. carjacking | c) copying something exactly in order to deceive people |
| 4. assassination | d) the act of using physical force to gain access to, and entering, a house with an intent to commit a felony inside |
| 5. burglary | e) the crime of stealing things from shops, for example by hiding them in a bag or under your clothes |
| 6. house-breaking | f) the crime of using a weapon to force the driver of a car to drive you somewhere or give you their car |
| 7. shoplifting | g) the crime of deliberately killing someone |
| 8. theft | h) the crime of getting into a building to steal things |
| 9. homicide | i) the crime of stealing |
| 10. murder | j) the crime of physically attacking someone |

Task 3

Choose the right answer.

a)

1. The ... sentenced the accused to 15 years in prison.
a) barrister b) counsel c) judge d) solicitor
2. The community was angered by the ... punishment given to their friend.
a) august b) austere c) severe d) vigorous
3. The case against Mary Wrongdoer was ... for lack of evidence.
a) discarded b) dismissed c) refused d) resigned
4. The driver admitted that the accident was partly his own... .
a) blame b) cause c) evil d) fault
5. Mr. Topsy was ... twenty pounds for drinking and driving.
a) charged b) penalized c) ordered d) fined
6. At the end of the trial he was ... of murder.
a) condemned b) convicted c) convinced d) penalized
7. The judge will hear the next ... after lunch.
a) case b) charge c) lawsuit d) trial
8. The suspect is ... to have been in the neighborhood at the time of the crime.
a) accused b) affirmed c) alleged d) announced
9. Those acting for the defendant propose to appeal ... the sentence.
a) against b) for c) out d) to
10. After a close cross-examination, the barrister was ... his client was telling the truth.
a) content b) satisfied c) happy d) glad

b)

1. After considering the case, the judge put the young offender ... for two years.
a) in charge b) on trial c) on probation d) in control
2. Despite the seriousness of his crime he only received a ... sentence.
a) light b) little c) small d) soft
3. All ... barristers are expected to study at the Inns of Court.
a) hopeful b) prospective c) willing d) wishful
4. The accused man was able to prove his innocence at the trial and was... .
a) absolved b) acquitted c) forgiven d) pardoned
5. The high court judge will pass ... next week.
a) justice b) verdict c) sentence d) punishment
6. If you break the law, you will be ... trouble.
a) for b) in c) out d) out of
7. The judge ... the pedestrian for the accident.
a) accused b) blamed c) charged d) sued
8. This was one of the few crimes he did not ...
a) achieve b) commit c) make d) perform
9. The man jumped out of the window and committed... .
a) death b) homicide c) murder d) suicide
10. The ... are still holding twelve people hostage on the plane.
a) bandits b) guerrillas c) hijackers d) kidnappers

Task 4

Put each of the following words and phrases from the box into its correct place in the passage below. Each word / phrase may be used only once.

a)

life imprisonment	bigamy	civil	laws
criminal law	fine	crimes	term
countries	offences	state	felony
misdemeanor	forgery	classes	person
community	prison	penalty	treason

Crime

Crime violates the laws of a community, ¹... or nation. It is punishable in accordance with these ²... . The definition of crime varies according to time and place, but the laws of most ³... consider as crimes such ⁴... as arson, ⁵... , burglary, ⁶... , murder and ⁷... .

Not all offences against the law are ⁸... . The laws that set down the punishments for crimes form the ⁹... . This law defines as crimes those offences considered most harmful to the ¹⁰... . On the other hand, a ¹¹... may wrong someone else in some other way that offends the ¹²... law.

The common law recognizes three ¹³... of crime: treason, ¹⁴... and misdemeanor. Death or ¹⁵... is the usual ¹⁶... for treason. Laws in the United States, for example, define a felony as a crime that is punishable by a ¹⁷... of one year or more in a state or federal ¹⁸... . A person who commits a ¹⁹... may be punished by a ²⁰... or a jail term of less than one year.

b)

accused	court	acquit	list
cross-examinations	sentence	jurors	jury
legal disputes	judge	testimony	money
witnesses	panel	swear	counsel
civil suits	trial	guilty	officer

Trial by Jury

A jury is a selected group of laymen that hears the ¹... in ²... and decides the facts. A courtroom trial in which a ³... decides the facts is called a ⁴... by jury.

Before each ⁵... term, a jury commissioner or another public ⁶... prepares a panel, or large initial ⁷... of qualified jurors. For each trial, ⁸... are selected by lot from this ⁹... . Before the trial begins, the jurors ¹⁰... to decide the facts fairly. They hear the ¹¹... given by witnesses for both sides, including ¹²... . Then ¹³... for each side sum up, or summarize the case and the ¹⁴... explains the applicable law in his instructions to the jury.

In ¹⁵... for financial damages, the jury must decide who is at fault and must determine the amount of ¹⁶... to be paid. In criminal cases, the jury must decide whether or not the ¹⁷... is guilty "beyond a reasonable doubt", and then either return a verdict of guilty, or ¹⁸... the defendant by a verdict of not guilty. If the

verdict is ¹⁹ ... the judge imposes the ²⁰ ... or punishment, within limits that have been fixed by the legislature.

2.3. LISTENING

Task 1

Listen to the extract from the novel “A Time to Kill” by John Grisham (Chapter 5, time –5.07 min.). The list of characters is given below.

- **Jake Brigrance**, the defence counsel of Carl Lee Hailey accused of murdering his daughter’s rapists
- **Rufus Buckley**, the prosecutor
- **Harry Rex Vonner**, a nasty lawyer and Jake’s friend
- **Noose**, the judge

A. Choose the right answer.

1. Harry Rex was a lawyer who specialized in cases

- a) where marriage contract’s obligations were violated
- b) where juveniles were involved
- c) where marriages had broken down nastily

2. Harry Rex

- a) was not a popular lawyer because he was nasty
- b) was not in demand because he was nasty
- c) met with a ready market though he was nasty

3. Harry Rex came slowly up the stairs to Jake’s office on

- a) Tuesday morning
- b) Tuesday evening
- c) Thursday afternoon

4. Jake’s office was

- a) downstairs
- b) upstairs
- c) on the fifth floor

5. The stairway shook as Harry Rex climbed to Jake’s office because ...

- a) it was very old
- b) the man was enormously fat
- c) the building was in emergency state

6. Harry Rex weight was ...

- a) more than three hundred pounds
- b) less than three hundred pounds
- c) three hundred pounds

7. Harry Rex just came from ...

- a) the courtroom
- b) the police department

c) the prison

8. ... wanted to see Jake.

a) Buckley

b) Carl Lee Hailey

c) Noose

9. The aim of the meeting was ...

a) to conciliate the parties

b) to agree the trial date

c) to work out the defence strategy

10. The appointment of the trial participants was ...

a) at ten-thirty on Tuesday

b) at ten-thirty on Wednesday

c) at ten-thirty on Thursday

11. Harry Rex compared Buckley with ...

a) a child begging for the moon

b) a child demanding a candy

c) a kid begging for attention

12. Harry Rex suggested Jake ... to win the case

a) buying jurors

b) buying Buckley

c) selecting twelve good and faithful citizens who sympathized with his client

13. The judge's office was ...

a) near the courtroom

b) behind the courtroom

c) before the courtroom

14. Noose suggested the week of July 22 as the trial date because ...

a) he wasn't to hear cases at that time

b) Jake needed much time to prepare for trial

c) Buckley wanted to give many interviews and hold press conferences

15. The statement "Don't worry so much, you'll get your chance" was addressed to ...

a) Jake

b) Harry Rex

c) Buckley.

16. Jake needed ... to prepare for trial

a) 16 days

b) 60 days

c) 90 days

17. Jake was going to win the case ...

a) picking a good jury

b) buying all the jurors

c) proving that his client was insane

18. Noose characterized the case as ...

a) long and passionate

- b) short but emotional
- c) long and emotional

19. The trial was going to start on ...

- a) June 22
- b) July 22
- c) July 27

20. Jake agreed on the suggested trial date because ...

- a) he had no choice
- b) he wanted to anger Buckley
- c) he needed to prepare for the trial

B. Answer the questions given below:

1. What did you get to know about Harry Rex (his appearance, cases and clients)?
2. What kind of relations existed between Jake and Harry Rex?
3. What strategy was suggested to Jake by Harry Rex for winning the case?
4. What strategy was chosen by Jake to win the case?
5. What was the trial date?
6. Why did Noose suggest that very date?
7. Why did Jake need sixty days to prepare for trial?
8. Why did Harry Rex compare Rufus Buckley with a child begging for attention?
9. How did Noose characterize the case of Carl Lee Hailey?

Task 2

Listen to the extract from the novel "A Time to Kill" by John Grisham (Chapter 14, time –08.49 min.). The list of characters is given below.

- **Jake Brigance**, the defence counsel of Carl Lee Hailey accused of murdering his daughter's rapists
- **Rufus Buckley**, the prosecutor
- **Harry Rex Vonner**, a nasty lawyer and Jake's friend
- **Lucien**, an experienced retired lawyer from Jake's firm and Jake's friend
- **Noose**, the judge
- **Wanda Wornack**, a juror

a) Choose the right answer

1. The jury did not make a decision by seven o'clock and Judge Noose instructed them ...

- a) to go back to their homes and return to the court at 9 a.m. the next day
- b) to go back to the jury room and return to the courtroom at 9 a.m. the next day
- c) to go back to their hotel and return to the court at 9 a.m. the next day

2. When the jury left the courthouse after Noose's instructions Jake went to Lucien's because ...

- a) they were friends
 - b) he had no other alternative
 - c) Harry Rex was waiting for him there
- 3. At 9 a.m. the next day, the jury arrived and ...**
- a) began their discussion in the jury room
 - b) announced their decision in the courtroom
 - c) went to the judge for his further instructions
- 4. Carl Lee had been allowed to come into the courtroom and ...**
- a) sit with Tanya and the others
 - b) sit with Tonya and the others
 - c) sit with Jake, Harry Rex and Lucien
- 5. Judge Noose was worried because ...**
- a) Buckley was angry and wanted a new trial
 - b) the crowds outside the courthouse were getting bigger
 - c) the jurors couldn't make up their minds
- 6. Buckley was angry and wanted a new trial. He said that ...**
- a) the jury could not make a fair decision with this crowd outside
 - b) the jury could not make a unanimous decision with this crowd outside
 - c) the jury could not make a fair decision being intimidated by black people
- 7. The jury couldn't be moved to another place while they made up their minds because ...**
- a) it was illegal
 - b) they all were from Clanton
 - c) it was too late now
- 8. When the jurors came in to report, apart from the reporters, they ...**
- a) looked tired but happy
 - b) looked tired and unhappy
 - c) looked tired and miserable
- 9. As the jury hadn't made a decision yet they asked the judge's permission ...**
- a) to leave, get a good two-day rest, and try again
 - b) to be dismissed and convened in a week
 - c) to leave, get a good night's rest, and try again the next day
- 10. Wednesday. For the first time in weeks, Jake ...**
- a) slept more than nine hours
 - b) returned to his house on Adams Street and saw Carla
 - c) went across to the Coffee Shop for breakfast
- 11. Jake ordered most of the things on the menu because ...**
- a) he was very hungry
 - b) he was thin
 - c) he was said to be thin
- 12. Jake spent an hour in the store and talked to people. Then he went across to his office because ...**
- a) he could sit there by the window, drink coffee, smoke a cigarette, and watch the soldiers

- b) his secretary and clients were waiting to see him
- c) he had nothing to do except wait

13. When the jurors arrived at 9 a.m. as usual, they could see nothing but a sea of black faces when their bus stopped outside the court and they ...

- a) felt frightened
- b) were excited
- c) felt uneasy

14. The juror that suggested the way out of that vicious circle was ...

- a) Amanda Wornack
- b) Wanda Wornack
- c) Magda Wornack

15. The jury reached a unanimous verdict on ...

- a) Tuesday
- b) Wednesday
- c) Thursday

16. When the phone rang in Jake's office at around eleven o'clock, ... picked up the receiver.

- a) Jake
- b) Lucien
- c) Harry Rex

17. Lucien advised Jake ... if he won the case

- a) to thank the jury and be terse with reporters
- b) to be careful what he said to reporters and thank the jury
- c) to be careful what he said to reporters and thank the judge

18. Harry Rex advised Jake ... if he lost the case

- a) to run as fast as he could, because those people out there would bring down the courthouse
- b) to run as fast as he could to his family because those people out there would like to speak to him
- c) to run as fast as he could to the bar to drown his sorrows in wine

19. When Jake got to know the jury had made their decision he felt ...

- a) happy
- b) calm
- c) weak

20. The jury had been trying to reach a unanimous decision for ...

- a) two days
- b) three days
- c) four days

b) Answer the questions given below:

1. What did Jake do when he got to know that the jury had not made a decision by seven o'clock? Did he return to his family?
2. Describe Carl Lee's behavior in the courtroom.
3. Why did Judge Noose feel worried?

4. Why did Buckley feel angry?
5. Was it possible to move the jurors to another place while they made up their minds? Why?
6. How did Wednesday differ from other days of Jake's previous weeks?
7. What pieces of advice did Jake get from his friends when he was informed of jury's being ready?
8. Describe Jake's emotional state when he got to know that the jury had made a decision.
9. How long had the jury been trying to reach a unanimous decision and when did they do it?

Task 3

a) Listen to the commercial "Lawsuit Settlement" (time – 1 min.). The Key Vocabulary is given below. Choose the right answer.

- **malpractice** – professional wrongdoing resulting in injury
e.g. The doctor performed the wrong operation and was sued for malpractice.
- **to assess** – to evaluate
e.g. The doctors need to assess his condition before he can be released from the hospital.
- **discrimination** – unfair treatment
e.g. You should seek legal advice if you have ever been the victim of discrimination.

1. What is the name of the law firm?

- a) Law Financial
- b) Lawsuit Financing
- c) Lawyers Finances

2. Which types of claims is NOT mentioned in the radio ad?

- a) legal malpractice
- b) personal injury
- c) auto accidents

3. The purpose of the cash advance is to help clients cover ...

- a) legal fees
- b) house payments
- c) hospital expenses

4. What other statement is true about the law firm?

- a) It provides 24-hour-a-day consultations
- b) Clients do not pay anything unless they win
- c) The company will not deny any claim

5. If you don't win your case, the company will ...

- a) let you keep the cash advance

- b) refer you to another law firm
- c) appeal your case within 24 hours

b) Listen to the commercial again and complete the sentences with right words.

Have you been in an ¹... and still haven't received the financial settlement you ²... ?

Then call the professionals of Lawsuit Financing today. With over ³... years of combined ⁴..., we have settled millions of dollars in claims with all types of cases: medical malpractice, personal ⁵..., wrongful death, motor vehicle accidents, employment ⁶..., and more. What's more, we can provide you with ⁷... to take care of your immediate financial needs: home mortgages, car ⁸..., and bills. No credit checks or application fees, and you can be approved within 24 hours.

And you don't pay anything until we win your case, and you keep the cash advance if we don't.

So, why wait! The other guy has ⁹... working hard on their cases, so why shouldn't you? Call now for a free over-the-phone ¹⁰... to assess your case. You have nothing to lose.

Task 4

a) Listen to the text "Home Security" (time – 3 min.). The Key Vocabulary is given below. Choose the right answer.

- **to patrol** – to go around an area to check security.
e.g. The police patrol our neighbor on a regular basis for suspicious people.
- **confrontation** – a fight or argument.
e.g. There was a serious confrontation between the neighbors.
- **deterrent** – something that prevents or discourages people from doing something else.
e.g. Keeping a light on in your house can be a good deterrent to burglars while you are away.
- **disarray** – a state of confusion or lack of organization, not tidy.
e.g. The whole house was in disarray when we returned home from the store.

1. Based on the recording, where might the homeowner have been when the theft occurred?

- a) at school
- b) at the supermarket
- c) in the shower

2. What evidence do we have that a burglar entered the house?

- a) a broken window in the bedroom
- b) an unlocked door to the house
- c) a mark of a person's shoe

3. According to the announcer, you should never leave a house key ...

- a) with a neighbor you don't know well
- b) in places a burglar might suspect
- c) inside your unlocked car

4. Which of the following safeguards was NOT mentioned in protecting your home?

- a) putting in good lights around the house
- b) setting up a neighborhood watch group
- c) installing security cameras in your house

5. If you encounter an intruder in your house, what should you do according to the commercial?

- a) you should avoid the intruder if possible
- b) you should call the police after you find the burglar
- c) you should hide under your bed until the intruder leaves

b) Put each of the following words and phrases from the box into its correct place in the sentences below. Each word / phrase may be used only once.

deterrent	out of the ordinary	exterior
shrubbery	confrontation	

1. If you notice anything ... over the weekend at our house, please call us.
2. You should trim the ... in front of your windows so burglars can't hide behind them.
3. The bulb in the ... light on the porch of the house needs to be replaced.
4. It's best to avoid a ... with robbers. Just let them have your money.
5. Having an alarm system installed in your house can serve as an effective ... to crime.

c) Do the vocabulary matching

1. The police need to ... this area because crime seems to have increased recently.
 - a) look after
 - b) patrol
 - c) care
2. The robber grabbed the money from the cashier when the owner ... the door to clean the front of the store.
 - a) stepped out
 - b) stepped on
 - c) stepped over
3. It is always ... to lock your doors at night to prevent people from entering and robbing your place.
 - a) wise
 - b) clever
 - c) smart
4. The burglar tried to ... his identify by wearing a mask.
 - a) disguise
 - b) hide
 - c) conceal
5. The house was ... when the owner returned home from a weekend trip. A burglar must have come in and robbed the place because books and clothing were scattered everywhere.
 - a) in order
 - b) in disarray
 - c) clean

2.4. WRITING

Task 1

A. Write an e-mail to your English pen-friend who is a law student. Tell him /her about Ukrainian lawyers, their duties and obligations, ask about the difference between barristers and solicitors, whether their presence in court is mandatory. Touch a problem of Ukrainian non-jury court system and biased decisions of Ukrainian judges. Inquire whether English judges can impose sentences without jury's verdict.

B. You had training in a law firm and had a chance to assist the smartest and the most prestigious lawyers of Boston. Last week you were present in the courtroom where they won the difficult case. Write a letter to your family in Ukraine and share your impressions with them. Tell what crime the defendant was accused of, what evidence was presented, how brilliant the speeches of the defence counsel were, what verdict the jury brought in and what the judge's decision was. Mention your role in the cause.

Task 2

Write a letter of police complaint. The situation is given below. Remember to use polite, formal language, structure and lay out your letter correctly. Use your own ideas.

A. Recently you went with your friends to the skating rink. You left your bag with your new iPhone as well as other things in one of the lockers. When you were going to leave the skating rink, your new iPhone turned out to disappear. The administration refused to take the responsibility. You suspect it was taken from the bag by someone from the skating rink's service staff. After blocking outgoing calls from the mobile number, you filed a complaint to the police. You were expecting the police would trace the phone and were concerned about the phone being abused by the person who stole it.

B. Recently you went to the university by bus. The bus was overcrowded. The rude man that pushed you aside and got on the bus ahead of you continued pushing you all the way. When you left the bus you saw your bag had been cut and your iPhone and your purse had been stolen. You suspect they were taken by that man who you think is a pickpocket. After blocking outgoing calls from the mobile number, you filed a complaint to the police. You were expecting the police would trace the phone and were concerned about the phone being abused by the person who stole it.

Task 3

A. Write a story of 200-300 words describing some unsuccessful crime.

B. You became a witness of an armed shopbreak when you were doing shopping. Give your written testimonial evidence describing how everything happened (time of crime, appearance of offenders, their conduct and other customers' behavior, the actions of the shop assistant and the guard). Don't forget to mention where you were and what you were doing when the crime was being committed.

Task 4

Write an article of 300-350 words about a crime describing its nature, pointing out some facts from a criminal's background and explaining the judge's choice of a sentence. Use the direct speech to present the opinions of the interviewed. The title of the article is given below.

A. Former judge sentenced over driving offences

B. Elusive burglar caught by child

2.5. SPEAKING

Task 1

A. You are lecturing law students about the problem of juvenile delinquency in modern world. You

- give the definitions of a juvenile delinquent and juvenile delinquency;
- give the crime statistics;
- tell about punishment of young offenders paying special attention to death penalty and express your attitude to death penalty;
- determine the causes of juvenile delinquency;
- tell about preventive measures used in the society and suggest your ideas how to decrease youth crime rate;
- ask your students what measures should be taken to solve the problem of juvenile delinquency.

B. You participate in the conference "Stop Juvenile Delinquency – Save the Future" devoted to the problem of juvenile delinquency in modern world. In your report you

- give the youth crime statistics;
- determine the causes of juvenile delinquency and give vivid examples;

- compare kinds of punishment of young offenders in different countries paying special attention to those you consider to be the most effective and just;
- express your negative attitude to death penalty;
- tell about conditions of living in juvenile halls and suggest the alternative decision – boot camps mentioning A. Makarenko’s experience;
- tell about preventive measures used in the society and suggest your ideas how to decrease youth crime rate.

Task 2

- A. *You are lecturing law students about the court system in the USA. You***
- tell about general functions of courts;
 - describe the trial procedure;
 - explain the necessity of having both state and federal courts;
 - tell about three basic levels of courts in each court system, explain the difference between them and their functions, give the example of cases they hear;
 - pay special attention to the nature and specifics of special courts;
 - dwell on the US Supreme Court (cases heard, structure, work of the “nine old men”);
 - tell about the system of punishment and express your attitude to death penalty, ask students whether death penalty should be imposed in the 21st c.
- B. *You are a US Supreme Court judge participating in the TV program “Law and Order” and sharing the experience of being a judge for 40 years. You***
- tell in detail about the US Supreme Court (cases heard, structure, work of the “nine old men”), explain the role of the ABA in choosing candidates for the US Supreme Court;
 - dwell on describing your first work in the district court and explain the necessity of having both state and federal courts;
 - explain the procedure of hearing cases in trial courts and appellate ones;
 - tell about three basic levels of courts in each court system, explain the difference between them and their functions, give the example of cases they hear;
 - mention the role of special courts;
 - express your negative / positive attitude to death penalty and tell what reforms should be carried out in the US court system.

Task 3

- A. *You are lecturing law students about the court system in the Ukraine. You***
- tell about general division of Ukrainian courts;
 - dwell on describing each court system (the Courts of General Jurisdiction,

the Courts of Specialization and the Constitutional Court);

- tell about the system of punishment in Ukraine and ask students whether death penalty should be returned to Ukraine;
- explain the role of lawyers and give the example of cases when Ukrainians refer to lawyers for help;
- tell about the necessity to carry out effective reforms in the Ukrainian court system for the state to reach a European level, to put a law of jury trials in force, to fight partiality and corruption of judges, revive Ukrainians' believe in justice.

B. You are one of the Ukrainian prosperous and famous lawyers invited to participate in the TV program "Law and Order" and tell of problems of Ukraine's jurisprudence system. You

- tell about the necessity to carry out effective reforms in the Ukrainian court system for the state to reach a European level;
- tell about the kinds of courts in Ukraine;
- dwell on the Courts of General Jurisdiction, non-jury trials, partiality and corruption of judges and suggest some changes the Courts of General Jurisdiction should undergo
- complain about Ukrainians' ignorance of their rights and laws;
- tell about the crime statistics and kinds of punishment imposed on convicts, express your negative / positive attitude to death penalty and whether it should be returned to Ukraine;
- mention the drawbacks of the Courts of Specialization and the Constitutional Court.

Task 4

A. You are lecturing foreign law students about the British adversarial court system. You

- tell about the sources British law comes from;
- mention the absence of a uniform court system on the territory of the UK;
- tell about general division of British courts into criminal and civil;
- dwell on kinds of criminal courts and cases heard their;
- tell in detail about civil courts and European courts the British can refer to;
- outline the system of punishment, explain the difference between conditional and unconditional discharge, conditions under which a prisoner may get a remission and conditions under which someone may be legally convicted of a capital crime;
- point at the difference between solicitors and barristers, explain in what cases one should refer to this or that lawyer.

B. You are one of British judges who had a rich experience of being a barrister. You are invited to participate in the TV program for English learners "British Law from within". You

- explain the difference between the work of a solicitor and a barrister, point

- out in what cases one should refer to this or that lawyer;
- tell what sentences are usually imposed by the judge and what crimes are considered to be serious and deserve severe punishment, even death penalty or life imprisonment, when the sentence can be reduced and when a convict can be conditionally or unconditionally discharged;
 - explain the specifics of Scottish courts and why Scottish court system has its own laws;
 - tell about general division of British courts into criminal and civil;
 - dwell on kinds of criminal courts and cases heard their;
 - tell in detail about civil courts and European courts the British can refer to;
 - promise to tell much interesting about Scotland Yard, the headquarters of the Metropolitan Police in London and the Old Bailey next time.

3. BOOKS AND LIBRARIES

3.1. READING

Task 1

Read the passage. The reading is followed by several questions about it. Choose the best possible answer (A-D) for each question.

Joseph Pulitzer

Joseph Pulitzer was born in 1847 in Makó, Hungary. He immigrated to the United States when he was seventeen years old, and was naturalized on his twentieth birthday. He spent his career in journalism working in the mid-west and New York. From 1871 he was also the owner or part-owner of many newspapers. His most famous newspaper was the New York World (which many believe was the model for the Daily Planet of the Superman stories). The World campaigned against corruption, and exposed many scandals. It was also a strong supporter of the rights of the working man.

In later life, Joseph Pulitzer collapsed from overwork, and lost his sight. He became dedicated to improving the quality of journalism in America, and donated \$1 million to Columbia University to found a school of journalism. However, his most significant contribution was the establishment of the Pulitzer prizes in his will.

These prizes for excellence in journalism have been given every year since 1917 by Columbia University. Since 1942 there have been extra categories for press photography, and later still for criticism, feature writing and commentary. The prize was originally for \$500, but today the winners of the prize receive a gold medal. However, the real value of the prize is that it confirms that the journalist who has received the award is the best American journalist of the year – a fact that is worth much more than \$500 to the journalist and to the newspaper that employs him or her.

1. Joseph Pulitzer came to America because ...

- a) he was with his parents.
- b) he wanted to be a journalist.
- c) Hungary was being attacked by Austria.
- d) the text does not say.

2. As well as writing for newspapers ...

- a) Joseph Pulitzer wrote the Superman stories.
- b) was the boss of some newspapers.
- c) won prizes for press photography.
- d) worked in the mid-west.

3. The text tells us that ...

- a) Joseph Pulitzer became a patriotic American.
- b) later became a member of Columbia University.

- c) was one of the richest men in New York.
 - d) worked very hard.
- 4. The prize is worth ...**
- a) \$500.
 - b) a gold medal.
 - c) more in prestige than money.
 - d) a job with a good newspaper.
- 5. Pulitzer became an American citizen ...**
- a) twenty years after he arrived in the United States.
 - b) in 1867.
 - c) after contributing \$1 million to a university.
 - d) when he was 17 years old.
- 6. What did the New York World not do?**
- a) Investigate wrongdoing by public officials.
 - b) Establish a famous prize for journalism.
 - c) Probably provide a model for a famous fictional newspaper.
 - d) Stand up for the common people.
- 7. The Pulitzer prizes are for ...**
- a) the best writing in America.
 - b) press photography and commentary.
 - c) high quality journalism.
 - d) none of the above.
- 8. This article is about ...**
- a) journalism in America.
 - b) the life of Joseph Pulitzer.
 - c) the Pulitzer prize.
 - d) B and C together.

Task 2

Read the text about a Nobel Prize winner and answer the following questions:

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty – five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty – five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the

product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being, not only a famous author but is a captivating subject of study.

- 1. What is the author's main purpose in the passage?**
 - a) to offer a criticism of the works of Pearl Buck.
 - b) to illustrate Pearl Buck's views on Chinese literature.
 - c) to indicate the background and diverse interests of Pearl Buck.
 - d) to discuss Pearl Buck's influence on the cultures of the East and the West.
- 2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT ...**
 - a) novels.
 - b) children's books.
 - c) poetry.
 - d) short stories.
- 3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?**
 - a) The Nobel Prize.
 - b) The Newberry Medal.
 - c) The William Dean Howell medal.
 - d) The Pulitzer prize.
- 4. According to the passage, Pearl Buck was an unusual figure in American literature in that she ...**
 - a) wrote extensively about a very different culture.
 - b) published half of her books abroad.
 - c) won more awards than any other woman of her time.
 - d) achieved her first success very late in life.
- 5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was ...**
 - a) capable of resolving the differences between two distinct linguistic systems.
 - b) keenly aware of how the past could influence the future.
 - c) capable of producing literary works of interest to both adults and children.
 - d) equally familiar with two different cultural environments.
- 6. The author's attitude toward Pearl Buck could best be described as ...**
 - a) indifferent
 - b) admiring
 - c) sympathetic
 - d) tolerant

Task 3

Read the information about O. Henry and answer the questions:

William Sydney Porter (1862-1910), who wrote under the pseudonym of O. Henry, was born in North Carolina. His only formal education was to attend his Aunt Lina's school until the age of fifteen, where he developed his lifelong love of books. By 1881 he was a licensed pharmacist. However, within a year, on the recommendation of a medical colleague of his Father's, Porter moved to La Salle County in Texas for two years herding sheep. During this time, Webster's Unabridged Dictionary was his constant companion, and Porter gained knowledge of ranch life that he later incorporated into many of his short stories. He then moved to Austin for three years, and during this time the first recorded use of his pseudonym appeared, allegedly derived from his habit of calling "Oh, Henry" to a family cat. In 1887, Porter married Athol Estes. He worked as a draftsman, then as a bank teller for the First National Bank.

In 1894 Porter founded his own humor weekly, the "Rolling Stone", a venture that failed within a year, and later wrote a column for the Houston Daily Post. In the meantime, the First National Bank was examined, and the subsequent indictment of 1886 stated that Porter had embezzled funds. Porter then fled to New Orleans, and later to Honduras, leaving his wife and child in Austin. He returned in 1897 because of his wife's continued ill-health; however she died six months later. Then, in 1898 Porter was found guilty and sentenced to five years imprisonment in Ohio. At the age of thirty five, he entered prison as a defeated man; he had lost his job, his home, his wife, and finally his freedom. He emerged from prison three years later, reborn as O. Henry, the pseudonym he now used to hide his true identity. He wrote at least twelve stories in jail, and after re-gaining his freedom, went to New York City, where he published more than 300 stories and gained fame as America's favorite short Story writer. Porter married again in 1907, but after months of poor health, he died in New York City at the age of forty-eight in 1910. O. Henry's stories have been translated all over the world.

1. Why did the author write the passage?

- a) because it is a tragic story of a gifted writer.
- b) to outline the career of a famous American.
- c) because of his fame as America's favorite short story writer.
- d) to outline the influences on O. Henry's writing.

2. According to the passage, Porter's father was ...

- a) responsible for his move to La Salle County in Texas.

- b) the person who gave him a life-long love of books.
 c) a medical doctor.
 d) a licensed pharmacist.
- 3. The word “allegedly” in line 9 is closest in meaning to ...**
 a) supposedly b) reportedly c) wrongly d) mistakenly
- 4. Which of the following is true, according to the passage?**
 a) both of Porter’s wives died before he died.
 b) Porter left school at 15 to become a pharmacist.
 c) Porter wrote a column for the Houston Daily Post called “Rolling Stone”.
 d) the first recorded use of his pseudonym was in Austin.
- 5. The word “venture” in line 12 is closest in meaning to ...**
 a) challenging experiment b) bold initiative
 c) speculative action d) sorry experience
- 6. The word “subsequent in line 14 is closest in meaning to ...**
 a) resulting b) police c) alleged d) official
- 7. Porter lost all of the following when he went to prison EXCEPT his ...**
 a) home b) wife c) job d) books
- 8. According to the author, how many stories did Porter write while in prison for three years?**
 a) more than 300 b) 35 c) at least 12 d) over 20
- 9. The author implies which of the following is true?**
 a) Porter would probably have written fewer stories if he had not been in prison for three years.
 b) Porter was in poor health throughout his life.
 c) O. Henry is as popular in many other countries as he is in America.
 d) Porter’s wife might have lived longer if he had not left her in Austin when he fled.
- 10. Where in the passage does the author mention a habit of Porter that was to become very useful for him later?**
 a) lines 6-10 b) lines 11-15 c) lines 16-20 d) lines 21-25

Task 4

Read an interview with a famous contemporary writer Nora Roberts and match her questions (1-10) with the answers (A-J).

1. Take us through a typical day in the life of Nora Roberts.
2. How do you approach writing scenes of passion?
3. How much do you use the Internet?
4. Do you believe it is important for authors to be online?
5. How much interaction do you have with your fans?
6. Tell us about your husband's bookstore.
7. Do you have time to read other authors?

8. You are known for your ability to write believable and fascinating male characters, from the charismatic patriarch of the MacGregor Clan, Daniel MacGregor, to the three Quinn brothers in *Sea Swept*. Where do you get your insight into the male mind?
9. How did you go about creating the world of New York in 2058?
10. What is the greatest change in romance publishing that you have seen since you began writing?
11. You do a lot of traveling with book tours, speaking engagements etc. How do you find the time to write -- do you write on the road?
12. *Homeport* has a lot of technical information about the authentication of art. How did you do the research on this subject?
13. You started your career writing category romances, which have strict parameters about the subject matter, how passionate the romance can be etc. Have you ever felt the parameters of a certain subgenre to be too confining for you? Do you ever find it difficult to write within those strict guidelines and yet stay true to your creative vision?
14. For aspiring romance writers, how important is it to take writing classes or read writing books?

A I think this is completely a personal and individual decision. I believe strongly in writing groups such as Romance Writers of America that offer support, information and networking. I think writing classes can certainly help a new writer with the nuts and bolts if they're rusty. I know some writers who've found certain books on writing to be helpful. Now, I'll say this. I've never taken a course on writing. I've never read a book on writing. This isn't something that would work for me. Every writer has to figure out what works best – and often has to select and discard different tools before they find the one that fits.

B First, I really believe that since writer is a term without genre, a good one should be able to write believable male and female characters. But I think I have a bit of an edge on the male as I was the youngest of five. Four older brothers. I have two sons. No daughters. I've been outnumbered by men all my life. It was figure them out or run screaming.

C On the Net, where else? I didn't know what they called the science, and went hunting. I stumbled across an archeometry site. Wow! There you have it. Archeometry is the science, and my heroine is going to be an archeometrist. I researched bronzes, the Medicis, Maine, Florence. And through a friend was able to set up an email Q and A with two archeomistrists from the Smithsonian. These guys were great, and so helpful.

D We just love our bookstore. Turn The Page Bookstore Cafe is right on Main Street in the little town of Boonsboro, Maryland. We carry all new books. It's a small store, and I have to say my husband has made it really charming and friendly. He works incredibly hard to insure good customer service, both in store and mail order. Over the last year or so, he's been doing a lot of business on the Net. He carries a wide variety of fiction – heavy on paperbacks. He also offers

quite a number of autographed books (not just mine!). He also has a solid section of Civil War books – fiction and non-fiction – as we're in the middle of Civil War country. The store also offers really marvelous coffee – the traditional type and all the fancy types. Muffins, biscotti, cookies, that sort of thing. My oldest son, Dan also works there. As does our invaluable salesperson Ruth. I love dropping in when I have time. It has such a nice atmosphere.

E. Typical? I long for typical days, but rarely get them any more. "I've never taken a course on writing. I've never read a book on writing. This isn't something that would work for me. Every writer has to figure out what works best -- and often has to select and discard different tools before they find the one that fits..."

However, the best of the best is when I can get up – between 7:30 and 8:00, work out for 30-50 minutes, then go straight to work. Usually now, I'd run through my e-mail first, then dive in. On a shining day, the phone wouldn't ring until afternoon. I don't get many shining days. (laugh) I'll usually work until about four or five – take a short break mid day to run through the email that's come in or read and post on the boards. Then I'll think about starting dinner, deal with that. Play on the boards or do more mail. If a book's moving well, or I was interrupted over six million times through the day, I'll usually go back and write for another hour or two. Otherwise, I zone out with TV or read for a bit in the evening.

F Exactly the same way I approach writing any other scene. Action, reaction, motivation, emotion, all have to come from the characters. Writing a love scene requires the same elements from the writer as any other.

G I find I use the Internet more and more. It's just an invaluable tool. I do most of my research on the Net now – and certainly do the bulk of my communicating through email. I'm able to keep in touch with friends I rarely see. It's wonderful. And for research it allows me to find out just about anything I need to know without leaving my office. I don't know how I managed without it. As much as I value my microwave, if it came down to a choice between that and the Internet – the mike would go.

H I don't think you can write – at least not well –if you don't love stories, love the written word. One of my greatest pleasures is falling into a story someone else has written. I read a lot -- and I read a variety of genres.

I You don't find time to write. You make time. It's my job. What I do. I do indeed write on the road. My laptop goes with me everywhere.

J I suppose the opening up of the market – the fluidity of it. The fact that, as I mentioned earlier, romance will absorb and incorporate so many elements from so many other genres and still remain true to its form. Also, certainly, the more balanced presentation of the hero. By giving him a point of view, by knocking him off the richest man in the free world pedestal and putting, most often, him and the heroine on equal ground. At the same time, the heroine has become stronger and more independent. I think you can credit Americanization with this. When American writers embraced the category form and began to make it theirs, our women became sharper, stronger and more accessible to the reader.

K Quite a bit. Through the Net on just about a daily basis. Then as I've met readers through the Net, I've been able to meet many IRL. A lot of readers have come to our store for signings or just to visit. When I travel on book tours and business, I've been able to meet several others. I post on the boards often, and try to answer all reader e-mail within a week or two at the most. For me, it's enormously satisfying to know there are people out there who enjoy my work enough to want to tell me so. I appreciate that tremendously.

L I've never felt category is restrictive. If you write in category, you write knowing there's a framework, there are reader expectations. If this doesn't suit you, you shouldn't write it. I don't believe for one moment you can write well what you wouldn't read for pleasure. For myself, I've always felt that if you remember those expectations, if you focus on the ongoing relationship between the hero and heroine, category can be amazingly flexible. You can add mystery, paranormal, science fiction, melodrama, comedy. Category has offered me a wonderful canvas on which to paint – they might be quick, charcoal sketches rather than the more detailed or sweeping oils I do outside of category. But art is still art.

M I just more or less imagine what I'd think – and like it to be. I believe people are fairly constant. Certainly emotions are. Love, hate, greed, courage. But the toys change. The AutoChef was my first pick – a gift from me to everyone who has to answer that thorny question night after night. What's for dinner? In these books, I've more or less created a world. I have to see it, create the rules as well. Then I have to stick to them.

N I think it depends on the author and what they want to do, what they enjoy. I really enjoy being on line. I would certainly say that any author should try it. For the research without question. For communicating with readers, I find it simply marvelous. And it gives me a lot of laughs. I've gotten to know a number of readers from being online, and really treasure the time I've spent with them.

3.2. LEXICAL TESTS

Task 1

Choose the correct answer.

1. I don't like reading history or biographies; I prefer ... myself.
a) description b) fiction c) invention d) narration
2. That book has been out of ... for a long time.
a) copy b) press c) print d) publication
3. You have to pay a ... if you do not return your library books on time.
a) fee b) fine c) penalty d) tax
4. Most of the poet's earlier work was published under a
a) misnomer b) namesake c) nickname d) pseudonym
5. His new book received good ... from the critics.
a) comprehension b) flavors c) reviews d) understanding

6. He bought the book for half price because its ... was torn.
a) coat b) coating c) cover d) skin
7. I have just read a lovely ... about a man who devoted his life to monkeys.
a) fiction b) history c) production d) story
8. The first ... of a book can sometimes be very valuable.
a) copy b) edition c) title d) type
9. Ms Original had a little in ... with other authors of her generation.
a) common b) everyday c) normal d) ordinary
10. That author has written a fictional ... of his wartime experiences.
a) account b) novel c) story d) tale
11. This is a good ... of his delight in unusual words and phrases.
a) case b) example c) expression d) passage
12. I can't read this book without my glasses. The ... is too small.
a) handwriting b) letter c) print d) typewriter
13. Ask the publishers to send you their latest ... of English text-books.
a) booklet b) catalogue c) index d) prospectus
14. I'm reading a book about ... of Henry VIII.
a) the existence b) the life c) the living d) the road
15. The printing of the book has been held up by the paper ...
a) deficit b) lack c) scarce d) shortage
16. The essayist, John Cardinal Newman, was one of the most distinguished men of ... of his time.
a) books b) letters c) publications d) writings
17. In your criticism of this work, I think you have done less than ... to the originality of his style.
a) appreciation b) approval c) justice d) praise
18. Because Shakespeare mainly wrote plays, he is usually regarded as
a) an author b) a dramatist c) a novelist d) a writer
19. He knows most of Wordsworth's poems by
a) head b) heart c) memory d) mind

Task 2

Match the descriptions with the names of parts of a book.

- | | |
|--------------------|---|
| 1. appendix | a) the cover of a book |
| 2. bibliography | b) a short description by the publisher of the contents of a book printed on its cover |
| 3. binding | c) an introduction to a book |
| 4. blurb | d) a preface, especially in which someone who knows the writer and his work says something about them |
| 5. chapter | e) an introduction to a play, long poem |
| 6. contents | f) one of the main divisions of a book, usually having a number or a title |
| 7. cross-reference | |
| 8. epilogue | |

- | | |
|-----------------|--|
| 9. foreword | g) one part of a book, which is read on the radio in regular parts until the story is completed |
| 10. index | h) a list of what is contained in the book |
| 11. installment | i) the end of a book, giving additional information |
| 12. preface | j) a list of all the writings used in the preparation of a book |
| 13. prologue | k) a list at the back of a book giving, in alphabetical order, names, subjects, etc. mentioned in it and the pages where they can be found |
| | l) a note directing the reader from one place in a book to another place in the same book |
| | m) a part of a story, play, etc. that is added after the end, usually a kind of summing-up |

Task 3

Choose the correct answer.

1. This book is too ..., I don't understand it.
a) blank b) dark c) obscure d) secret
2. In Mr. Critical's opinion, Mary's reputation as a writer is very
a) overestimated b) overlooked c) overrated d) overstated
3. The bookshop said they did not have the drama just then, but that it was on
a) arrival b) delivery c) order d) purpose
4. Don't read all the book. Just ... the first few pages quickly.
a) dissect b) glance through c) look round d) see into
5. A poet has to be extremely ... to the music of words.
a) alert b) sensible c) sensitive d) sentimental
6. Shakespeare's plays fall into three ... categories: tragedies, comedies and histories.
a) ample b) broad c) expansive d) thick
7. The peace of the public library was ... by the sound of a transistor radio.
a) demolished b) fractured c) smashed d) shattered
8. If he didn't have the royalties from his book to ... his tiny income, he simply wouldn't survive.
a) amplify b) contribute c) expand d) supplement
9. This young author has already received the sort of ... that many who are older and wiser have had to strive a lifetime for.
a) attentiveness b) note c) notoriety d) recognition
10. The story had a macabre ... to it.
a) clang b) noise c) ring d) tick
11. He was a learned man, and few travelers have written with so much
a) acquisition b) apprehension c) cultivation d) erudition
12. His reputation has been greatly ... by the success of his new book.

- a) enhanced b) enlarged c) expanded d) heightened
13. Some writers take a lightweight ... typewriter with them wherever they go.
a) bearable b) carrying c) portable d) weighing
14. He says he would write an English course book if he could find a(n) ... to deal with the less interesting parts.
a) ally b) collaborator c) confederate d) partner
15. I was in no way prepared for the ... of criticism my play received.
a) assault b) offensive c) onset d) onslaught

Task 4

A. Put each of the following words into its correct place in the passage below.

The British Museum Library

access	copy	housed	presented
carried	digital	illustrious	thinkers
collections	finest	journals	volumes

The British Museum library was long ¹... in the main building of the British Museum, in Bloomsbury, London. The museum (with its library) was founded in 1753 on the basis of the collections of Sir Hans Sloane; Edward and Robert Harley, earls of Oxford; and Sir Robert Cotton. In 1757 George II ²... to the library what is now known as the Old Royal Library (books collected by the kings of England from Edward IV to George II), which brought with it the right to a free ³... of all books published in the United Kingdom. The museum library grew to become one of the world's largest and ⁴... with the addition of the second royal library, that of George III, which was presented by George IV in 1823. The centrepiece of the British Museum library was the huge round dome-ceilinged Reading Room, which was designed by Sydney Smirke in association with the librarian Anthony Panizzi and completed by 1857. Karl Marx, Virginia Woolf, and many other ⁵... writers and ⁶..., both British and foreign, did their work in that room.

As the library holdings grew in the 20th century, additional space was acquired in Bloomsbury, and annexes were opened at Bayswater and other London locations. Many of the newspaper ⁷... were moved to Colindale (now in the borough of Barnet in northern London), where a newspaper repository (1905) was replaced by the full-service British Museum Newspaper Library (1932). During the air raids of World War II, some 225,000 ⁸... were destroyed at the British Museum, and tens of thousands of newspapers were burned at Colindale. Repairs to damaged buildings were ⁹... out in the 1950s and '60s. In 1962 the National Lending Library for Science and Technology was established at Boston Spa, Yorkshire. The Newspaper Library became part of the British Library in 1973. In 2013 the Colindale library was closed, and its holdings were relocated to a new state-of-the-art storage facility at Boston Spa. In April 2014 a dedicated reading room, the Newsroom, opened at St. Pancras library. It provided ¹⁰... to microfilm and ¹¹... newspapers and to radio, television, and Internet-derived news, as well as

the opportunity to request the transfer of print copies of specific newspapers, periodicals, and ¹²... from the Boston Spa facility.

B. Divide the following words into four groups:

1. Kinds of printed matter.
2. Handwritten matter.
3. Reference books.
4. Kinds of poems

Some words may belong to more than one group.

atlas	ballad	brochure	catalogue
couplet	dictionary	directory	draft
elegy	encyclopedia	hardback	leaflet
lexicon	limerick	lyric	nursery rhyme
manuscript	ode	pamphlet	paperback
scroll	sonnet	thesaurus	

3.3. LISTENING

Task 1

Listen to the information about Sylvia Platt and answer the following questions:

1. The Bell Jar was ...

- a) about her father;
- b) her first novel;
- c) a very successful collection of poems;
- d) her last poem

2. Sylvia Platt's "Collected poems" ...

- a) won the Pulitzer Prize 20 years after it was published;
- b) were written during the last year of her life;
- c) won the Pulitzer Prize in 1982;
- d) were never published.

3. Sylvia's husband ...

- a) made movies;
- b) died in 2003;
- c) was also a poet;
- d) had a movie made about him.

4. Susan Bassnett thought Sylvia's work ...

- a) was about her husband;
- b) wasn't very good;
- c) was about work life;
- d) was of great interest to women.

5. Sylvia's brother ...

- a) was two years older than she is;
- b) was born two years after her;
- c) was a professor at Boston University;
- d) was a highly educated academic.

6. Sylvia Platt's time at college was difficult because ...

- a) she got bad grades;
- b) she won a scholarship;
- c) boys didn't like her;
- d) she was short of money.

7. In 1953 Sylvia ...

- a) left New York to get a job as an editor;
- b) rejected an offer to teach creative writing;
- c) worked as a guest editor in New York;
- d) returned to New York because she was depressed

8. What does the lecturer imply when she says "very few modern poets have captured the popular imagination as much as Platt?"

- a) Platt was able to understand the hopes of ordinary people;
- b) Platt has become very popular;
- c) It is unusual about modern poet to become popular with ordinary people;
- d) Platt's writing was about modern people and their imagination.

9. What does the lecturer imply when she says, "This domineering father figure became a common theme that recurred throughout Platt's writing?"

- a) the image of her father appears in many of her poems;
- b) Platt often wrote of her love for her father;
- c) Platt's writings were dominated by the image of her father;
- d) Platt's father often told her what to write about

10. Which three sentences in the box best summarize the passage?

1. What's remarkable about Platt's work is that it addresses many women's issues that were ahead of her time.
2. Platt's father was one of her guiding influences and he supported and mentored her until he died in 1940.
3. Platt's early life was spent living happily by the sea with her mother who had a part time job to support the family.
4. The real significance and the greatness of work were never required within in her lifetime.
5. Platt's academic path to success was secured by winning an early scholarship. After this she never looks back.
6. Platt's work reflects the many of the personal difficulties that she had whilst growing up and later as a wife and mother.

Task 2

Listen to the interview with Sidney Sheldon and answer the following questions:

1. **What age did he start writing at?**
 - a) 5
 - b) 10
 - c) 12
 - d) 15
2. **It was his ... who taught him to read.**
 - a) brother
 - b) mother
 - c) father
 - d) a teacher at school
3. **What education did he get?**
 - a) a university degree
 - b) a college degree
 - c) no education at all
 - d) he studied at University but gave up
4. **He was working in Hollywood as a**
 - a) a film director
 - b) a cast director
 - c) a reader
 - d) a proofreader
5. **Returning from World War II he moved to New York and started writing (2 choices are possible)**
 - a) musicals for the Broadway stage
 - b) songs for musicals
 - c) plays for New York theatres
 - d) screenplays for MGM Studios and Paramount Pictures
6. **In his books most of his characters are... .**
 - a) strong-willed women
 - b) strong-willed men
 - c) romantic women
 - d) little children
7. **One of the issues he's deeply involved in is**
 - a) the system of justice
 - b) the educational system in America
 - c) the illiterate adults
 - d) reforms of secondary education in the US

Task 3

- a) Listen the first part of the story about the history of the Library of Congress (2.47 min) and fill in the gaps:*

The Library of Congress

The Library of Congress was established by Act of Congress in (1) ... when a national capital moved from Philadelphia to Washington, DC. In August of 1814

the Capitol Building that (2)... the library was burnt by (3) The library core collection of (4) ... volumes was lost. Within a month (5) ... offered his personal library as a replacement. Congress accepted it and paid nearly 24000 dollars for (6) ... books which more than (7)... the size of the original collection.

The library is still the home of the US (8) ... and the majority of items in the Library of Congress collection are received with the copyright registration process.

In (9)... plans began for a new building. In 1876 the plans were proved and what is now called Thomas Jefferson building opened in November of 1897. The library now occupies three buildings on (10)... : the original building now called the Jefferson building, the John Adams building built in 1938 and the James Madison Memorial building which was completed in 1981.

The Library of Congress is the largest federal cultural institution and houses 150.000.000 items. More than 36 million of these are (11)... and other (12)... . The other print materials represent more than (13)... languages. Many people think that the library contains mostly books and it does have many books. However, the library also houses the best collections of other items, such as (14) ..., (15)..., photographs and prints, (16)..., motion pictures and (17)... .

b) Listen to the story till the end and be ready to speak on the structure of the Library of Congress.

Task 4

Listen to part of a conversation in a University bookstore and answer the questions:

1. Why did the student go to the bookstore?

- a) to find out about store policies
- b) to sell back a book
- c) to buy books for classes
- d) to get a refund

2. What did the student not read?

- a) the receipt and sign in the store
- b) the receipt only
- c) the sign only
- d) the student read everything

3. On what basis is a book reselling price determined?

- a) the representative doesn't give an example
- b) original price
- c) condition of a book
- d) age of a book

4. Where will the student get the ticket for the refund?

- a) cashier
- b) checkout counter
- c) customer service

d) the author does not say

5. **What does the customer service representative mean when he says this...**

- a) the student should make a decision
- b) the student should not waste any more time
- c) the student should sell the book to someone
- d) the student should go to the cashier

3.4. WRITING

Task 1

Remember the book you've recently read or one of your favourites and write a book review:

a) **Knowledge**

- 1. Make a list of facts you learned from the story.
- 2. List the characters and describe them.
- 3. What problems does one of the characters have and how does he/she solve them?
- 4. Where did the story take place?
- 5. List the places mentioned in the book.
- 6. What other books has this author written?
- 7. What is the time period in which the book happens?

b) **Comprehension**

- 1. What is the problem in the book and how is it happen?
- 2. Did anyone in the book do something you did not like? Why?
- 3. What was the author's purpose or purposes in writing this book?
- 4. If you could continue the story, what events would you include? Why?
- 5. List the five major events in the story in the correct order.
- 6. Tell in your own words the beginning of the book
- 7. How did the main character feel during the book? Give evidences of this.
- 8. What did the title have to do with the book?

c) **Application**

- 1. Did this book remind you of anything that has happened to you? What? Why?
- 2. Did this book give you any new ideas about yourself? Why?
- 3. What would the main character be likely to do if s/he visited out classroom?
- 4. If you were in a problem situation like one in the book, how would you have acted? Be sure to tell what the situation is.
- 5. What lesson did you learn from the story?

6. Tell about a time something similar to what happened in the story happened to you or to someone you know.
7. Write a letter to a friend recommending this book.
8. Pretend you are one of the characters in the book. Write a diary about the happenings in your life for two consecutive days.

d) Analysis

1. If your story happened in a foreign land, compare that land to the United States.
2. If your story occurred long ago, compare that time with today in a good paragraph. If it was a modern story, compare it with a long time ago and tell what would be different
3. Pick one of the main characters. Think of a shape that fits that person's traits. Draw the shape. Then describe the character inside the shape
4. Decide which parts of the book include the five W's (who, what, when, where, why) and the H (how). Then write a good paragraph for a newspaper article including these facts.
5. Write a different ending to the book. Tell why you changed it.
6. Compare this book with the last book you read.
7. Compare two of the characters in this book

e) Evaluation

1. Who do you think the author intended to read this book and why?
2. If you could only save one character from the book in the event of a disaster, which one would it be and why?
3. Is the title a good one or a poor one and why?
4. Did you like the way the story ended? Why or why not?
5. Which character in the book would you choose for a friend? Why?
6. What did you think was the most interesting part of the book? Why?
7. Tell about the most exciting part of the book. being sure to give at least three reasons why
8. If you could ask the author a question, what would you ask? Have you read other books by the same author? If so how does this book compare. If not, does this book inspire you to read others?

Task 2

Continue the story choosing the genre that best fits. Write 2 paragraphs and let other students in your group continue the story again:

- a) *Abigail Buffet wiped a brow and concentrated on her task...*
- b) *Detective Fairley was baffled. The house looked empty, and the owner seemed to have disappeared. He pressed the door bell and waited. No reply. In his hand he was holding the search warrant the judge had given him earlier. Tired and tense, he rubbed the*

back of his neck as he waited. Then he went to the side of the house and tapped on the window to attract attention.

Nothing. He scratched his head, trying to work out what had happened. At the back of the house, he found the door ajar. He pushed it open and went inside, where he found the owner's dog. He patted its head and stroke its rough fur. The dog was calm and he couldn't understand why...

c) The sun shone brightly and from beneath came the sound of the falling water. Little princess was singing as she heard the rustle in the grass...

Task 3

Get a look into authors with celebrity status: Dan Brown, JK Rowling, John Grisham, Stephen King and Mitch Album in these interviews <http://www.onlinecollege.org/2010/03/28/50-famous-author-interviews-that-shouldn't-be-missed/> and choose one for literature prize. Write a 250-word essay giving arguments to your choice.

Task 4

Study the course material on “Books and Reading” and “Writer and Society” and write a 200-250-word essay on one of the following topics:

1. Books are the best university.
2. The writer mustn't be a judge or a prosecutor, he should be an investigator.
3. Plagiarism – is it a moral problem, a sin, a crime or an insinuation?
4. Should textbooks be changed by notebook computers?

3.5. SPEAKING

Task 1

A. You are asked by your new acquaintance about your reading preferences. You

- say about book genres you like and dislike;
- state the target audience for each genres (men, women, young adults, kids);
- pick up one book you've read recently and say who recommended this book and what made you read;
- describe the book (stating the author, genre, plot, characters);
- explain if you enjoyed the book and why;
- say if there are other books written by this author and whether it is a worth-reading book.

B. You are suggesting a book that made a difference to you to be picked up for Oprah's Book Club. As you know, Winfrey Oprah started the book club in 1996, selecting a new book, usually a novel, for viewers to read and discuss each month. In your book review you

- state the name of the book and its author;
- specify the genre/genres the authors are famous for;
- describe the plot and the characters of the book;
- point out whether the book is full of twists and turns and a variety of well-drawn personalities;
- dwell on the strengths of the book (language and stylistic devices the author made use of);
- explain why the book made difference to you and what important lesson you've learned from it;
- stress why this book will be interesting for reading cross-culturally.

Task 2

A. You are offering a group of schoolchildren a tour of the regional library. You

- tell about functions of libraries;
- draw attention to the library services and facilities;
- describe how to borrow books from the library;
- tell about catalogue research procedure;
- compare and contrast regional and school library;
- show the importance of books storage since ancient times till nowadays;
- mention the oldest libraries and the most famous ones.

B. You are a representative of the Library of Congress participating in the TV program "Library and Society" and advocating public library "rights". You

- say about how public libraries are useful to the society;
- ponder over whether governments should invest in libraries;
- express your opinion about old people who use libraries;
- explain what information a person would need or would look for in a public library;
- say if you prefer to go to a public library, why;
- dwell on how a library could have impact on people;
- argue that a public library is helpful to children.

Task 3

A. You are one of American contemporary writers who work as a staff writer for a big publishing house. You are giving an interview to the New York Review of Books on how you became a book author. You

- tell about childhood pointing out the person who formed your reading habits;
- dwell on the fact / person(s) who encouraged you to write and whether you had a great way of telling a story in childhood or adulthood;
- speak on the career of a book author in your country and which factors determine writer's recognition;
- explain what are the responsibilities of a writer in front of the society;
- which social activities the book author participates (conferences, book clubs, book exhibitions, social network).

B. You are preparing a project on “Top 20 Best Writers of the 20th century” /21st century or of all times. You

- make a list of writers and their books you've chosen for your exhibition
- say about the book genres these books belong to;
- pick up a book or two and speak on the main ideas the author is trying to convey;
- dwell on the psychological message the book carries, whether it reveals ills of the society;
- explain how the writer affects the mind of the contemporary reader and whether he/she motivates / encourages / makes the reader think about some important things or change life for the better;
- say if the book was widely recognized in the society (any literary prize) or rejected by the regime;
- make a summary of the main functions writers perform in the society.

Task 4

A. You are participating in an on-line conference “Digital world in modern life” and answering the question “Is reading pleasurable in digital format?” You

- state the book formats and explain the differences;
- dwell on the choice of hard/paperback vs. e-book considering age characteristics;
- compare and contrast distinguishing features of paper books and e-books;
- expand on whether bookshops will survive the digital revolution;
- support your ideas with statistics.

B. You are lecturing students on types of people in writing. You

- explain the difference between a ghost writer (a freelancer) and a staff writer;
- dwell on pros and cons of both kinds of writers;
- specify the types of writing a ghost writer does;
- ponder over if one person can work as a staff writer and freelance for

- someone else, which one would you choose;
- speak on the ethical side of the ghostwriting.

4. TEACHING EXPERIENCE

4.1. READING

Task 1

Read the following text about a special school in New York. Decide if the statements 1-6 true (T) or false (F).

1. The KIPP Academy is the best public school New York.
2. Most students at the KIPP Academy come from poor families.
3. Most students continue their education after finishing the KIPP Academy.
4. One reason why students are successful is that they have more lessons than in other schools.
5. All students at the KIPP Academy have to study Art.
6. There are no discipline problems at the KIPP Academy.

The KIPP Academy

Donna Smith takes a look at an educational revolution

New York's South Bronx district suffers terrible social problems, such as widespread illiteracy, drug abuse and youth crime. But in the midst of this, there is a school which has produced surprising academic results by combining lessons in hip-hop with the long hours and work ethic of the Victorians.

The KIPP Academy has been the best public middle school in the South Bronx in reading, math and attendance for nine consecutive years, and ranks in the top ten per cent of all New York City public schools.

KIPP stands for the *Knowledge is Power Program*, a national network of free co-educational public schools in poor communities throughout the USA. There are over fifty KIPP schools serving 14,000 students in seventeen states. More than eighty per cent of them are low-income, and more than ninety-five percent are African American or Hispanic/Latino. 'KIPP aims to provide underserved students the same quality of instruction found in a top state-run Academy in Europe,' explains KIPP spokesperson Steve Mancini, who taught English at the Second Lyceum in Gliwice, Poland in 1990-91 through the World Teach Program. The idea is that everyone should have the opportunity to obtain the academic and character skills necessary to achieve success, so students are accepted regardless of background or academic record. Amazingly, nearly eighty per cent of them end up graduating from high school and going on to college!

The secret to KIPP's academic success is hard work. The school day lasts from 7:25 a.m. to 5:00 p.m. every weekday, plus four hours on Saturday and three weeks during the summer holidays. That amounts to fifty per cent more classroom time than in traditional public schools.

The students' progress is closely monitored and they get a lot of support. They can phone their teachers if they have problems with their homework, and the

school constantly communicates with parents about how they can help their children at home.

Another reason why KIPP is successful is the ‘joy factor’. The teachers are hard-working, creative and motivating, and they use techniques such as singing, chanting, and movement to make lessons fun and engaging. A unique feature Bronx KIPP school is the 180-piece orchestra, whose purpose is not to train professional what can be achieved through enthusiasm and hard work. Students can take part in extra-curricular activities such as Art, Physical Education and Business Studies, and there are also regular field trips all around the country.

The result is that very few students skip classes, cheat in exams or drop out. At KIPP, they help children become better citizens as well as better learners. They measure success not only by higher test scores, but also by what kind of citizens their students become. The philosophy is simple: “Work Hard, Be Nice”.

Task 2

Look through the text again. Find at least ten things that make the KIPP Academy a success.

1.	school day from 7:25 a. m. to 5.00 p. m. every weekday plus four hours on Saturday
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Task 3

a) Read the article about Leeds teachers. Choose from (a-l) the one which best fits each space. There are two choices you do not need to use.

Leeds Teachers

As anyone will tell you, the best thing about Leeds English is the quality of the teaching. All teachers are carefully selected. We only choose teachers who have ¹... for your course. Our teachers all hold internationally accepted EFL qualifications approved by the British Council and have ² ... teaching experience. The majority of our full-time teachers are either MA or Delta qualified. They will help you to achieve ³ Your teachers keep up-to-date with the ⁴ We have strict ⁵ ... in place to ensure that you get the ⁶ ... of teaching. Our teachers are in the school all day and help students in class and out of class. Our teachers give ⁷

... on homework, including detailed corrections for writing assignments. Our teachers will help you with your individual ⁸ ... so you can identify your ⁹ ... and make a plan to ¹⁰

- A. latest teaching techniques
- B. your potential
- C. improve them
- D. the right experience
- E. learning plan
- F. facilitating cooperation with
- G. enhanced techniques
- H. appropriate
- I. comprehensive feedback
- J. highest standard
- K. quality control procedures
- L. weaker areas

Task 4

a) Read excerpts about different ESL teachers and their experiences. Choose A) from (a-i) the one which best fits each space and B) from (a-i) the one which best fits each space. There is one choice you do not need to use in each text.

Jade:

Hi, I'm Jade. I believe how you feel is even more important than what you know when speaking English. That is why I tell true stories from my experience ¹ ..., give ² ... and share ³ ... you feel more ⁴ ... when communicating in English. My videos are informal, personal and motivational. My objective is to make you feel inspired and ⁵ ... about your English studies. I like to keep my lessons practical by teaching essential grammar alongside useful phrases.

I will always teach the real English that I hear spoken around me. Whenever there is a difference between what native speakers actually say and standard, grammatically correct English, I will tell you about it.

For me, learning a language goes far beyond doing grammar exercises and reading lists of words. To learn English ⁶ ..., you will also need to develop your ⁷ ... skills. That is why in my lessons I also share ⁸ ... about becoming a successful communicator.

- a) tips to help
- b) successfully
- c) communication
- d) bored
- e) insight and knowledge
- f) advice
- g) motivated and confident

- h) coaching English
- i) excited

b) Read the article about an ESL teacher. Choose from (a-l) the one which best fits each space. There are two choices you do not need to use.

Gwen:

I live and teach in the exciting city of London. I worked as an ¹... before teaching EFL, so I hope, at the very least, that I've managed to make my ESL teaching videos entertaining!

After working in a top U.K. language school, I realized that students of English needed more ² ... to real speakers of English. Studying grammar is fine, but without listening to ³ ... English speakers, your ⁴ ... the language will never be very natural. I give students ⁵ ... how modern English speakers actually speak. On my site there are a series of interviews on ⁶ ... fashion, business, music, acting, pubs, new technology, and more. I've interviewed some very creative and ⁷ ... people from London, and after each interview you will find an accompanying video from me, in which I teach ⁸ ... for that topic.

- a) command over
- b) practice of listening
- c) inexperienced
- d) the opportunity to hear
- e) native
- f) actor for many years
- g) a wide range of interesting subjects:
- h) the key phrases and vocabulary
- i) entrepreneurial

4.2. LEXICAL TESTS

Task 1

Complete the text with words from the box:

Capacity	child-centered	classroom	educators	foster
graduate images	influence		method	needs
	potential	whole		

Maria Montessori was one of the most important early years ¹... of the 20th century. She was the first woman ²... from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special ³...

When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the ⁴ ... as

her laboratory for observing children and finding ways to help them to achieve their full ⁵...

It soon became apparent that Dr. Montessori had developed a highly effective teaching ⁶ ... which could be used with great success with each and every child. She began to travel the world, establishing schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of ⁷ ... education. Her innovative classroom practices and ideas have had a profound ⁸ ... on the education of young children all over the world.

Montessori saw that children learn best by doing and that happy self-motivated learners form positive ⁹ ... of themselves as confident, successful people. She created specially designed resources to ¹⁰ ... independence and a love for learning from an early age.

The Montessori approach is holistic, that is, it aims to develop the ¹¹ ... child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest ¹² ... to learn.

Task 2

Choose the correct answer.

- How many ... is Sam studying at school?
a) objects b) subjects c) themes d) topics
- I have English classes ... day — on Mondays, Wednesdays and Fridays.
a) all other b) each other c) every other d) this and the other
- I haven't had a very ... week. I seem to have done nothing at all.
a) economic b) enthusiastic c) extensive d) productive
- It is ... impossible to find a good educational computer program.
a) almost b) barely c) hardly d) merely
- ... the difficulty of the task, I shall be lucky to complete it by the end of next month.
a) Accepted b) Given c) Presuming d) Regarding
- A small ... of students was waiting outside the classroom to see the teacher.
a) form b) gang c) group d) team
- Hard as she tried, she ... couldn't understand the question.
a) always b) even c) still d) yet
- And as she didn't understand anything, she merely gave the teacher a ... look.
a) blank b) clear c) simple d) useless
- How many marks did you ... in the last test?
a) get b) make c) score d) take
- You will have to do the course again because your work has been
a) unnecessary b) unpleasant c) unsatisfactory d) unusual
- Andy was ... from school because of his bad behavior.
a) evicted b) expelled c) left d) resigned

12. I'm not sure why he didn't go to the college, but I ... he failed the entrance test.
 a) deduce b) estimate c) predict d) suspect
13. The study of ... can be very interesting.
 a) a history b) histories c) history d) the history
14. You can learn as much theory as you like, but you only master a skill by ... it.
 a) doing b) exercising c) practising d) training
15. Mabel's school report last term was most
 a) fortunate b) fulfilling c) satisfactory d) satisfied
16. Most of the students agreed to the plan, but a few ... it.
 a) argued b) differed c) failed d) opposed
17. Mr. Genius was so... at maths at school that he became the youngest student ever to be accepted by a college.
 a) brilliant b) hopeful c) keen d) proud
18. Miss Lazy has hardly done any ... this week!
 a) effort b) job c) labour d) work
19. When I told him my opinion, he his head in disagreement.
 a) hooked b) knocked c) rocked d) shook
20. Please reply... as I have no time to lose.
 a) hastily b) promptly c) rapid d) swift

Task 3

Match the words for people in education with the correct definition.

TEACHERS AND STUDENTS

- | | |
|-----------------|--|
| 1. apprentice | a) female teacher in charge of a school |
| 2. cadet | b) person who trains sportsmen for contests or prepares private students for an exam |
| 3. dean | |
| 4. coach s | c) highest grade of university teacher |
| 5. disciple | d) the lowest teaching rank at a university |
| 6. headmistress | e) person in charge of a division of study |
| 7. instructor | f) person who teaches you driving |
| 8. lecturer | g) the head of some universities and schools |
| 9. trainee | h) a person studying to become an officer in the army or a policeman |
| 10. principal | i) someone learning a trade who works in return for being taught |
| 11. professor | j) person undergoing some form of vocational training |
| 12. pupil | k) anyone devoted to the acquisition of knowledge, especially attending university |

13. student

- l) attends primary school
- m) follower of a religious teacher

Task 4

Put each of the following words into its correct place in the passage below:

bachelor's	undergraduates	co educational	freshmen
courses	junior	graduates	campuses
classes	separate	co-ordinate	bodies
Students	degree	located	school
special	university	sex	women
year	authority		

Students

The student body of a ¹... or college is divided into ²... and undergraduates. Graduates have already received their ³... degrees, while ⁴... have not. The undergraduates belong to one of four ⁵..., according to their ⁶... of study. These are ⁷..., sophomore, ⁸... and senior classes. Most schools also admit ⁹... students who take a number of ¹⁰..., but are not working towards a ¹¹... . Students ¹²... vary considerably from ¹³... to school. Some institutions are ¹⁴... with both men and ¹⁵... students. Others admit ¹⁶... of only one ¹⁷... . A ¹⁸... institution has ¹⁹... men's and women's colleges. They are controlled by the same central ²⁰... and are usually ²¹... on the same campus or nearby ²²... .

4.3. LISTENING

Task 1

*Listen to the text "Learning languages"
Choose the right answer.*

- 1) Which continent has the speaker NOT lived in?
 - a) Asia
 - b) Europe
 - c) South America
- 2) Which two things does the speaker do to learn a new language?
 - a) Go to classes and speak to people
 - b) Speak to people and use a dictionary
 - c) Watch TV and listen to the radio
- 3) Why does the speaker think watching game shows is useful?
 - a) Because of the pictures
 - b) Because contestants are always winning
 - c) Because the language is repetitive

- 4) What does the speaker say about using newspapers?**
- a) IT WAS easy to learn a lot of new words quickly
 - b) A lot of new things were happening in the country
 - c) Other people could explain new words the writer found
- 5) What does the speaker say about talking to people in the street?**
- a) Preparation was necessary
 - b) The embarrassment made it a failure
 - c) People reacted negatively
- 6) Why were colloquial expressions a problem for the speaker?**
- a) They took ten years to learn
 - b) They were never written down
 - c) They were often unnoticed

Task 2

Olivier, a French university student, talks about learning English and the difficulties he has. Listen and accomplish the comprehension activity below. Which of the following difficulties does the language student mention? Circle the ones he mentions.

1. "It's difficult remembering long words."
2. "I often repeat words."
3. "I don't know enough words."
4. "I find it difficult to write letters."
5. "I quickly forget new words."
6. "It's harder to learn general English words than business vocabulary."
7. "It's difficult talking about a subject that I don't know."
8. "I can only talk about music in English."
9. "I don't learn business vocabulary with the young people I meet."
10. "I concentrate so hard on understanding the gist of the conversation that I don't hear individual words."

Task 3

You will hear three people talking about their primary school teachers. Match what they say A-D to the numbers 1 -3. One option does not match any of the speakers.

- | | |
|---|---|
| A I had a teacher who was too strict. | 1 |
| B I had a teacher who was inspiring despite some faults. | 2 |
| C I had a teacher who was never punctual. | 3 |
| D I had a teacher who was demanding but fair. | |

Task 4

You are going to hear six teachers talking about what annoys them at school. Match the speakers 1 - 6 to the statements A-H. There are two extra statements that you do not need to use.

A Teacher has got a lot of problems with students. **B** This teacher likes everything about his/her job except the part that is not related to teaching.

C This teacher dislikes his/her head teacher.

D This teacher says only good things about his/her students.

E This teacher has more problems with some adults than with students.

F This teacher says parents are always difficult.

C This teacher would like students to show more interest and enthusiasm.

H This teacher is upset by some students' lack of academic honesty.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

4.4. WRITING

Task 1

- 1) *Your younger cousin wants to become a teacher but is still afraid to make her final choice. Write her a supportive letter assuring her that being a teacher is a fulfilling and rewarding profession worth every effort contributed in it as well as about its benefits and feedback from children.*
- 2) *Write a letter to your parents about your first teaching week at school. Describe how you prepared to the lessons, if they went well and if your students as well as lessons lived up to your expectations. Don't forget to tell them what tools and techniques you used to support and sustain quality teaching.*
- 3) *Write a letter to your friend describing how challenging your new job as a teacher is. Tell her\him how you prepare to each lesson and what techniques you try to use to keep your kids interested. Tell her\him what tasks your students like best of all, what methods and techniques prove to be most effective in the lesson.*

Task 2

- 1) *Write a letter to your friend who just like you became a teacher at school and needs your advice on lesson planning. Tell him that various teacher plans must be organized and implemented for successful education as they are one of the first major steps of ensuring classroom success. Explain to him how to plan and when to plan and why it is essential in teaching.*
- 2) *Your friend is a young teacher at school. (S)He says he has found out that being a teacher is challenging, and (s) he appears not to know everything under the sun, which makes him feel very unconfident at times. Write a letter*

to your friend advising her\him to accept that being a teacher does not make you a 'know-it-all', as it is important to become a partner in the learning cycle with the students.

Task 3

- 1) Your friend, who is a young teacher at school tells you how differently students react to his tasks and challenges as well as to his words of appraisal, evaluation of the performed tasks and to the given grades. Cheer him\her up and explain that he should accept that no two students will think, act and react alike, and respect that diversity.*
- 2) Tell a beginning teacher who works at primary school that the responsibilities and duties of a teacher are many and varied and that besides being a teacher he\she should act as a friend, a counselor, a facilitator and help the kids develop both socially and intellectually and explain how this can be achieved.*

Task 4

- 1) Recall your school years and describe the teacher you loved best of all. Write what made him\her special and why his lessons were loved by you. Try to remember how he\she encouraged students' interest and work, how he evaluated answers and urged students to prepare home assignments.*
- 2) Write your understanding of the slogan "Be a teacher out of choice, and not by default" and explain why a preschool teacher plays a pivotal role in a child's development. Say why honesty and sincerity towards the profession are important in teaching.*

4.5. SPEAKING

Task 1

- 1) Think what main functions a teacher performs as an educator. Single out 3 main qualities which are essential for being an efficient teacher. Describe responsibilities and duties of a teacher.*
- 2) Say if you agree or disagree that education helps uplift someone socially, intellectually, emotionally, and personally. Why do you think the role of a preschool, high school and a college teacher may differ to meet specific age and subject criteria, Do you think the duties and responsibilities of a teacher will always remain the same?*

Task 2

1) Do you think it is important for a teacher to upgrade knowledge and learn new ways of teaching? Why? Isn't it better to always make use of well-checked methods and techniques and not to risk introducing new unchecked ones in language teaching? Sustain your answer with examples.

2) Remember those great teachers who made you excited about learning. Say how it felt to be in their classes and to experience how they made their classrooms come alive? What made those teachers special? Why do you still remember them? What words of gratitude would you like to tell them?

Task 3

1) Do you think that some teachers may be more effective with some categories of students than with others? Why do you think it is so? What categories of students can there be in a class? How can you adjust your teaching styles to meet individual needs of such students?

2) Think of the image of an ideal teacher:

- Enlist the qualities and skills of an ideal teacher.
- Enumerate most important teacher qualities in your teaching context.
- Describe a difference between a good language teacher and a bad one.

Task 4

1) Evaluating students' answers is essential in making progress and improving their skills.

- Do systems of teacher appraisal and evaluation help to monitor and assess teacher performance?
- What words or acts of appraisal are most effective and why?
- What are the benefits and side effects of words or acts of appraisal in a class?
- Don't you think that for some students evaluation is of no use?

2) Think of the roles of a teacher at school.

- What are the roles of a teacher?
- What roles did your teachers perform at school?
- Were your teachers real facilitators in learning? If they were - how? If not - why?
- Did they provide you with guidance, support, and inspiration?
- What inspired you most of all to work in the class and comply with your teachers demands?

5. FAMILY VALUES

5.1. READING

Task 1

Read the extract and say whether the statement (1-7) is true or false:

NATASHA'S STORY

Thursday, 16 July 1992

I had scribbled in my diary as if to make it irrevocable: *"I shall take a child out of Sarajevo when I leave. Check orphanage about little girl Natasha!"* A decision had been made and that was that! But I had overlooked a rather crucial point; would the orphanage allow Natasha to leave and did she want to go with a complete stranger? That evening I persuaded our Interpreter, Jacko, against his better judgement, to take me back up to the Ljubica Ivezic orphanage, a dangerous journey at dusk through the hills, when the gunners began to adjust their sights on the city in readiness for their night's deadly employment. The streets were empty, the city's people already back in their attics or their cellars to hide the night away in darkness and much fear.

"*Why Natasha?*" Vera Zoric, the director, was not not surprised as I had expected. I explained there were other children in her care I could choose if she thought Natasha was not the right choice or if she thought another boy or girl had a greater priority. I would leave it to her to decide, assuming I had her agreement and support.

"*But why Natasha?*" she asked again. I shrugged.

"*Why do you select one among so many? Why is one face remembered above the rest?*"

"*She shines,*" I said. Mrs Zoric did not understand but Jacko explained and she laughed. I went on:

"*She doesn't seem to belong here*".

"*None of them belong here. She seems different to me*". She came to me and held my hand in both of hers.

"*You want to take this child out of Bosnia and in normal times you could not. But these are not normal times. My children are in danger and every day I am working to find a way to get them out... anywhere, to anyone who will look after them. I do not care where they go as long as they are safe, where there are no shells and bombing, away from Sarajevo.*"

Saturday, 18 July 1992

(Nicholson secures a place for Natasha on a coach evacuating children from Sarajevo. He is able to travel with them covering the story for television.)

The incessant shelling, the remorseless sniper fire and the prospect of a winter under siege, made the city despair; each day bleaker than the day before,

with the prospect of tomorrow bleaker still. Getting the children out to safety had become everybody's imperative, even if it meant handing them to strangers who would take them to who knew where, for who knew how long. Sarajevo might be destroyed but a generation must be saved to rebuild it. The coaches arrived at the Stadium at first light and families immediately surrounded them, little groups huddled together, some fathers but mostly only mothers, fussing about their children, tying a belt tighter, pulling a sock higher, tidying a headscarf rechecking the contents of little rucksacks and carrier bags ... leaving their goodbyes until the very last moment. And all the time looking to the mountains, to the gunners who were certainly watching them.

1. Michael had thought everything through before deciding to take a child from the orphanage.
2. Michel's journey to the city proved to be easy.
3. Jacko did not think it was a sensible idea to return to the orphanage that evening.
4. Michael was inflexible in his decision to take Natasha.
5. Vera Zonic was reluctant to let any of her orphans out of her care.
6. The director did not want to let Michael take Natasha because he was a stranger.
7. Parents were not eager to let the kids leave the city.

Task 2

Read the extract and say whether the statement (1-7) is true or false .

Soon it was time to go, time to hug and kiss and join the queue. Names were ticked off the list and a dozen helping hands guided children to their seats, tearful children taken from tearful mothers who kissed the window that separated them, mothers who perhaps only then understood what it was they were doing, suddenly uncertain and afraid they would never see their child again. But they knew that to love their children was to save them and to save them was to lose them. How the children of Sarajevo cried as we pulled out of the Stadium, dazed by the abruptness of it all, wondering why, having survived so much for so long, they had been abandoned by the only people who had loved and protected them. At the back of the coach, in seat number 28, a little girl sat watching. She had seen the others kiss and cry their last goodbyes but she had no one to kiss and no reason to cry. Natasha was leaving Sarajevo and its war, and that morning she was happy.

(Nicholson and Natasha reach the safety of a neighbouring country and spend the night in a hotel).

Soon it would be Tuesday, 21 July, and at eleven o'clock that morning, flight 490 would take off for London. I intended both of us to be on it. It was our last,

most difficult and perhaps insurmountable obstacle. But if we failed, what then? I would be arrested of course. Trying to smuggle a child out of any country, whatever the circumstances, was a criminal offence. Arrest meant jail for as long as it took the British Ambassador to arrange my release, assuming such was the Foreign Office's pleasure. Arrest would mean the authorities taking charge of Natasha, and she would be treated like any other illegal immigrant and sent to a transit hostel until somebody decided what to do with her. Not for the first time that past week, the night panicked me, as if only after dark were my foolish schemes exposed and all the reasons for not pursuing them explained. On the writing table was my passport, number B 466188. I opened it and carefully wrote under my name in the columns provided: "*Accompanied by one child, Natasha. Daughter. Born 7.10.82.*"

1. Michael says that some of the children's names were removed from the list of evacuees.
2. The children were confused about the reasons for what was happening to them.
3. When they departed, the children were crying because of the approaching gunners.
4. Leaving Sarajevo Natasha cried herself out.
5. If Michael were caught smuggling a child, he would be arrested and Natasha would be sent to the transit hotel.
6. Michael forged the documents for him not to be arrested.
7. It was only in Hotel that Michael began to have doubts about the wisdom of his decision.

Task 3

Read the extracts and say whether the following is true or false:

End of a Friendship

For the first time in my life I have been dumped by a friend. I should have seen it coming: the phone calls not returned, the excuses about 'not feeling very sociable right now', the emails that languished unreplied in the ether. Yet the letter suggesting that the time had come for us to move on still came as a shock. It didn't seem to fit in with our modern ideal of friendship. As growing numbers of us live alone, friends are becoming more important. They are our families of choice, we're told, taking on the roles of parent, spouse, sibling - and best friend.

Tula and I had been firm friends for nearly ten years. We met at a singing workshop and took to each other immediately. She was warm and vivacious, and we shared an enthusiasm for grappling with life's conundrums over glasses of wine

or long walks in the country. She helped me to move house and, when her long-term partner walked out, I put the kettle on and supplied tissues.

But life changed for both of us: I got married and she responded to her newly single. Status by developing a fresh set of social networks. Then she took a long holiday, reviewed her life and decided what to keep and what to throw out. In her letter she described our friendship as a '*borderline*' case and suggested it might be time we '*let each other go*'.

I'm all for all for letting go of bad habits and boxes of old school exercise books. I've even deleted the names of acquaintances not seen from one year to the next from my address book. But surely close friends are not consumer goods to be discarded or replaced at the first hint of trouble? We are encouraged to believe that friends will be around forever. "*You've got a friend,*" sang Carole King and "*I'll be there for you*" promised the theme tune of *Friends*. Such sentiments have sunk deep into the collective unconsciousness, or into mine, at least.

Certainly, the statistics indicate that we need friends more than ever. Government figures predict that the proportion of married men and women aged from 45 to 54 will fall by a quarter in the next two decades. The last census shows that already a third of all households contain one solitary person.

1. Nothing had happened to suggest the writer's friendship with Tula might end.
2. The author could trust his friend whom he had known for years.
3. The writher comforted Tula at a difficult moment in her life.
4. Tala took to the author when her long-term friend moved out.
5. It was Tala who initiated separation.
6. The author easily took the notion of not seeing Tala from one year to the next.
7. According to statistics family members will be substituted by friends.

Task 4

Read the extracts and say whether the following (1-7) is true or false:

A recent British survey found that two-thirds of eighteen- to 35-year-olds in Britain turn to friends before family for help and advice. Yes, the argument goes, in a fast-moving, ever-changing world, friendship is our rock, the one thing we can truly rely on.

But in his book, *The Philosophy of Friendship*, Mark Vernon suggests otherwise. He cautions that we place unrealistic burdens on friendship, that it's unreasonable to expect friends to fulfil family members' roles. "*Aristotle identified three categories of friendship,*" he says. There are "*utility friendships*", where people are useful to each other, such as boss and employee; "*friendships of pleasure*", when you enjoy doing something together such as playing football; and

"friendships of excellence", when you love the person for who they are. The first two types depend on the activity. When that stops, often, so does the friendship.

Worse still, he says, friendships are becoming harder to maintain. There are lots of perils in the way we live today. It's harder to put time and effort into knowing someone. Mobiles, email and so on, all these are secondary ways of communicating. There's not the depth.

Vernon's experience of being a long-term single prompted him to write his book. The friendships I enjoyed when single only went so far, he says. The limits were most obvious when compared to the relationships I witnessed between lovers or within families. When a lover calls they automatically get first priority and family commitments are, well, family commitments. His experience seemed very different from the way friendship was portrayed at a cultural level where it is frequently heralded as the defining relationship of our age.

So, what did I do with Tula's letter? I re-read it umpteen times, agonized over where I'd gone wrong. And then I wrote back. "Yes, you're right," I wrote, "things have changed. But aren't we good enough friends to hang in there?" Since then we have exchanged a couple of emails. A walk has been suggested. It would be easy not to make the effort and let this friendship go but, as Louisa May Alcott, author of *Little Women*, said: "Stay" is a charming word in a friend's vocabulary." I think she's right.

1. Figures show an increasing dependence on family relationships.
2. Mark Vernon thinks we expect too much from friendship.
3. Friends are the only ones we can rely on.
4. Bosom friendships are very easy to keep on.
5. Friendships prove to be defining relationships of our age.
6. The author did not take Tala's idea of separation and insisted on their hanging on.
7. Tala agreed to maintain their relationship.

5.2. LEXICAL TESTS

Task 1

Choose the right answer:

1. A ... is unattractive behavior.
a) turn-on b) turn-off c) turn-out d) turn-over
2. You should try to be very polite on a first date. Don't or use foul language.
a) yowl b) whine c) vow d) swear
3. Do you think a man should always the door for a woman?
a) hold b) close c) stand d) take
4. Don't be late. You should always on time for a date.
a) get b) arrive c) dress d) send

5. Do you like to go on a first date? This means that you split the bill with the other person.
 a) French b) German c) Dutch d) English
6. I think Mitch and Carrie are each other. I've noticed they're together pretty regularly.
 (a) viewing b) ogling c) looking at d) seeing
7. A is a social slip-up or blunder, which you should try to avoid while on a date.
 a) non sequitur b) faux pas c) quid pro quo d) bon mot
8. Do you think it's OK if a woman a man out on a date?
 a) makes b) asks c) fakes d) tasks
9. Are you on by men who are very polite to women?
 a) turned b) tipped c) led d) loaded
10. I think Paul is two- his girlfriend. I saw him with another woman the other day.
 a) timing b) facing c) turning d) siding

Task 2

Choose the right answer:

1. Dining, acceptable and proper behavior during meals, is important if you are dating.
 a) etiquette b) routine c) activities d) courtesy
2. I like, having restaurant meals, on a regular basis.
 a) eating out b) supping c) taking out d) dining
3. That girl made eye with me! She looked right at me, and she seems interested. I'm going to ask her out on a date.
 a) candy b) contact c) balls d) batting
4. Some men think that women like to play hard to Women act indifferent when they know a man is attracted.
 a) touch b) catch c) have d) get
5. Robert's Tanya. He's trying to win her affection because he wants to marry her.
 a) courting b) spinning c) luring d) catching
6. I want to ask that girl out a date. Do you think she'll say "Yes"?
 a) at b) on b) with c) in
7. Chris is me. He wrote me a poem last week, bought me flowers on Sunday, and then took me to a fancy restaurant last night.

- a) swirling b) wooing c) teasing d) updating
8. I up with Nancy the other night. We had an intimate encounter, but we're not in a serious relationship. She's a friend with benefits.
- a) hitched a) hooked c) hung d) hauled
9. Simon's a He's not looking for a serious relationship; he's just trying to attract as many women as he can.
- a) player b) skipper c) sailor d) poser
10. I'm not really looking for a serious relationship. I want a relationship with no strings attached.
- a) situational b) casual c) recreational d) usual

Task 3

Choose the right answer:

1. When a person cheats sexually on their spouse, they have committed
- a) felony b) adultery c) common law d) reception
1. Usually, when two people get married, they make a promise to be committed to each other in a way. They vow to exclude others as sexual and intimate partners for the duration of their marriage.
- a) bigamist b) monogamous c) polygamous d) maid
3. A person who has several or many spouses at the same time is called a This practice is illegal in North America.
- a) monogamist b) polygamist c) ring bearer d) groom
4. When a woman gets married in North America, she can legally take on her husband's last name or she can keep her name. This is the family name she received when she was born.
- a) monogram b) bride c) maiden d) best
5. A(n) is a holiday or trip that newlyweds take shortly after their marriage ceremony and festivities.
- a) affair b) shotgun wedding c) prenuptial d) honeymoon
6. In North America, couples have to apply for a marriage in the municipality in which they reside.
- a) secret b) purchase c) licence d) plan
7. A(n) agreement is a binding private financial contract that couples decide upon before their wedding in the event of later death or divorce.
- a) bigamist b) affair c) widow d) prenuptial
8. A wedding that is forced because of a pregnancy is commonly called a wedding.

- a) groom b) flower c) shotgun d) birth
9. Simon is on his wife. He's having an intimate affair with another woman.
- a) two-bits b) two-timing c) doubling d) arranging
10. A(n) marriage is one in which the young people's parents make the decision about who they will marry.
- a) open b) arranged c) waiver d) decision

Task 4

Choose the right answer:

1. A man who is getting married is called the on his wedding day.
- a) best man b) ring bearer c) groom d) groomsmen
2. The man is usually a friend or relative of the groom who was chosen by the groom to stand up for him on his wedding day.
- a) first b) ring c) best d) groom
3. A law marriage is an agreement or union between two people that was not sanctified in an official or religious capacity. These couples have usually lived together for a long period of time.
- a) consecration b) common c) without d) nothing
4. Our wedding ceremony took place at our parish. However, we held the afterwards at the Hilton Hotel. About 250 people attended our wedding.
- a) reception b) convention c) treatment d) greeting
5. I have a seven-year-old niece, so I chose her as my girl at my wedding. She looked so sweet in that white dress.
- a) ring b) baby c) flower d) maid
6. Samantha and John never had a marriage ceremony, but they have been for 25 years.
- a) cohabitating b) cooperating c) coerced d) joined
7. Raymond is very rich, and he always wanted a wife. He finally married a younger, attractive woman and he loves showing her off to his friends and colleagues.
- a) wrapped b) forced c) gift d) trophy
8. Some couples write their own wedding These are solemn promises they make to each other on their wedding day.
- a) witnesses b) vows c) spouses d) licenses

9. Ron and Sue have a(n) marriage. This means that they can have intimate relationships with other people. This kind of marriage is not a traditional one and is highly frowned upon by many people.

- a) timely b) unlocked c) open d) released

10. Some children are born out of This means their mother and father are not legally married when they are born.

- a) marriage b) wedlock c) ceremony d) wedding

5.3. LISTENING

Task 1

You will hear two people talking about being single (Track 2.32 – 2.33 “Straightforward Advanced Student’s Book”, Unit 8 D). Listen and choose the correct variant.

Speaker 1.

1. A lot of people at my age...
 - a) are talking about a quaterlife crisis
 - b) are thinking about a quaterlife crisis
 - c) are grumbling about a quaterlife crisis
2. Having a choice can be ...
 - a) stressful
 - b) a problem
 - c) a decision
3. Being able to decide what we’ll do ...
 - a) adds humor to life
 - b) adds adventure to life
 - c) adds a spice to life

Speaker 2.

1. I have this feeling of dissatisfaction ...
 - a) with adult life
 - b) with adolescent years
 - c) with teenage years
2. When I was at college I thought ...
 - a) would have my life complete by 20s
 - b) would have all things done by 20s
 - c) would have all things sorted out by 20s
3. So, at the age of 28 I’m still ...
 - a) sharing a room at the dormitory
 - b) sharing a rented flat

- c) sharing a house with my parents

Task 2

You will hear two people (Speaker 3 and Speaker 4) talking about being single (Track 2.34 – 2.35 “Straightforward Advanced Student’s Book”, Unit 8 D). Listen and choose the correct variant.

Speaker 3.

1. The problem of young people is ...
 - a) that they have unrealistically high expectations
 - b) that they have unrealistically high aspirations
 - c) that they have unrealistically high objectives
2. It seems to be a ... among young people to grasp the reality of adult life
 - a) a difficulty
 - b) a problem
 - c) a failure
3. They lack maturity they need ...
 - a) to develop socially
 - b) to expand socially
 - c) to grow up

Speaker 4.

1. My granddaughter Jane at 24 is ...
 - a) still a child
 - b) still a teenager
 - c) still an adolescent
2. It was much more clearly cut my day, we..
 - a)knew exactly what we had to do
 - (b) knew exactly how we should act
 - (c) knew exactly where we should direct our life
3. Poor Jane seems to be ...
 - a) at odds with her boss
 - b) at a loss
 - c) at crisis

Task 3

Listen to Building Bridges by Linda Baxter and choose the right answer

1. What was wrong with the home that the writer's grandmother was in?
 - a) The old people weren't looked after properly.
 - b) Children weren't allowed to visit.

- c) The residents had no stimulation.
2. What was the new concept that the writer read about in the newspaper?
- Old people being allowed to keep pets
 - A nursery school inside an old people's home.
 - Children visiting old people for lunch and birthdays.
3. Who benefits from this new type of old people's home?
- the staff
 - the staff and the old people
 - the staff, the old people and the children.
4. What does the writer think is a major problem in society today?
- The breakdown of the extended family
 - There isn't much contact between the old and the young
 - Old people are lonely
5. Why are intergenerational activities important nowadays?
- There will be more old people in the future.
 - Western communities are isolated
 - Old people don't like young people.

Task 4

Listen to Building Bridges by Linda Baxter and match the words at the top with the description below:

Concept, old people's home, extended family, intergenerational, retired, snoring, residents, crèche

- A home for older people where they are supported (given food and help when they need it).
- People who live in a specific place.
- A loud noise made by some people when they sleep.
- Idea.
- A place where children can be left safely while parents work, go shopping, etc.
- A family unit which includes aunts, uncles and grandparents as well as parents and children.
- Having stopped working (usually because of age).
- Involving more than one generation - children, parents, and grandparents make 3 generations.

5.4. WRITING

Task 1

a) Complete the note to a babysitter using words from the box.

Burp	bib	cot	dummy	feeding bottle	high chair
nappy	pram	pushchair	rattle	teddy bear	

Thanks so much for agreeing to babysit Molly!

Here are a few things to remember.

She should have her milk at 4.00. Her (1)... is in the kitchen, next to the cooker. You can warm it up in the microwave. Remember to (2) ... her after you've fed, by patting her on the back. There is also some baby food in the tin next to the microwave. You'd better put her in her (3) ... to feed her, and remember to put her (4) ... on, otherwise she'll get food all over her clothes. If she cries, you'd better check to see whether her (5) ... needs changing (there are some disposable ones in the bathroom). If not, try shaking her (6) ... to distract her. If all else fails, put her (7) ... in her mouth – that usually calms her down. If you want to take her out, you can put her either in her (8) ... or her (9) ..., both of which are in the garage. Her bedtime is 8.00. Put her in her (10) ..., and make sure she has her (11) ... , as she won't go to sleep without him.

Thank again – and good luck!

b) Put each of the following words and phrases from the box into its correct place in the sentences below. Each word / phrase may be used only once.

parenting	strategies	approaches
involvement	establish	negotiation
punishment	exceptions	authoritative
lenient	permissive	behaviour
neglectful	substance abuse	nurturing

Types of Parenting Styles

The type of discipline you use can have a dramatic effect on your child's development. Your discipline (1) ... can have a big impact on the type of relationship you have with your child. The various (2) ... to discipline can even influence a child's mood and temperament into adulthood. Researchers have discovered four types of (3) ... styles. These different styles are dependent on what the parent feels the child needs from them. As a result, each parenting style uses a different approach to discipline.

Authoritarian Parenting

Authoritarian parenting is where parents (4) ... the rules and expect that children will follow them without exception. Children have little (5) ... in problem-solving challenges or obstacles. Instead, parents expect that children will follow all of the rules all the time. If children challenge the rules or ask why, they are usually told, "Because I said so." Children are not usually given the reasons for the rules and there is little room for any (6) Authoritarian parents may use punishments

instead of consequences. Although children who grow up with authoritarian parents tend to follow rules much of the time, they may develop self-esteem problems. Sometimes children become hostile or aggressive as they may focus more on being angry at their parents for the (7) ... rather than learning how to make decisions and solve-problems.

Authoritative Parenting

Authoritative parents also have rules that children are expected to follow, however, they allow some (8) ... to the rule. They often tell children the reasons for the rules and they are more willing to consider a child's feelings when setting limits. (9) ... parents tend to use consequences instead of punishments. They also use more positive consequences to reinforce good behaviors and may be more willing than authoritarian parents to use reward systems and praise. Children raised with authoritative discipline tend to be happy and successful. They are often good at making decisions and evaluating safety risks on their own. They often grow up to be responsible adults who feel comfortable expressing their opinions.

Permissive Parenting

Permissive parents don't offer much discipline. They tend to be (10) ... and may only step in when there is a serious problem. There may be few consequences for behaviour because parents have an attitude of "kids will be kids." Permissive parents may take on more of a friend role than a parent role. They may encourage their children to talk with them about their problems but may not discourage a lot of bad behaviors. Kids who grow up with (11) ... parents tend to struggle academically. They may exhibit more (12) ... problems as they will likely not appreciate authority and rules. They often have low self-esteem and may report a lot of sadness.

Uninvolved Parenting

Uninvolved parents tend to be (13) They often do not meet their children's basic needs and may expect children to raise themselves. Sometimes this is due to a parent's mental health issues or (14) ... problems. They may also lack knowledge about parenting and child development or may feel overwhelmed by life's other problems. Uninvolved parents tend to have little knowledge of what their children are doing. There tends to be few, if any, rules or expectations. Children may not receive any (15) ... or guidance and they lack the much need parental attention. When parents are uninvolved, children tend to lack self esteem and they perform poorly academically. They also exhibit frequent behaviour problems and rank low in happiness.

Task 2

Look at the excerpts from two letters to friends and write the end.

Letter 1

Dear Lily,

Thank you very much for your kind letter. You know, we discussed it with my husband. Of course you are right when you say that it is of no use to discourage our daughter from marrying. We had a talk with her yesterday...

Letter 2

Hi, Mark,

Sorry, I could not write earlier. Had too many problems. All is O.K. at the university, but my parents are against my friend. They say Tim has a bad impact on me. But I don't think so. Yesterday the situation got clearer...

Task 3

A) You know that you have done wrong. Write a letter to your mother/ father asking for another chance.

B) Write a list of tips for teenagers how to come to agreement with their parents.

Task 4

1. Write your autobiography. Remember to:

- organise your writing into clear paragraphs;
- use time expressions to describe different periods of your life (in retrospect, looking back, I remember X as..., X marked a major turning point in ..., X was the highlight of;
- give details of significant events and periods;
- use vocabulary from the unit to describe family.

2. Write an essay

- *“Family Values are the cornerstones of successful family pattern”*. It is generally accepted that families are not as close as they used to be. Give some reasons why this change has happened and suggest how families could be brought closer together. Include any relevant examples from your experience.
- *“Diverse Views on Marriage and Family”*: for hundreds of years, society has considered marriage as the only legitimate way to beget children. However, as time progresses families and marriage grow farther apart as different social classes have differing opinions as to what constitutes a “good” family dynamic.
- *“Single Parent vs. Traditional Family”*: give pros and cons of raising children in a single-parent and nuclear family.
- *“Extended Family – a curse or blessing for a just married couple?”*: give reasons to support one of the options – what is better to share nuclear or extended family living arrangements.
- *“The Effect of Divorce on Children”*: during the time of divorce a great focus seems to be drawn between the adults, but at what point should we wonder about the children. What changes and potential consequences are thrust upon the child forced to go through what might be considered an extremely demanding ordeal such as his/her parents' divorce.

- “*Families with Many Children Versus Families with One Child*”: Does the level of parental involvement in child raising depend on the number of children in the family?
- “*How to Bridge the Generation Gap*”: how to make the difference in the ways of thinking and perception in the people of two different generations which results in behavioral differences and sometimes, conflict among them compatible?
- “*The Ideal Family of the Future*”: will the basic family values be preserved?

5.5. SPEAKING

Task 1

One of the main problems of family life is the relationship between young adults and parents. Discuss the problem considering the following:

1. When do usually young people move out of their parents’ home and start living in their own place?
2. What are the advantages of living with parents? What are the disadvantages? What kind of problems do young adults have when they live with their parents?
3. Should young adults live with their parents until they get married? Why?
4. In many countries young married couples live with their in-laws after marriage. Is it good?

Task 2

Read the following situations. Explain why you want to go ahead with your decision and try to persuade your parents showing both positive and negative consequences and the ways you will overcome problems. Make a list of all of the ways in which you might benefit from such a move.

- **Starting work.** You are eighteen year old and just have finished school. You had intended to study philosophy at the university, but now feel that a philosophy degree would probably not help you to find a good job. Your parents are disappointed to hear that you decided to turn your back on university in favour of learning a trade. You have heard that plumbers are in short supply in your country.
- **Getting married.** You are 22 your old, living in the village with your parents, who still refer to you as their “little one”, and still looking for work after graduating last year. Your 32-year old partner, who has a house in the town centre, has asked you to marry him and you have decided to accept. You have been going out for six months but it has been a very exciting six months and you had never had a single row.

Your partner has spoken about wanting children, an idea which appeals to you.

- **Leaving home.** You are 23 years old and are living with your mother, thirteen year old sister and elderly grandmother. You all get on very well but you feel you would now like to move into a place on your own. You have decided to rent a small but attractive one-bedroomed flat you recently went to see. It is in the next town, 45 minutes by public transport from where you currently live, but just two-minute walk from the office where you started to work last year.

Task 3

You participate in a conference “Marriage in the 21st century”. Prepare a report on:

- Teenage marriage
- Leadership in a family
- Marriage contracts and romantic love
- Divorce and one-parent families
- A white wedding or no wedding

Task 4

Dwell on positive and negative aspects of family life: speak about sharing domestic chores, child raising, working wives and husbands.

6. TELEVISION

6.1. READING

Task 1

Read the text, complete the sentences that follow.

Reality Television

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s (a modern example is Gaki no tsukai), to surveillance- or voyeurism- focused productions such as Big Brother.

Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

Part of reality television's appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, The Bachelor, an eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locales. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as Pop Idol, though frequently Survivor and Big Brother participants also reach some degree of celebrity.

Some commentators have said that the name "reality television" is an inaccurate description for several styles of program included in the genre. In competition-based programs such as Big Brother and Survivor, and other special-living-environment shows like The Real World, the producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of Survivor and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

1. In the first line, the writer says 'it is claimed' because ...

- A they agree with the statement.
- B everyone agrees with the statement.
- C no one agrees with the statement.
- D they want to distance themselves from the statement.

2. Reality television has ...

- A always been this popular.
- B has been popular since well before 2000.
- C has only been popular since 2000.
- D has been popular since approximately 2000.

3. Japan ...

- A is the only place to produce demeaning TV shows.
- B has produced demeaning TV shows copied elsewhere.
- C produced Big Brother.
- D invented surveillance focused productions.

4. People have criticized reality television because ...

- A it is demeaning
- B it uses exotic locations
- C the name is inaccurate
- D it shows reality

5. Reality TV appeals to some because ...

- A it shows eligible males dating women.
- B it uses exotic locations.
- C it shows average people in exceptional circumstances.
- D it can turn ordinary people into celebrities.

6. Pop Idol ...

- A turns all its participants into celebrities.
- B is more likely to turn its participants into celebrities than Big Brother.
- C is less likely to turn its participants into celebrities than Big Brother.
- D is a dating show.

7. The term “reality television” is inaccurate ...

- A for all programmes.
- B just for Big Brother and Survivor.
- C for talent and performance programmes.
- D for special-living-environment programmes.

8. Producers choose the participants ...

- A on the ground of talent.
- B only for special-living-environment shows.
- C to create conflict among other things.
- D to make a fabricated world.

9. Paul Burnett ...

- A was a participant on Survivor.
- B is a critic of reality TV.
- C thinks the term 'reality television' is inaccurate.
- D writes the script for Survivor.

10. Shows like Survivor ...

A are definitely reality TV.

B are scripted.

C have good narratives.

D are theatre.

Task 2

Read the text. Give the title to the story and choose the right answer.

It's the 21st century – a new era. It's time for the younger generation to take over the world and show adults what we're made of.

However, there isn't much variety in TV's portrayal of teenagers. In fact, I'd go as far as to say that images of teenagers are mostly stereotypical. And when programmes try and show less stereotypical teenagers, they don't always get it right.

Older actors in their mid-20s frequently play the roles of teenagers, creating the false image that we are all spot-free, glamorous young adults. It doesn't help anyone's self-image to compare themselves to make-believe stars. However, the shows' producers think that superstar actors help make 'perfect teenagers' and help make their programmes big hits. They show lack of interest in how real the teenagers really are.

In many programmes, teenagers lead easy and sometimes wild lifestyles where everyone has a new car and plenty of money to spend. In reality, we don't always have enough change in our pockets to go and sit in a cafe or go shopping every day. But, because it's television, the idealistic lives of these teenagers appear far more interesting than ours.

The way teenagers are portrayed by adults on television can give us an insight into how our elders perceive us. On rare occasions, they can get it horribly wrong and make out that most teens are hooligans who steal and fight just to pass the time. Surprisingly, some of us are actually intelligent individuals, who are fully aware of the world and its fears. As hard as it may be to believe, young adults aren't defenseless and incompetent. And we are certainly not naive.

So, television companies who assume all young people are loud, unaware and full of hate for the world, take a note. We don't all hate our parents and the whole world. Amazingly, we have the ability to come up with original concepts and turn those ideas into reality. I personally believe that my generation does have the ability to run the world properly after all, and show it what we're made of.

Choose the most appropriate option:

1. TV programmes present teenagers as ...

A) youngsters who want to take over the world

B) too weak to take action

C) totally different among themselves

D) more or less the same

2. According to the text, teenagers ...

- A) feel proud when TV shows them older than they are
- B) may lose self-confidence because of TV
- C) like to look perfect
- D) wish they could be like movie stars

3. The author believes that TV producers ...

- A) help teenagers improve their lives
- B) help lots of teenagers become popular
- C) fail to present the true image of teenagers
- D) use superstars to show the teenager life as it really is

4. Wild lifestyle ...

- A) brings young TV stars a lot of money
- B) isn't the privilege of typical teenagers
- C) is what young people experience in reality when they go shopping
- D) is something that teenagers would gladly change

5. The text says that TV often shows most teenagers ...

- A) from the adults' point of view
- B) dreaming about fulfilling their ideals
- C) as hooligans who steal and fight for fun
- D) as stupid

6. Everyday teenagers ...

- A) have lots of fears in this world
- B) find it hard to defend themselves
- C) believe they are quite competent
- D) find themselves smarter than actors

7. Young people ...

- A) are all truly loud
- B) mostly dislike the world around them
- C) aren't aware of their own abilities
- D) are often presented as filled with hatred

8. The author of the text wants ...

- A) to make his own film
- B) to argue with film makers
- C) his generation to be taken more seriously
- D) his generation to rule the world

Task 3

Read the text and decide whether the statements are true or false.

Couple Sue TV Station

The couple banished from the hit "reality" series "Temptation Island" because they are parents of a young child have sued the production company and Fox-TV for defamation, claiming that producers knew about the toddler all along.

Ytossie Patterson and Taheed Watson claim in their Los Angeles Superior Court lawsuit that producers edited an episode of the hit show to make it appear that they had concealed their status as parents and then chastised them on the air in an "extremely condescending and humiliating manner."

A spokeswoman for Rocket Science Laboratories, the show's producers, referred calls regarding the lawsuit, which was filed on Wednesday, to Fox, which said it would have a statement "later in the day."

Patterson, 34, and Watson, 29, were among four couples sent last season to an island off Belize in the Caribbean to film "Temptation Island," which separates the partners and sets each person up on dates with attractive singles to see who will cheat.

Patterson and Watson were booted off the show midway through the season after the network said it had discovered that they had a two-year-old child together, making their further participation inappropriate.

The couple claims in their lawsuit, which seeks unspecified damages, that they revealed the existence of their child when asked during preliminary interviews with Rocket Science and were told that that was "the wrong answer."

Patterson and Watson claim that "Temptation Island" producers decided that it would boost the show's ratings if the child's existence were suddenly revealed during a broadcast.

During that broadcast, the couple claims, hours of conversation between them and producers was edited and "manipulated" to create a false impression that they had kept their child secret.

"The footage was edited to exclude plaintiffs' responses to the producers questions and falsely portrayed plaintiffs as mischievous and immoral (and that) they had in fact concealed the existence of their own child and that they had nothing to say about it in the face of this disgraceful tongue-lashing," the lawsuit claims.

Statements:

1. The programme mentioned is successful.
2. The couple say they had told Fox of the child.
3. The couple felt embarrassed by their treatment on the show.
4. The four couples go on dates with each other to see what happens.
5. The couple are suing for financial loss.
6. The court case is in the Caribbean.
7. The couple say that the producers changed the film to make them look dishonest.

Task 4

Read out about some unusual reality TV programmes that are popular in the UK.

Reality TV is more than just 'Big Brother'

Reality TV is extremely popular in the UK. At their best, these programmes give us a good look into the lives of different people in Britain. At their worst, they are a very cheap way to make programmes and sometimes involve people behaving very badly. Here's a selection of some of the UK's reality TV shows.

Strictly Come Dancing

In the show a celebrity learns to dance with a professional dancer. Every week they have to learn a different ballroom dance such as the tango, the waltz or the cha cha cha, and perform it live on TV on Saturday night. Four judges, who are all professional dance experts, give the celebrities scores and they comment on their dances. After that, the public call in and vote for their favourite couple. The two least favourite then have to dance again and the judges decide who stays in the competition and who leaves. This is a very popular show with small children, teenagers and adults of all ages.

Shattered

A group of young people live in a house for a week and must stay awake. Each day there are tests to see how well they can function even though they are totally exhausted. They must leave the house if they fall asleep. Viewers vote on who stays in the house and text their comments every day.

Come Dine with Me

Each week four people prepare dinner in their home for the other contestants. Each competitor then gives the cook a grade out of 10 for the food and entertainment. The winner gets a £1,000 cash prize. Sometimes the food is terrible and the contestants are very rude to each other.

World's Strictest Parents

Badly behaved British teens are sent abroad to live with a super strict family for a week. The teenagers have to follow the rules of their host family and go to the local school. After seven days the teenagers return home and their parents tell us if their behaviour is better. There is often a lot of crying and shouting in this show but it can be incredibly funny too.

Don't Tell the Bride

The groom (the man who is going to get married) has to arrange the wedding without the help of his bride (the woman he is going to marry). He has to choose the location, the dress, the flowers, the cake, the music....everything, in fact! The groom is always very stressed and worried. Usually the bride is very happy with the wedding but occasionally there are disasters, for example, the bride's wedding dress is too big or the groom forgets to order a cake.

Relocation, Relocation

This show follows people deciding on a new place to live in the UK. They are filmed during the process of moving town and house. For viewers who are going to buy a home soon, it's really interesting to see the prices of flats and houses in different parts of the country.

Learner Drivers

This show follows people as they learn to drive. People are filmed while they fight with their driving instructors, test the patience of other motorists and

pass or fail their driving test. Learning to drive is very stressful, as we can see in this programme.

Coppers

The show follows the daily lives of police officers (informally known as 'coppers') from different police forces around Britain. We see them in lots of different situations, such as riot control, city centre night-time policing, and responding to emergencies. Watching the police in action is absolutely fascinating!

Mark the statements given below as true or false (T/F).

1. 'Strictly Come Dancing' is popular with all age groups.
2. 'Shattered' is a show about people who sleep a lot.
3. 'Come Dine with Me' is about eating in restaurants.
4. 'World's Strictest Parents' is about teenagers with problem behaviour.
5. 'Don't Tell the Bride' is a programme about weddings.
6. 'Learner Drivers' is about people learning to drive a car.
7. 'Relocation, Relocation' is a programme about people who want to move house.
8. 'Coppers' is a show about how people spend money in the UK.

2. Match the Reality TV programmes with the correct sentences and write a –h next to the number 1 –8.

1. Strictly Come Dancing.	a. Learning to drive is very stressful as we can see in this programme.
2. Shattered.	b. Sometimes the food is terrible and the contestants are very rude to each other.
3. Come Dine With Me.	c. This is a very popular show with small children, teenagers and adults of all ages.
4. World's Strictest Parents.	d. The groom is always very stressed and worried.
5. Don't Tell the Bride.	e. Each day there are tests to see how well they can function even though they are totally exhausted.
6. Relocation, Relocation.	f. Watching the police in action is absolutely fascinating!

7. Learner Drivers.	G .For viewers it's really interesting to see the prices of flats and houses in different parts of the country
8. Coppers.	h. There is often a lot of crying and shouting in this show but it can be incredibly funny too.

3. Check your grammar. Circle the best answer for these questions.

1. Each day there are tests to see how well they can function even though they are ... exhausted. Very/ absolutely.
2. At the end of the show the people are ... tired. Very/ absolutely.
3. There is often a lot of crying and shouting in this show but it can be ...funny too. incredibly/absolutely
4. This show is ... hilarious very/totally.
5. It's... interesting to see the prices of flats and houses in different parts of the country. completely/really
6. Watching the police in action is ... fascinating! absolutely/very

6.2. LEXICAL TESTS

Task 1

Read the article below and decide which answer best fits each space.

By the 1950s many American families owned television sets. During television's first 20 years, deaf people ¹... most of the fun. They could not hear what was being said and had to guess. Deaf people who watched television liked sports and action shows, but they were disappointed with ²... programs. If there was a lot of dialogue, deaf viewers couldn't follow the plot. Even the most skilled lip-readers could only catch part of the talking. This frustrated many deaf people. In the late 1960s, a man started experimenting. Malcom Norwood thought that deaf people could ³... television programs, too. He wanted to develop captions for the programs. Norwood worked for the federal government's Media Services and Captioned Films Division at the Bureau of Education of the Handicapped. Norwood surveyed many hearing Americans. He wanted to see how they felt about seeing captions on the television screen. Too many people were against the ⁴... . Norwood realized he had to develop another way of captioning - one that would not ⁵... hearing people. In October of 1971, Norwood's ⁶... signed a contract with WGBH-TV, a public television station in Boston. WGBH was hired to experiment with captions. They agreed to make a captioned television program for Norwood.

That program was made. It was shown on television and at a special convention. The type of captions made by WGBH could be seen on any television. No special equipment was needed. These were called "open captions." Later, a new machine was invented. This device was made to send signals on a special part of the television picture. The signals could be captions. If a family had another kind of machine in their home or in their TV set, then the captions (or signals) would appear on their television screen. Without the machine, no captions would be seen. That special machine is called a decoder. It receives the signals transmitted from the television station. Captions that ⁷... a decoder are called "closed captions."

1 – missed, applauded, spoiled, shared.

2 – racing, local, color, other.

3 – write, recommend, enjoy, ignore.

4 – actors, law, idea, sound.

5 – help, injure, bother, teach.

6 – company, office, students, channel

7 – describe, confuse, require, block.

Task 2

Read the text below and complete it with the correct forms of the words in brackets.

THE NEW REALITY SHOWS

Love them or hate them, we all know what they are. It isn't a ¹... (complete) new idea. I remember loving a programme called *Candid Camera* when I was a child. Normal members of the public- who had no idea that they were being ²... (to film) – were tricked into doing ridiculous things and it was sometimes very ³... (fun). And now we have those *Funniest Home Videos* programmes instead.

Then things ⁴... (to change). ⁵... (Europe) television had the idea of taking ordinary people and turning them into "stars" by putting them in unusual situations. *Big Brother* (created in Holland) was one of the first/ A group of people ⁶... (to lock) in a small house with cameras running 24 hours a day. It was called "a watch and dial" show because ⁷... (to view) vote by telephone to decide who should leave or stay. Or *Survivor* where a group of people are put in a hostile environment, like a jungle or a desert island. They are filmed while they try ⁸... (to find) food and shelter and every week some of them are voted out.

Big Brother was probably the first of the new reality shows but the genre has developed. Many have found appeal by having a theme to them, but most ⁹... (to base) on the principle of ¹⁰... (to survive) of the fittest by eliminating participants as the series progresses.

So there are any number of sport-based shows which have sometimes led to contestants ¹¹... (to get) deals to become professionals in the real world. In similar vein, there are those based on music, where the winners get to make a record which may ¹²... (to lead) to real success in the world of show business.

Certainly, reality TV seems to appeal much more to the younger audience. And now there are so many shows around even the young have become more discriminating. The genre will probably survive – it's just no longer so easy to make a ¹³... (success) one.

Task 3

Complete the text with these words:

Access	domain	identity	legitimate	link	personal
	scammers	update	username	users	

Going phishing

Phishing is similar to fishing in a boat, but instead of trying to catch fish, phishers attempt to steal (1) _____ information from unsuspecting Internet (2) _____.

This is how phishing works: these (3) _____ send out emails that appear to come from (4) _____ websites such as eBay or PayPal. The emails state that you need to (5) _____ or validate your information, and ask that you enter your (6) _____ and password, after clicking a (7) _____ included in the email. Once you do that, the phisher may be able to gain (8) _____ to more information by just logging in to your account. Once a phisher has information such as your full name, address, phone number and tax file number, they can use it to steal your (9) _____ and apply for loans and credit cards in your name. If they get your credit card numbers, they can max out your cards.

So how can you protect yourself? Check the URL in the address field. It can tell you if the page you have been directed to is valid or not. For example, if you are visiting a web page on Amazon, the last part of the (10) _____ name should end with "amazon.com".

Therefore, "http://www_amazon_com, is a valid web address, but "http://www.amazon.validate-info.com" is a false address, which may be used by phishers.

Task 4

Match the words to their definitions.

news	omnibus	documentary	game show
chat show	reality TV	sitcom broadcast	schedule
studio	adapt	airtime	channel
present	floor manager	actor	reporter
guest	scriptwriter	panelist	weatherman

1. A television program in which people play games or answer questions to win prizes - _____
2. Television shows that are based on real people in real situations, presented as entertainment - _____
3. A film or a radio or television program giving facts about sth - _____
4. A television or radio program that combines several recent program in a series - _____
5. A television program in which famous people are asked questions by a presenter - _____
6. A regular television or radio broadcast of the latest news - _____
7. A comedy program on television that shows the same characters in different amusing situations - _____
8. The amount of time that is given to a particular subject on radio or television - _____
9. A room where television programs are recorded and broadcast from - _____
10. To send out programs on television - _____
11. To appear in a television program and introduce the different items in it - _____
12. A list of the television programs that are on a particular channel and the times that they start - _____
13. To change a book or play so that it can be made into a television program - _____
14. A television station - _____
15. A person who is a member of a panel answering questions during a discussion on television - _____
16. A famous person or performer who takes part in a television show or concert - _____
17. A person on television whose job is telling people what the weather is going to be like - _____
18. A person who performs on television as a profession - _____
19. A person who writes the words for television shows - _____
20. A person who collects and reports news for television - _____
21. The person responsible for the lighting and other technical arrangements for a television production - _____

6.3. LISTENING

Task 1

“Be your own investigative journalist”

Pre-listening tasks

1. Consult the dictionary and explain the meaning of the following words and phrases:

- information economy
- spin doctor
- publicist
- plugger
- up to a point
- Scoop
- infotainment

2. *Make up the sentences to illustrate the meaning of these vocabulary items.*

Listening

1. Read the multiple choice statements, listen to the story attentively in order to find the correct option.

Post-listening task

Choose the correct options.

1. In the "information economy" the quantity of goods on sale:
 - a. is not enough to give everyone what they want
 - b. is more than what everyone wants
 - c. is exactly right for the number of people who want to buy things
2. A "spin doctor" usually works for:
 - a. a big company that manufactures things like cars or computers
 - b. a political party or a politician
 - c. an artist or entertainer
3. In modern wars journalists...
 - a. can't find the places where the important events are happening
 - b. can't communicate the information they find
 - c. can't go to the places where the important events are happening
4. In the novel by Evelyn Waugh, Lord Copper is ...
 - a. a media tycoon
 - b. an editor
 - c. a journalist
5. The author thinks that tabloid newspapers are ...
 - a. entertaining
 - b. informative
 - c. a mixture of information and entertainment - "infotainment"

Task 2

"Information society"

Pre-listening task

1. Use the dictionary to clear up the meaning of the following phrases:

- Global Positioning System
- Information Communication Technologies
- to leapfrog the process

- to be in charge
 - domain name system (DNS)
2. *Consult the dictionary and learn the pronunciation of the following geographical names:*

- Scandinavia
- South East Asia
- Central Africa
- the Pacific
- Dubai
- Mauritius
- Taiwan
- Hong Kong Bangladesh

Listen to the story and be ready to speak about the main idea of it.

Post-listening task

a) *Decide if these statements about the text are true or false:*

1. More than three quarters of the information on the internet is in English.
2. More people use information technology in the Pacific than in South East Asia.
3. The United Nations hopes that half the world will use the internet in 2015.
4. The writer isn't sure if new technology can preserve local languages.
5. Poorer countries can often adopt technology more quickly than richer countries.
6. An international organization decides how computers communicate with each other.

b) *Define and discuss the main idea of the story.*

Task 2

Listen to an interview about computer addiction. Tick (✓) A, B, or C.

1. What does the interviewer say about computer addiction in his introduction?
 - a) It causes disagreement among experts.
 - b) It affects a great many people.
 - c) It is unlikely that it really exists.
2. Colin says that one reason why computer addiction is a difficult subject is that _____.
 - a) it is easy for people to be addicted to computers without realizing it
 - b) people don't want to think that it is similar to common addictions
 - c) reasons why people use computers for a long time vary considerably
3. What is Colin's point about hobbies?
 - a) Many people spend longer doing hobbies than using computers.
 - b) People don't usually think that a hobby can be an addiction.
 - c) They can be just as addictive as computer use.

4. What does Colin say about computer-game addiction?
 - a) Official bodies are likely to accept that it exists in the future.
 - b) It is something that many people might notice.
 - c) Experts cannot agree on a clear definition of it.
5. What is Colin's personal opinion on computer addiction?
 - a) Some people think they have an addiction but they don't.
 - b) More people will believe that computer use can become an addiction.
 - c) Certain behaviour probably indicates the existence of an addiction.

Task 3

Pre-listening task

1. Match the words and phrases to their definitions.

<p>a. a mixed bag b. assemble c. barrier d. be short of e. burgeoning f. buzz g. drawn to h. endurance i. face time j. field k. flip-side of the coin l. freelance m. something to shout about n. in the can o. make your mark p. shoot q. tenacious r. thick-skinned s. wholeheartedly</p>	<p>1. have an important effect on something 2. area of activity or interest 3. to bring together in one place 4. not have enough of something 5. something that makes you feel excited or pleased 6. finished (of a film) and ready to be prepared for public showing 7. ability to do something unpleasant or difficult for a long time 8. feeling of excitement, energy and pleasure 9. anything that prevents you achieving something 10. completely enthusiastic 11. attracted to 12. growing or developing 13. working for yourself rather than being employed by a company 14. make a film 15. a collection of different kinds of things 16. the other (often less popular) aspect of something 17. face-to-face meeting 18. unyielding or you never give up 19. not easily offended</p>
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2. Listen to the story and be ready to speak about the main idea of it.

Post-listening task

1. Choose the best answer to each question

1. The film, television and music industries often attract people who
 - a) are only interested in expressing their creative side
 - b) are only interested in making money
 - c) are interested in expressing their creative side and making an impact

2. One speaker says the key to succeeding is to
 - a) work as a carpenter or decorator
 - b) do various jobs while you make contacts in the industry
 - c) get better at your work before you make contacts

3. What does one speaker think about working long hours?
 - a) it is often necessary in order to finish a project on time
 - b) it is illegal and shouldn't be allowed
 - c) he is the only person who does sixteen-hour days

4. What do they say about social life?
 - a) It is easy to meet people from different professions
 - b) You only have a social life when you are not working
 - c) It is easier to socialize with people working in the same field

5. Which of these is not a future trend in the film industry?
 - a) Technological advances will mean face-to-face contact will decrease
 - b) It may be necessary to relocate to Spain or Portugal
 - c) Some aspects of filming will still need a physical human presence

6. Why do the interviewees recommend a career in film?
 - a) It is easy to make a lot of money
 - b) There is room to make mistakes and still succeed
 - c) It is more creative and varied than most jobs

2. Define and discuss the main idea of the story.

Task 4

Pre-listening task

1. Answer the following questions:

Think about social media that you usually use. Which of these adjectives would you use for their description? Why?

Addictive	dangerous	essential	fun	helpful
	irritating	time-saving	time-wasting	

2. Listen to the interview about computer addiction.

Post-listening task

3. a) Tick (✓) A, B, or C.

- 1 What does the interviewer say about computer addiction in his introduction?
 - A It causes disagreement among experts.
 - B It affects a great many people.
 - C It is unlikely that it really exists.
- 2 Colin says that one reason why computer addiction is a difficult subject is that _____.
 - A it is easy for people to be addicted to computers without realizing it
 - B people don't want to think that it is similar to common addictions
 - C reasons why people use computers for a long time vary considerably
- 3 What is Colin's point about hobbies?
 - A Many people spend longer doing hobbies than using computers.
 - B People don't usually think that a hobby can be an addiction.
 - C They can be just as addictive as computer use.
- 4 What does Colin say about computer-game addiction?
 - A Official bodies are likely to accept that it exists in the future.
 - B It is something that many people might notice.
 - C Experts cannot agree on a clear definition of it.
- 5 What is Colin's personal opinion on computer addiction?
 - A Some people think they have an addiction but they don't.
 - B More people will believe that computer use can become an addiction.
 - C Certain behaviour probably indicates the existence of an addiction.

b) Speak on the advantages and disadvantages of having a computer and internet access at home and in the university.

6.4. WRITING

Task 1

The table below shows the TV viewing figures for films by country, in millions. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

TV viewing figures for films by country, in millions

	Action	Romance	Comedy	Horror	Totals
India	8	7.5	6.5	2.5	24.5

Ireland	7.6	3.8	5.5	6.4	23.3
New Zealand	7.2	4.5	3.9	4.7	20.3
Japan	7.1	4.5	4	2.2	17.8
Total	29.9	20.3	19.9	15.8	

Task 2

You have read a newspaper article about the young people of today. The extract below is the conclusion of the article. Readers have been asked to respond to the article. You decide to write a letter addressing the points made and giving your own views.

And so we are faced with a whole generation of couch potatoes, who would rather bury their heads in a soap opera or video game than get out and do some sport or read a decent book, a generation almost entirely devoid of imagination, dedicated to empty materialism, a generation that conforms slavishly to universal fads in clothes, music and entertainment, a generation that has nothing it can hold its head up and describe proudly as being uniquely its own idea.

Write a letter.

Task 3

A TV listing magazine has invited readers to contribute a review of a television series that is particularly popular at the moment. Write a review, explaining why this programme is so popular in your opinion and commenting on whether you believe it deserves such popularity.

Task 4

Write an essay answering the question: "Television has had a significant influence on the culture of many societies. Do you think it has positively or negatively affected cultural development?"

6.5. SPEAKING

Task 1

1. It is now possible to do all reading for classes on computers or screens on other technological devices, such as smartphones or e-readers. Do you prefer to study on using these electronic devices or with printed paper? Explain your answer with details and examples.

2. Speak on computer and internet addiction.

You should say:

- What is Internet addiction or computer addiction?
- How do people become addicted to the Internet?
- What are risk factors for Internet addiction and computer addiction?
- How we can help people with internet addiction.

Task 2

Speak about the role of television in modern society:

- Means of communication
- Means of recreation
- Means of education
- Means of public opinion forming
- Means of developing country
- Demerits of television

Task 3

Dwell on educative value of television:

- 1) How does television promote children's learning?
- 2) How can teachers use television and video to promote student achievement?
- 3) What do you think about substitution of television by Internet in the sphere of education?

Task 4

Express your personal opinion about Reality TV:

1. Many Reality TV programmes exploit people. Some people are prepared to do anything to win the money. The TV programme Shattered was criticised for putting the contestants in a very dangerous situation. It is dangerous to go without sleep for a long time. Do you think there should be more control over the types of contests on TV? Are the people on the show Shattered really being exploited? Do you have shows in your country which go too far or ask people to do dangerous things? Are some things too private to show on TV? Are you happy to see more of these shows?

2. Reality TV is not the best type of programming on UK TV. There are many excellent dramas, documentaries and comedy programmes. Viewers complain that the good programmes are decreasing and the channels are putting on too many Reality TV programmes. What do you think of the balance of programmes in your country? Is there a good mix? Do some types of programme dominate? Are there any types of programme you would like to see more of?

KEYS to Higher Education

READING

Task 1.

1. b 2. d 3. a 4. g 5. e 6. c 7. f

Task 2.

1. c 2. a 3. b 4. a 5. c 6. b 7. b 8. c 9. a 10. b

Task 3.

1. T 2. F 3. F 4. T 5. T 6. F 7. F 8. F 9. T 10. F

Task 4.

1. i 2. d 3. g 4. b 5. e 6. j 7. c 8. f

LEXICAL TESTS

Task 1.

1. go to	7. last
2. pass examination	8. doing
3. obtain	9. studying
4. tuition	10. degree
5. get a grant	11. BA
6. undergraduates	12. BSc

Task 2.

1. put them through	7. major in	13. moved
2. sailed through	8. law firm	14. counted against
3. got into	9. count towards	15. marked down
4. get in	10. hard	16. fallen behind
5. buckled down	11. behind	17. tutor
6. get through	12. creamed off	18. scrapes through

Task 3.

1. classless	7. labeled
2. streaming	8. inferiority complex
3. gifted	9. divisive
4. potential	10. conventional
5. elite	11. spontaneity
6. privileged	12. cram

Task 4.

1. b 2. a 3. c 4. c 5. b 6. a 7. a 8. c 9. b 10. a

LISTENING

Task 1.

1. b 2. d 3. d 4. c 5. d

Task 2.

1. b 2. c 3. c 4. a 5. c

Task 3.

1. b 2. d 3. a 4. c 5. b

Task 4.

1. b 2. c 3. c 4. a 5. d

Keys to Court System

READING

Task 1.

1. T 2. T 3. F 4. F 5. T 6. F 7. T 8. T 9. F 10. F

Task 2.

№	Crimes against people	Crimes against property	Crimes against public order or morality
1.	robbery	carjacking	public drunkenness
2.	kidnapping	embezzlement	whoredom
3.	assassination	forgery,	affray
4.	slander	vandalism	gambling
5.	rape	arson	truancy

Task 3.

1. b 2. c 3. b 4. a 5. c 6. a 7. b 8. c 9. b 10. a

Task 4.

a) 1. d 2. l 3. g 4. j 5. c 6. h 7. e 8. k 9. f 10. i

b) 1. m 2. o 3. g 4. e 5. c 6. a 7. n 8. l 9. b 10. k 11. f 12. i
13. h 14. j 15. d

LEXICAL TESTS

Task 1.

a) The evidence was not strong

A man was **accused** of **stealing** a pair of trousers. After a long and patient **examination** he was **acquitted**, because the **evidence** against him was not sufficiently strong.

He stayed, however, in the dock after his **acquittal** had been pronounced. The lawyer who had **defended** him, observing that he didn't go away, informed him that he was free to go wherever he wanted. The man shook his head slightly, but remained. By this time the court was nearly empty. Again his **lawyer** told him that he could go, and asked him why he seemed to be so stupid.

"Just come here for a moment, please, sir," said the man, "and let me whisper in your ear – I can't go till all the **witnesses** against me have left the **court**».

"And why may that be?" asked the lawyer.

"Because of the stolen trousers, sir. Don't you understand?"

"Most certainly I don't; what about the trousers?" said the lawyer.

"Only this, sir," whispered the fellow in his lowest tones, "I've got them on".

b) Teenage girls charged with stealing pants

Two teenage girls have been **charged** at a Kiambu court with **stealing** women pants worth \$ 2,200. The two girls, both 16, were **accused** of stealing three pairs of trousers and a pair of shorts from businesswoman Winfrey Karimi on August 10, 2014 at Kasarani, Nairobi.

The court heard that the owner of the clothes spotted one **suspect** wearing a stolen trouser and alerted the police. The **prosecution** said that police trailed the suspect and **arrested** the two teenagers on August 14, 2014 in possession of the stolen items.

The two pleaded **guilty** to the **theft** charges. However, one girl told the court that she was given the trousers by the other suspect as **compensation** for clothes she lost which belonged to her.

Resident magistrate Simon Arome ordered for a "family report" to be provided in court on October 2, 2014 before giving his **judgment**.

Task 2.

a) 1. d 2. h 3. a 4. j 5. b 6. e 7. c 8. i 9. f 10. g

b) 1. c 2. j 3. f 4. a 5. h 6. d 7. e 8. i 9. b 10. g

Task 3.

a) 1. c 2. c 3. b 4. d 5. d 6. b 7. a 8. c 9. a 10. b

b) 1. c 2. a 3. b 4. b 5. c 6. b 7. b 8. b 9. d 10. c

Task 4.

a) 1. state	6. forgery	11. person	16. penalty
2. laws	7. treason	12. civil	17. term
3. countries	8. crimes	13. classes	18. prison

- | | | | |
|-------------|-----------------|-----------------------|-----------------|
| 4. offences | 9. criminal law | 14. felony | 19. misdemeanor |
| 5. bigamy | 10. community | 15. life imprisonment | 20. fine |

- b)**
- | | | | |
|-------------------|------------|------------------------|--------------|
| 1. witnesses | 6. officer | 11. testimony | 16. money |
| 2. legal disputes | 7. list | 12. cross-examinations | 17. accused |
| 3. jury | 8. jurors | 13. counsel | 18. acquit |
| 4. trial | 9. panel | 14. judge | 19. guilty |
| 5. court | 10. swear | 15. civil suits | 20. sentence |

LISTENING

Task 1.

- a)** 1. c 2. c 3. a 4. b 5. b 6. b 7. a 8. c 9. b 10. a 11. c 12. a
13. b 14. a 15. c 16. b 17. c 18. c 19. b 20. a

b) 1. Harry Rex Vonner was enormously fat. He was a lawyer who specialized in cases where marriages had broken down nastily. He could be just as nasty as his cases, and his services were in great demand. He could get you the children, the house, the farm, the dog, everything. One wealthy farmer sent him a check each month so that the woman he was married to (his fourth wife) couldn't hire him for herself. Harry Rex sent his criminal cases to Jake, and Jake sent his nasty marriage problem cases to Harry Rex.

2. They were friends.

3. Harry Rex suggested picking a good jury, twelve good and faithful citizens and then buying them.

4. He was going to use an insanity defence.

5. July 22.

6. Noose had his diary full. The only time he had was the week of July 22.

7. He would be using an insanity defense and would need Carl Lee to be examined by a psychiatrist, and that all this would take time.

8. He's telling everyone about his big TV appearance last night. But no one wanted to talk about it.

9. This was going to be a long, emotional case.

Task 2.

- a)** 1. c 2. b 3. a 4. b 5. c 6. a 7. a 8. b 9. c 10. c 11. c 12. c
13. a 14. b 15. b 16. b 17. b 18. a 19. c 20. b

b) 1. Jake went back to Lucien's house. He had no home, no wife, no law clerk, but at least he had some friends. Harry Rex joined them and they sat on the porch drinking beer and eating fried potatoes.

2. Carl Lee had been allowed to come into the courtroom and sit with Tonya and the others. At four o'clock, around the time when the jury had to report to the judge, they walked to one of the tall windows at the front of the courtroom. Carl Lee noticed a small handle. He turned it, and the windows swung open. Carl Lee

looked at the deputy beside him and stepped forward. He held Tonya in the air and watched the crowd. He waved at his people below him. He kissed his daughter and his sons. He waved and told the children to wave too.

3. Because the jury hadn't made a decision.

4. Buckley was angry and wanted a new trial. He said that the jury could not make a fair decision with this crowd outside. Buckley said that the jury should be moved to another place while they made up their minds but the legal documents showed that this could not be done.

5. No, it was illegal.

6. For the first time in weeks, Jake slept more than eight hours. For the first time in a week, he went across to the Coffee Shop for breakfast. He stayed for an hour and talked to people, then went across to his office. There was nothing to do except wait. He sat by the window, drank coffee, smoked a cigarette, and watched the soldiers. He thought about a quiet little Southern law office with a secretary and clients waiting to see him. Of normal things, like a family, a home, and church on Sunday mornings.

7. Lucien advised to be careful what you said to reporters and thank the jury if Jake won. Harry Rex advised to run as fast as Jake could, because those people out there would bring down the courthouse if Jake lost.

8. Jake felt weak.

9. The jury had been trying to reach a unanimous decision for three days and did it on Wednesday.

Task 3.

a) 1. b 2. a 3. b 4. b 5. a

b) 1. accident 2. deserve 3. 75 4. experience 5. injury
6. discrimination 7. cash 8. payments 9. lawyers 10. consultation

Task 4.

a) 1. b 2. c 3. b 4. c 5. a

b) 1. out of the ordinary 2. shrubbery 3. exterior 4. confrontation
5. deterrent

c) 1. b 2. a 3. a 4. c 5. b

Keys to Books and Libraries READING

Task 1.

1. d 2. b 3. d 4. c 5. b 6. b 7. c 8. d

Task 2.

1. c 2. c 3. b 4. a 5. d 6. b

Task 3.

1. b 2. c 3. a 4. d 5. c 6. a 7. d 8. c 9. c 10. a

Task 4.

1. e 2. f 3. g 4. n 5. k 6. d 7. h 8. b 9. m 10. j 11. i 12. c
13. l 14. a

LISTENING**Task 1.**

1. b 2. c 3. c 4. d 5. b 6. d 7. c 8. c 9. a 10. 1, 4, 6

Task 2.

1. b 2. b 3. d 4. c 5. a, d 6. a 7. c

Task 3.

1. 1800	10. Capitol Hill
2. housed	11. catalogue books
3. British troops	12. printed materials
4. 3000	13. 470
5. Thomas Jefferson	14. maps
6. 6487	15. sheet music
7. doubled	16. sound recording
8. copyright office	17. manuscripts
9. 1873	

Task 4.

1. d 2. a 3. c 4. b 5. a

LEXICAL TESTS**Task 1.**

1. b 2. c 3. b 4. d 5. c 6. c 7. d 8. b 9. a 10. a 11. b 12. c 13. b
14. b 15. d 16. b 17. c 18. b 19. b

Task 2.

1. i 2. j 3. a 4. b 5. f 6. h 7. l 8. m 9. d 10. k 11. g 12. c 13. e

Task 3.

1. c 2. c 3. c 4. b 5. c 6. b 7. d 8. d 9. d 10. c 11. d 12. a 13. c
14. b 15. d

Task 4.

a)

1. housed 5. illustrious 9. carried

- | | | |
|--------------|----------------|--------------|
| 2. presented | 6. thinkers | 10. access |
| 3. copy | 7. collections | 11. digital |
| 4. finest | 8. volumes | 12. journals |

Keys to Teaching Experience

READING

Task 1.

1. F 2. T 3. T 4. T 5. F 6. F

Task 3.

1. d 2. h 3. b 4. a 5. k 6. j 7. i 8. e 9. l 10. c

Task 4.

- a) 1. h 2. f 3. a 4. g 5. i 6. b 7. c 8. e
 b) 1. f 2. b 3. e 4. a 5. d 6. g 7. i 8. h

LISTENING

Task 1.

1. c 2. b 3. c 4. c 5. a 6. c

Task 2.

2, 3, 5, 7, 9, 10

Task 3.

1. d 2. a 3. b

Task 4.

1. c 2. b 3. h 4. d 5. a 6. e

LEXIACL TESTS

Task 1.

1. educators 2. graduate 3. needs 4. classroom 5. potential 6. method 7. child-centered 8. influence 9. images 10. foster 11. whole 12. capacity

Task 2.

1. b 2. c 3. d 4. a 5. b 6. c 7. c 8. a 9. a 10. c 11. b 12. d 13. c 14. c 15. c
 16. d 17. a 18. d 19. d 20. b

Task 3.

1. i 2. h 3. b 4. e 5. m 6. a 7. f 8. d 9. j 10. g 11. c 12. l 13. k

Task 4.

The student body of a **university** or college is divided into **graduates** and undergraduates. Graduates have already received their **bachelor's** degrees, while **undergraduates** have not. The undergraduates belong to one of four **classes** according to their year of study. These are **freshmen**, sophomore, **junior**, and senior classes. Most schools also admit **special** students who take a number of **courses**, but are not working towards a **degree**.

Student **bodies** vary considerably from **school** to school. Some institutions are **co-educational** with both men and **women** students. Others admit **students** of only one **sex**.

A **co-ordinate** institution has separate men's and women's colleges. They are controlled by the same central **authority** and are usually **located** on the same campus or nearby **campuses**.

Keys to FAMILY VALUES READING

Task 1.

1. T 2. F 3. T 4. T 5. F 6. F 7. T

Task 2.

1. T 2. T 3. F 4. F 5. T 6. T 7. F

Task 3.

1. T 2. F 3. T 4. T 5. T 6. F 7. T

Task 4.

1. T 2. T 3. T 4. F 5. T 6. T 7. T

LEXICAL TESTS

Task 1.

1.a 2.d 3.a 4.b 5.c 6.b 7.b 8.b 9.a 10.c

Task 2.

1.a 2.a 3.b 4.d 5.a 6.b 7.b 8.b 9.d 10.b

Task 3.

1.b 2.b 3.b 4.c 5.d 6.c 7.d 8.d 9.b 10.b

Task 4.

1.c 2.b 3.b 4.a 5.c 6.a 7.d 8.b 9.c 10.b

LISTENING

Task 1.

Speaker 1: 1. a 2. b 3. c

Speaker 2: 1. a 2.c 3.a

Task 2.

Speaker 3: 1.a 2.c 3.c

Speaker 4: 1.b 2.a 3.c

Task 3.

1.a 2.b 3.c 4.b 5.b

Task 4.

1. old people's home

2. residents

3. snoring

4. concept

5. crèche

6. Extended family

7. retired

8. intergenerational

WRITING

Task 1.

a) 1. feeding bottle 5. nappy 9. pushchair
2. burp 6. rattle 10. cot
3. high chair 7. dummy 11. teddy bear
4. bib 8. pram

b) 1. strategies 6. negotiation 11. permissive
2. approaches 7. punishment 12. behavioural
3. parenting 8. exceptions 13. neglectful
4. establish 9. authoritative 14. substance abuse
5. involvement 10. lenient 15. nurturing

Keys to TELEVISION

READING

Task 1.

1. d 2. d 3. b 4. c 5. c 6. b 7. d 8. c 9. c 10. c

Task 2.

1. d 2. b 3. c 4. b 5. a 6. c 7. d 8. c

Task3

1.T 2.T 3. T. 4. F 5. F 6.F 7.F

Task4

11. T 2. F 3. F 4. T 5. T 6. T 7. T 8.F

2. 1. C 2. E 3. B 4. H 5. D 6. G 7. A 8. F

3. 1. absolutely, 2. very, 3.incredibly , 4. totally, 5. really, 6.absolutely.

LISTENING

Task 1.

1. b 2. b 3. c 4. a 5. c

Task 2.

1. T 2. F 3. T 4. T 5. T 6. F

Task 3.

a) 1. o 2. j 3. b 4.d 5. m 6. n 7. h 8. f 9. c 10. s 11. g 12. e
13. l 14. p 15. a 16. k 17. i 18. q 19. r

b) 1. c 2. b 3. a 4. c 5. b 6. C

Task 4.

1. a 2. c 3. b 4. c 5. c

LEXICAL TESTS

Task 1.

1. missed 2. other 3.enjoy 4.idea 5. help 6.office 7.require.

Task 2.

1. completely, 2.filmed, 3.funny, 4. changed, 5. European, 6.locked, 7. viewers, 8. to find, 9. are based, 10.survival, 11. to get , 12. lead, 13.successful .

Task 3.

1.personal, 2.users, 3.scammers, 4.legitimate, 5.update, 6.username, 7. link, 8.access, 9.identity,10. domain.

Task 4.

1 - game show, 2 - reality TV, 3 -documentary,4 – omnibus, 5 - chat show, 6 – news,7 – sitcom , 8 – airtime, 9 –studio, 10 – broadcast, 11 – present, 12 – schedule, 13- adapt, 14 – channel, 15 – panelist, 16- guest, 17- weatherman, 18 – actor, 19 – scriptwriter, 20 – reporter, 21 - floor

WRITING

Writing test 1. Model answer.

The charts give information about the genres of TV programmes that Australian men and women and different age groups watch. It is clear from the charts that women tend to watch more television than men overall, although they watch slightly fewer game shows. The people who watch the most television are in the 45+ age group. Nearly 70% of women watch reality shows, which is almost twice as many as the percentage of men who choose this genre of programme. Nevertheless, most age groups watch more reality shows than game shows revealing that game shows are generally less popular than reality shows. The percentage of people watching reality shows increases steadily from ages 16 to 45 with the lowest / smallest percentage of viewers, at just over 50% of the age group 16-24 and the highest / biggest / largest / greatest percentage, at 68% of the over-45s. However, the pattern is different for game shows. The number of programmes watched by 25- to 44-year-olds is significantly / considerably lower than the number watched by 16- to 24-year-olds and those over 45. Just over 50% of 16- to 24-year-olds watch game shows, but this share is not as high as the share of people aged 45 and over watching game shows, at nearly 70%. Only 41% of 35- to 44-year-olds watch game shows, and the share of 24- to 34-year-olds is slightly / even lower at 38%.

Writing test 2. Model answer.

The table compares four countries in terms of the number of people who watch four different genres of film at the cinema: Action, Romance, Comedy and Horror. The table indicates that more Indian people watch films at the cinema than the other three nationalities. In all four countries, Action is the most popular genre of film. The total number of viewers for action films is nearly 30 million and in each country about 7-8 million people watch them. Not many people like watching horror films at the cinema compared to the other genres of film. In India and Japan only 2-2.5 million people watch horror films but they are more popular in New Zealand and Ireland. On the other hand, romance films are very popular in India with 7.5 million viewers but it is not as popular in the other countries. New Zealand and Japan come next with 4.5 million viewers each. (152 words)

SCRIPTS

Sylvia Plath

Today we're gonna look at the life and some of the works of one of America's finest modern female poets, Sylvia Plath.

At the time of her death in 1963 Sylvia Plath was on the verge of the critical success and recognition that she had sought for most of her life. Her first novel 'The Bell Jar' had just been published and the publication of her collection of poems 'Ariel' had just been agreed.

These poems, which were mostly written during the last year of her life, chronicle the traumatic developments taking place in her personal life and were to make for her a reputation as a first rate poet. But it wasn't until 1982, almost twenty years after her death, that her posthumously published 'Collected poems' won the Pulitzer Prize for literature. Since this time the fascination and intrigue with her work has continued to grow. Very few modern poets have captured the popular imagination as much as Plath, even to the extent that in 2003 a movie was made about her life and her intense relationship with husband and fellow poet Ted Hughes.

To understand the continued growth in interest in her work, we have to look at the issues which her life and work address. As Susan Bassnett writes in her book on women writers.

'Dying as she did in 1963, Sylvia Plath never knew that so soon afterwards the problems of what and how women write was to become such a crucial matter and was to be debated by so many other women'

So, Sylvia Plath was a woman writing about women's issues before they were recognized as being of any importance.

Sylvia Plath was born at Robinson Memorial Hospital in Boston on 27th October 1932. She was the first born child of Otto and Aurelia Plath, both highly educated academic people. Her father Otto was a professor of biology at Boston University, but her mother had been subjugated into a domestic role as housewife despite her level of education. Her father was not too pleased with the birth of his daughter and demanded that his wife have a son within the next two years. Amazingly enough his wife obliged by giving birth to a son almost exactly two years later.

This domineering father figure became a common theme that recurred throughout Plath's writing. With the birth of her brother, Sylvia had to work much harder to win her father's attention and approval. When in 1936 Plath's father became ill, access to him became even more restricted, and Plath's main means of getting attention from her father was by achieving academic success. This meant that from an early age she began to equate love with success.

In 1940 Plath's father died and this left the family in a very difficult financial situation. They were forced to move away from the seaside home that Plath had enjoyed so much and into a suburb of Boston and her mother had to take a part time job to support the family.

In 1950 Plath graduated from Bradford High school and won a scholarship to Smith College. In the same year she published a short story entitled 'And summer will not come again' and a poem called 'Bitter strawberries'.

Plath's time at Smith was difficult as she had very high expectations of herself. She wanted to achieve immaculate grades, but she also wanted to be accepted by her peers and an important part of being accepted was being popular and dating lots of boys. This was difficult because as a scholarship girl she had only a very small allowance to spend on clothes and going out, and each year's continued scholarship was dependent on the level of her grades.

In 1953 Plath won a fiction contest sponsored by Madamouse magazine and was offered the opportunity to go to New York as a guest editor. She relished this opportunity to spend a month working in a professional publishing environment, but Plath returned from New York feeling exhausted and after hearing news that her application to a creative writing course had been rejected, she fell into what was to become one of many depressions.

Teaching Experience

LEARNING LANGUAGES

I wanna talk about learning languages. I've lived in many different countries, both in Western Europe, Middle East, and now here in Hong Kong. And during all of that time, I've learned five or six different languages, to one degree or another. I love learning languages. Not only are they important when you move to a country, I just find them fascinating. Before I came to Hong Kong, I lived in Barcelona Spain for ten years. And when I first arrived, the most important thing was being able to communicate with people locally. I don't attend classes. I don't think I'm particularly good in classes. I prefer to learn by just talking to people, finding out what I need to say by looking at dictionaries and listening carefully. Other things that helped me when I first moved to Spain, were watching the typical kinds of programs we see every day on channels around the world. For example the weather. This is great, because they always say the same things. So you can really quickly hear the same words repeated again and again. And the pictures helped of course. Other types of program that helped me learned Spanish quickly were things like game shows, where the same thing happens. They have a catchphrase or a slogan that they repeat endlessly when contestants win or when they are called to compete. As well as that, I used to pick up the Spanish newspapers. First of all, I just accepted that there was no way I was going to understand anything but one or two words. But gradually, I found that I learned lots of new things about this. I was interested because I wanted to know what was happening in the country I lived in. But, I also knew that I could learn a lot of language this way. So I'd take a dictionary with me sometimes, or I'd notice a word and I'd ask other people what ...it meant. Anyway, by far the best practice I ever had was just talking to people in the street, or in shops where I'd rehearse in

my head what I wanted to say beforehand, before I went in. Usually, I'd make a right mess of it first of all, but, after you get over the embarrassment, it's quite funny really. And people are very sympathetic and supporting in most cases. It took me a long time to develop a good level of Spanish. I lived there for ten years, and I think I'm very fluent now. But I think for the first two years I was there, it was quite a struggle to hold a decent conversation. There were always lots of words or expressions that I didn't pick up on. In particular with the colloquial expressions, idioms, that kind of thing, that people use in everyday talk, but you don't necessarily see written down. I didn't find those very easy to learn at all. But it was a lot of fun. And people as I said are really supporting when they know that you are genuinely interested in learning their language.

LEARNING VOCABULARY

"I started learning English about erm... ten years ago and I think I've learned quite a lot. I can talk about quite a few subjects and I can understand quite well when people talk to me in English. At university I mostly learn business words. I think it's important because I won't learn these words anywhere else. It's not by meeting other young people that I will learn business words. Although it's true that I do learn them too by reading on my own.

I would really like to become fluent and erm I don't like having to look for my words. Maybe one day I could think in English! Why not! I'm interested in grammar but it's not my priority. It's not the most important thing, I think the most important thing for me is er.. to be understood well and to have good vocabulary. Many words for explaining many things. If you can say what you want to say it's er... it's er... the important point.

My biggest problem is I don't know enough words. I often repeat the same words. I find it difficult if I'm talking to someone about a subject that I don't know. I just don't have the words I need to explain what I want to say. It's very frustrating and erm I very quickly don't know erm... what to say. If we're talking about music or something like that then it's no problem. My teacher tells me I need to expand my vocabulary range.

When I am writing letters I have lots of vocabulary. I find... I have learnt the correct expressions for application letters or CVs so I find them easy now. To improve my vocabulary I try to read a lot too. Sometimes I read English magazines about music because I love listening to English music and American music. I also read British newspapers but because erm... I take the time to read I find it easier than speaking.

Another problem I have is remembering words. Sometimes I hear a word I don't understand and ask the person, the person who said it, to tell it to me again. The problem is about five minutes later I have already forgotten the word. But... I... Well I don't know what to do about this problem. Maybe I don't listen well enough. I'm maybe concentrating on understanding the main point of the conversation that I forget the, you know, individual words. I think you need to hear words lots of different times to really remember new ones.

In the future I would like to speak more fluently and to know lots of vocabulary on many different subjects. I have started making my own dictionary and so now when I hear a new word I write it down and try to use it very soon after. I hope this is going to help me improve my English vocabulary. I'm certainly motivated to learn more words"

CD TRACK 4 Tapescript

We went into the staff room of a comprehensive school in Bristol and asked some teachers this question... 'What annoys you about your job?' Here's what they said...

1: Just one word: 'Whatever.' I hate it when my students answer questions with 'whatever'.

It means 'I don't care', or 'I've got no opinion'. It's so passive. 'Do you believe in the death penalty?' 'Whatever'. 'Do you want the test on Tuesday or Thursday?' 'Whatever'. 'How about a lesson on women's rights for March 8th?' 'Whatever'.

2: I enjoy teaching. I like most of my pupils a lot. They're not always as hard-working and conscientious about their written work as they should be, but they're imaginative and really participate in the classes... The only thing that annoys me about my job is the administration, you know all the paperwork I have to do.

3: Cheating. They cheat in exams and in the homework we set them. Of course, not everyone does it, but it really annoys me.

If I could teach my pupils just one thing, it would be that studying hard and revising for exams is good, and cheating is bad.

4: There isn't much that annoys me about my job. Well, correcting homework can be hard work, and taking the register is a waste of time, and sometimes with my favourite classes the bell goes too soon, you know just when we're starting something interesting. But, really I'm lucky. My students are talented, active and motivated.

5: A lot of kids have no respect. They don't respect teachers, or their classmates, or school property. They steal the chalk, the board markers and library books, they write graffiti on the desks and lockers, they destroy textbooks, they fight in the playground, they miss lessons and turn up late... Shall I go on?

6: My pupils are fine, but some parents are really difficult. They won't accept that their children aren't perfect. For example, one boy kept playing truant, and his dad said it was my fault for not making the lessons more interesting! And there's a mother who always does her daughter's project work even when I ask her not to.

Be Your Own Investigative Journalist

by John Kuti

News in the age of information

We are often told that the age of the “information economy” has arrived. The idea is that intellectual work is becoming a more important source of wealth than manufacturing. There are already too many factories for the number of people who want to buy stuff, so the winners in the marketplace need to have a lead in terms of fashion, or technology to beat the competition. You can easily see this process at work in important industries like cars and clothing and computers where big companies prefer to concentrate on promoting their brand and let subcontractors do the less profitable work of manufacturing the products.

But there is a problem with information as an organizing principle in society. It only counts if people pay attention to it. Together with inventors and designers, the information economy needs Public Relations executives to make sure customers are getting the right message. So, faced with the increasing claims on our attention, organizations in other spheres of life have to do more to get their share of it too. So PR people may work for politicians (then we call them “spin doctors”) or they may work for artists (then we call them “publicists” or “pluggers”.) A lot of our news is actually compiled from press releases and reports of events deliberately staged for journalists. Journalists spend their time, not investigating, but passing on the words of a spokesperson, publicist or other professional propagandist.

Quoting from Evelyn Waugh

The manipulation of news is most clearly visible in times of war. A BBC journalist speaking about the present war in Iraq compared his situation with that of the reporters in *Scoop*, Waugh’s satirical novel on the press. In the book, everyone was sure that the real story was happening somewhere else - but they weren’t exactly sure how to get there. Nowadays, the journalist who arrives in the right place at the right time is almost guaranteed a world exclusive. Armed with digital cameras and satellite phones, they can file their story on the spot. Which is why the military control the movements of journalists ever more closely.

Don’t believe everything you read in the papers

The best joke in *Scoop* is about the newspaper’s owner, Lord Copper. The editors can never disagree with him. When he’s right about something they answer “definitely”, and when he’s wrong they say “up to a point, Lord Copper.” It seems reasonable to suppose that, in the real world, the opinions of such powerful tycoons still influence the journalists and editors who work for them.

Info-tainment

In countries where the news is not officially controlled, it is likely to be provided by commercial organizations who depend on advertising. The news has to attract viewers and maintain its audience ratings. I suspect that some stories get air-time just because there happen to be exciting pictures to show. In Britain, we have the tabloid newspapers which millions of people read simply for

entertainment, without even expecting to get any important information from them. I think this is why politicians' speeches nowadays have to include a "sound bite" the small segment that seems to give a powerful message. There is progressively less room for historical background, or statistics, which are harder to present as a sensational story. The arrival of CNN, the 24-hour all-news channel, has not increased the amount of real news reporting because the format of the channel is designed so that people who want to get the headlines will not have to wait long. It tends to concentrate on the main story and repeat it.

Alternative reporters

There is an argument that with spreading access to the internet and cheap technology for recording sound and images we will all be able to find exactly the information we want. People around the world will be able to publish their own eye-witness accounts and compete with the established news-gatherers on something like equal terms.

I think this is true, up to a point. But what it will mean also is that we'll be subjected to a still greater amount of nonsense and lies. Any web log may contain the scoop of the year, or equally, a fabricated story that you will never be able to check.

Have you ever wished you were better informed?

Maybe the time has come to do something about it, and I don't just mean changing your choice of TV channel or newspaper. In a world where everyone wants you to listen to their version, you only have two choices: switch off altogether or start looking for sources you can trust. The investigative journalist of the future is everyone who wants to know the truth.

Information Society

by Richard Sidaway

Once upon a time societies were organized around religion, farming, trade or industry. In many parts of the world today this is still true, but something else is becoming more important - the exchange of information, and the technology that we use to do this. Twenty-four hour news, e-commerce, international call-centres, mobile phones, Global Positioning Systems ... all these are making the world smaller and faster. The growth in telecommunications is now giving more and more people access to democratic ideas, to the principles of international law and human rights, to the science that will help their country to develop or to the medical knowledge that can fight disease. It is starting a real global village which people only dreamed of a generation ago.

But how can everybody in the world share the recent technological advances? Millions of people cannot read these words because they don't have access to a computer. They don't understand English either, the language that 80% of the information is written in. They don't even have a telephone. They are more worried about how far they will have to walk today to get clean water or if they can

feed themselves and their families. For most people on this planet, information is not a priority.

The contrast between countries that have information technology and those that don't is called the 'digital divide'. Scandinavia and South East Asia have a high number of people who use Information Communication Technologies (ICT). Central Africa and the Pacific have almost none. The United Nations is trying to make the information society a reality for more of the developing world. It wants to see rich countries transfer new technology and knowledge to poorer nations.

Ten years from now, the plan is that everybody in the world will have a radio or television and that 50% of the world's population will have access to the internet from schools and universities, health centres and hospitals, libraries and museums. This will improve medical care and education, science and agriculture, business opportunities and employment. At the same time, they say, local communities, languages and cultures will become stronger.

Just a dream? Certainly there are some contradictions. Does only good come with freedom of information? If information is power, why will people share it? Doesn't more technology mean fewer jobs? And how can the exchange of information keep local cultures alive if most of that information is only in one language? It is much easier to get people connected to broadband or put government online in Europe than in South America or the Middle East. However, developing countries often leapfrog the process which richer nations went through, and avoid their mistakes. Brazil collects most of its taxes online these days. There are cyber cities in Dubai and Mauritius. And Taiwan and Hong Kong have better access to ICT than the United Kingdom. Maybe the English language isn't so important after all.

Perhaps the spread of technology means that the old centres of power are also changing. The United States introduced internet technology in the 1970s. But people are asking why they should continue to be in charge. Why should a small organization in California tell the rest of the world how computers talk to each other?

The US says it makes the rules, but it doesn't control the flow of information. The domain name system (DNS) controls how internet addresses work, but not what a website or database contains. Many want a more international approach, however. But they also want the internet to remain open and free for all to use. Can the world create an information society for all? If a farmer in Bangladesh can read this in the year 2015, then maybe the answer is yes.

Transcript 3

Hello and welcome to Trend UK, your shortcut to popular culture from the British Council. In the next few minutes we're going to be seeing what it's like to live and work as a young professional in the UK. Creative industries play a key role in the UK's economic growth. It's a sector which covers activities such as architecture,

publishing, film, fashion, music, radio and TV, and software. And it accounts for almost ten percent of the UK economy. Creative industries often attract young people who feel naturally drawn to them, in the hope that they can make their mark, their fortune or both, whilst expressing themselves in their chosen field. That's the dream but what are the realities? Our reporter Mark brought together a group of young creative professionals from the film industry to find out.

Assemble a group of young people who work in the UK's burgeoning creative sector and you won't be short of opinions. By and large, they're all under 30, they're all extremely enthusiastic and they've all got something to shout about.

"I'm a film and video editor."

"I work in television as a lighting camera woman."

"I'm a freelance cameraman and editor."

So what's it like working in a creative industry here in the UK?

"It can be fantastic. You know everything has highs and lows I think. But the highs can be particularly high. I've worked on a variety of projects, I've worked for about two years as an editor so far so... last year I worked on 'Nanny McPhee' which was Emma Thompson's latest offering and I was an assistant on 'Seed of Chucky' which is part of the famous 'Child's Play' franchise. Which is a good experience, that was a relatively large Hollywood film."

"I do an awful lot of sport, which is, you know, shooting live cycling and things like that. I also shoot the odd commercial and I've done some documentary work for television."

"Breaking into the industry is very difficult. And certainly for the first two years that I was trying to break in I had to spend a lot of time working as a carpenter or doing whatever I could, painting and decorating, to get by, whilst you are pursuing contacts, really. But then as you get more and more established, you get more and more contacts and at the same time you get better and better. The work you do is much better. You know, it gets much easier."

And do you have to work long hours?

"Fourteen, fifteen, sixteen hour days, it's not unusual. There are limits set within the law, but of course everyone does... (you) usually do whatever's required to get the material in the can."

What about the social side of things? Do you go out much? Do you have time to go out much?

"In terms of meeting people it's a very mixed bag. I often work on my own, so I'm effectively... I'm directing myself doing camera work and then I'll go and edit, and I'll direct myself editing and, you know, I'm completely on my own for days at a time working on a project. On other projects which are much more collaborative, you meet an awful lot of people, and obviously you've got a lot in common and

with some of them I've developed really very good relationships that, you know, I think now you could call friendships. So yeah, socially it can be great."

"You have a great social life with the people that you work with, but organising social life outside of that, if you're working seventy-two-hour weeks, can be pretty rough. The flip-side of the coin is that if you're not working at all, you've got all the time in the world. But remember that people who work in other industries don't really understand your stop-start lifestyle. So it can take extra effort to meet up with people."

And where do you hope to be in about, say, ten years?

"Really fast broadband is going to change the way we work. In terms of transferring big amounts of data around and stuff, it's going to get easier and easier. So, I do think that in 10 years time I'm certain, you know, you'll want some 'face time' as they say for meetings and all that sort of stuff. And physically, for filming some things you'll have to be there. But very often, it won't matter where on earth you are in the world, so I am actually planning on buying a place in Portugal or Spain and continue my post-production stuff overseas."

Would you recommend it as a career, or do you have any advice for people who are thinking of taking it up?

"I would definitely encourage people to come to Britain to work in the creative industries; they are some of the best in the world in terms of content, ideas, execution. The creatives and the technicians in this country are fantastic. My one tip would be: make sure that you've got that endurance, that capacity, that capacity to endure, because you're going to be faced with long hours, some difficult people and occasions where you're paid very little, if anything at all. So make sure that you're determined and focused on working in these industries. You can't be a tourist, so to speak."

"Britain is a fantastic place to work in the creative industries because there is a very huge buzz, very high training and people are really passionate about what they do. But it's also extremely competitive and the number of places for people to work in is a lot smaller than the number of people trying to get work. So you have to be very tenacious, you have to really, really want to do it. It is not glamorous, it's long hard hours and you have to be pretty thick skinned. So give it a try and if you care about it, do it. But if not, you can make a lot more money a lot more easily doing something else."

"Yes, I would recommend it as a career. It's enormously enjoyable, much more creative than most people's jobs are, much more varied than most people's jobs are. Financially, I hate to say it, but I'm now doing really quite well. In terms of the advice I'd give to someone, don't give up because there'll be endless barriers in

your way where people, you know, you get all these false horizons where you think you're about to get a big break and then, you know, it just turns into nothing and never make any mistakes... that's the most important thing of all because you only get one chance. If it's your first job with someone and you stuff it up, well that's it, the phone's not going to ring again. So, you know, be careful - don't make any mistakes!"

Well, as a young professional in a creative industry myself, I can wholeheartedly recommend it. And you do get to meet the nicest people.

Our young creative professional reporter Mark, there. And that's it for this time. Please remember that the opinions expressed in Trend UK are those of the individuals concerned, and not necessarily the views of the British Council. Don't forget, you can find out what the British Council is doing in the field of creative industries by checking our website www.britishcouncil.org. Just follow the links under 'Arts'. And while you're on the website you can also update your English by checking out the words and phrases in the Trend UK online glossary. And tell us what you think by sending us a comment or voting in the online poll. But for now, from me and all the Trend UK Team, bye bye.

Transcript 4

Interviewer Today we're talking about computer addiction. In recent years, some experts have identified this and described its symptoms as such things as obsessively checking email all the time, playing online games for hours and hours at a time, and neglecting work and family in order to spend time on computer activities. But can these things really be described as representing an addiction? Is there really such a thing as computer addiction? There's a great deal of controversy among experts on this issue, with some saying there's no such thing as computer addiction. I'm talking to psychologist Colin Little. Colin, does computer addiction exist?

Psychologist Well, that's a tricky question. First of all, nobody can agree on a single definition of it. For example, nobody is addicted to a computer as a physical object, and most addictions have a physical dimension. And there are an enormous number of reasons why they might be on the computer. Because of this they might spend ages in front of it

– it's hard to know which could be called an addiction and which couldn't. The matter is further complicated by the fact that the computer of course has a great many benefits, unlike things such as illegal drugs – there are lots of perfectly good

reasons why someone might be spending a very great deal of time using a computer.

Interviewer But surely there must come a point when someone's computer use can genuinely be called an addiction.

Psychologist Well, there's no agreement on that. Even if someone is using a computer for very long periods for reasons other than work, this doesn't necessarily mean they have an addiction. Lots of people do lots of things for extended periods of time because they enjoy them – if someone spends ages doing their hobby, for example, would that be considered an addiction? I don't think it generally would be.

Interviewer What's the 'official' position on this? Where do the experts' organizations stand on the issue? Do they think computer addiction exists?

Psychologist Well, neither The American Medical Association nor The American Psychiatric Association considers computer addiction to be a valid diagnosis, so, no, they don't recognize its existence. Both organizations also decided fairly recently that computer-game addiction, which some people felt could be classified as a genuine addiction rather than the more vague and general idea of computer addiction, should not be declared an actual addiction. So there's no official recognition of computer addiction in even specific, and perhaps more obvious, forms.

Interviewer What's your personal view?

Psychologist I think that whether or not computer addiction exists is connected with the effects of obsessive or lengthy computer use. If it causes someone to withdraw from the real world into an artificial world, if it causes them to keep away from friends and family, if it causes emotional problems in the form of bad moods, if it affects work performance. If any of these things happen, then I think there is a strong case for labelling this problem as computer addiction.

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