Oksana Karpyuk

ENGLISH

Year 10. Standard Level

a textbook for the tenth form of secondary schools

Оксана Карпюк

АНГЛІЙСЬКА МОВА

Рівень стандарту
(10-й рік навчання)

**Підручник для 10-го класу
закладів загальної середньої освіти**

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Dear Student,
the aim of this book is to make you better at an information exchange as well as at expressing your thoughts and feelings in English. So, you will often have to focus on developing your skills in reading, listening, speaking and writing English. Use the book to enrich your vocabulary and feel more confident with English grammar, too. Remember, that mistakes should be seen as something normal and nothing to be afraid of.

It is also important for you to have clear goals. This will give you something to work towards. However, these must be realistic. For example, speaking without making any mistakes at all is an unrealistic goal.

One more point should be taken into consideration: a positive attitude to life makes wonders and helps in creating a happy and successful 'YOU'. I wish you to be optimistic and always look on the bright side of life!

Yours,
the author of the book.

STARTER Unit

WARM UP

HOW WOULD YOU DESCRIBE YOURSELF AS A PERSON?

- I'd say that I am (tall / short / a little heavy / ...).
- I think that I'm a (cheerful / serious / friendly / ...) person.
- I like to have (a lot of people around me / just a few close friends / ...).

WHAT HOBBIES AND SPECIAL INTERESTS DO YOU HAVE?

- My hobbies are (surfing the Internet / drawing and painting / playing chess / ...).
- I'm also interested in (history / science / astronomy / ...).

WHAT ARE YOU GOOD AT?

- I'm good at (maths / languages / arts and crafts / ...).
- I also have a talent for (writing stories / teaching others / playing the piano / ...).

WHAT ARE YOUR HOPES AND DREAMS FOR THE FUTURE?

- I hope to become a (teacher / social worker /computer programmer / ...).
- My dream is to (have my own business / travel around the world / meet the right person to share life with / ...).

STARTER

1 ***In pairs, speak up on the following questions.***

a Why is English a world language?
b Is it important for people to study languages?
c Is English popular among Ukrainian students?
d When do Ukrainian students start learning English?

2 ***Agree or disagree if learning English is important nowadays. Explain your opinion.***

3 ***a) In the reference text below find the job names of people who work in the fields of*** *computers, science, industry, business, education, medicine, music, film, sport, travel, tourism.*

English has become a world language. People from different countries and parts of the world use it to communicate with each other. English is one of the languages of the United Nations and the European Union. It is the language of computers, science, industry, business, education, medicine, music, film, sport, travel and tourism. So you will need English in your life and work. You will need it when you meet people from other countries or to understand the latest hits and computer games and you will need it if you want to become a rock star, a computer

expert, a shop assistant, a pilot, a tourist guide, an engineer, a taxi driver, a businesswoman, an actor, an athlete, a teacher, a scientist, a footballer, a doctor, a waitress or a ship captain.

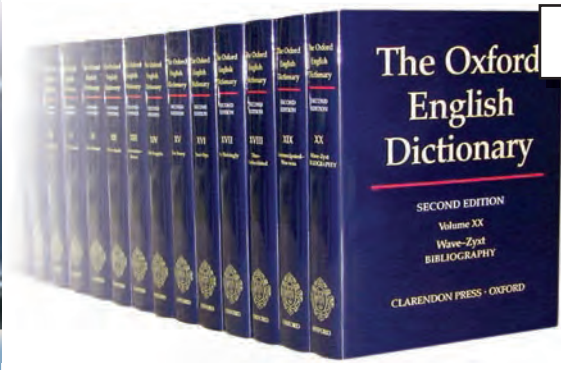
The language that has the greatest number of people who speak it as their mother tongue is Chinese. English is number two. It is the mother tongue of 400 million people in the United Kingdom, the United States, Canada, Australia, New Zealand, Ireland and parts of the Caribbean. But this is not the whole story. If we put together the number of native speakers of English and those who speak it as their second language in countries like India, Pakistan or South Africa, for example, as well as those who learn it at school and speak it as a foreign language all over the world, English is the clear winner. Over one billion people in the world or 20% of the world population speak English. You are one of them.

b) Complete the following statements.

Native … are those who speak a language as their mother … .
Children learn two … languages at school. One of them is English.
Over one … people in the world speak English.

4 ***a) Listen to the speaker to find out how many words there are in the English language.***

b) Complete the text by filling in the spaces with the numbers from the box. Then listen again and check.



25,000; one third; a million; 600,000

How many words are there in the English language? Well, it's difficult to answer this question exactly. The Oxford English Dictionary has … words but there are many more, maybe … . New words appear all the time, about … every year. They come from science and technology, but also from slang. Only … of all the English words are of English origins. All the rest come from other languages, especially French and Latin.

5 ***In groups, sum up what you've learnt about English language.***

1 Why is learning English important?
2 How many people in the world speak English?
3 How many words are there in the English language?

6 ***Match the words with their explanations.***

1 foreign language
2 mother tongue
3 pronunciation
4 vocabulary
5 grammar
6 spelling

- ☐ the way of writing a word
- ☐ all the words someone knows or all the words in a language
- ☐ one's native language
- ☐ the language that is spoken in another country
- ☐ the rules of a language
- ☐ the way you pronounce the words of a language

7 ***a) Read the text to find out the methods of learning a foreign language. Say which ones you believe useful for you and why.***

Learning a foreign language is very important as language is a **means** of communication and without it our lives would be very difficult. Nowadays people travel a lot, do business with other countries more than before, students want to go to study and work abroad to get to know other cultures and without knowing a world language it would be nearly impossible. The Internet serves for many students as the quickest, cheapest and the easiest source of information, so knowing English is of **immense** help. And what is more, learning a foreign language **broadens** our minds and **extends** our horizons.

At school most students are taught foreign languages by using textbooks, doing exercises in their workbooks, studying vocabulary and grammar. In modern

language books each unit concentrates on all aspects of the language so that students can practise both reading for general **comprehension**, called **skimming** or skim reading, and reading for detailed information called **scanning**. It is also very useful to practise the listening skills, listening for detail or for general comprehension, grammar practice and vocabulary exercises. Sometimes it is more useful to look for unknown words in an English-English dictionary as you keep thinking in the foreign language all the time and in doing so you improve your **fluency**. Some students like keeping their vocabulary books, either with pictures, **definitions**, word groups or separate words with translation into Ukrainian.

It is a good idea to read books in the original version, or at least easy short stories. Watching subtitled films helps a lot too. There are many PC or online courses these days as well but as language is a means of communication, the most natural way of learning it would definitely be through speaking. If you like listening to music, you can use English or American **lyrics** to learn new words as well. Talking to a native speaker is very useful, too. But the best way of learning a language is to go abroad and spend some time in that environment. There are many possibilities for young people to do so. They can work as **au-pairs**. Boys are welcome too if they do not mind doing housework. This is a good practice as children are very spontaneous and **patient** with their baby-sitters from abroad and they will teach them real spoken informal English. There are also international scholarships allowing Ukrainian students to study abroad, summer jobs like picking strawberries or other products are popular too.

b) Read again and look up the words in bold in your English-English dictionaries. Write out their definitions so to make a matching exercise for your partner (See task 6 as the example).

c) In pairs, exchange your exercises to match the words with their definitions. Then exchange back to check up your partner's work.

8 ***a) Read what the teenagers at an international language school tell about their difficulties with English.***

Ivanka

I really want to say something but when I speak I get stuck because I don't know the word. The teacher keeps telling us to write down a sentence with a new word we have learnt but I don't feel like doing it.

Hans

I like grammar exercises and listening. I'm not much of a talker because I'm very shy.

Diego

I like reading in English but when I'm speaking, I translate word by word what I'm saying, so I speak very slowly.

Sophia

The teacher usually writes down the pronunciation symbols after a new word. I think the sound symbols are too difficult to copy. I don't understand why we have to learn them.

I think writing is very boring. It takes up a lot of time. I don't need it. I prefer speaking.

Yannick

When we listen to the audio CD I don't understand a lot. During listening I look up the words in the dictionary.

Oksana

WORDS

a reason ['ri:zn]
a responsibility [rɪ,spɒnsɪ'bɪlɪti]
complicated ['kɒmplɪkeɪtɪd]
perfect ['pɜ:fɪkt]
responsible [rɪ'spɒnsɪbl]

- **to get stuck**
- **to keep doing smth**
- **to feel like doing smth**
- **to look up smth in the dictionary**
- **to make smb's best**

FOR YOU

b) Make true sentences.

Ivanka		speaking.
Sophia	like	doing grammar exercises.
Diego	likes	copying pronunciation symbols.
Oksana	don't like	learning vocabulary.
Hans	doesn't like	listening.
Yannick		writing.
		reading.

9 ***Work in groups of three-four. Speak about the activities you like doing in the process of learning English. Is there anything you don't like? Say why! Use expressions like:*** *interesting, boring, it takes up too much of your time, easy, difficult, too complicated.*

10 ***a) Read and choose the statement you agree with.***

1 a) I have to take responsibility for my own learning.
b) I don't have to take responsibility for my own learning — that's my teacher's job.

2 a) When reading and listening, I have to understand every word.
b) When reading and listening, I don't have to understand every word.

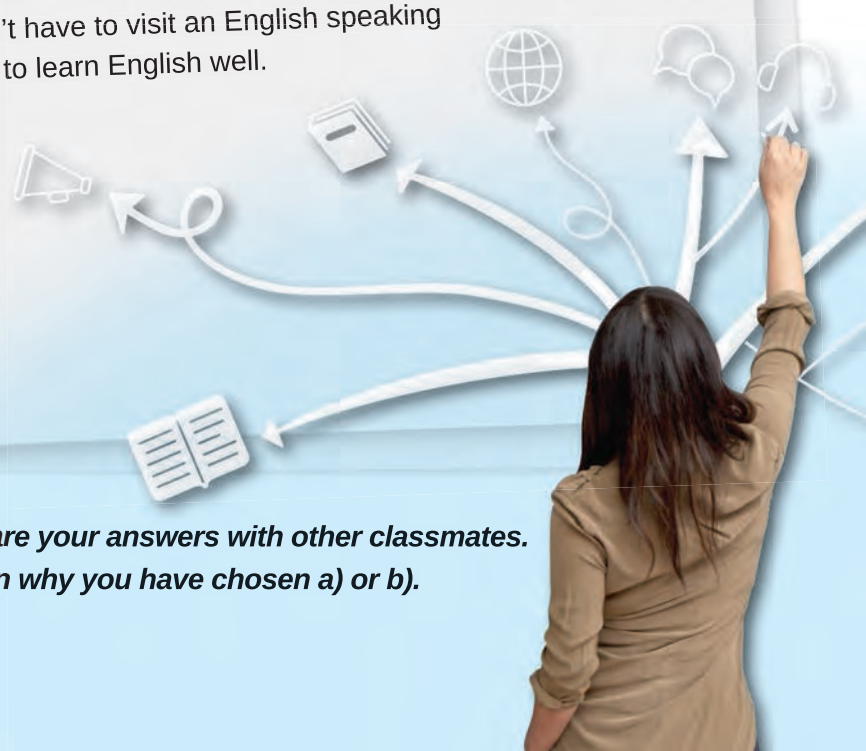
3 a) My teacher has to know everything I ask.
b) My teacher doesn't have to know everything I ask.

4 a) I translate everything into Ukrainian.
b) I don't need to translate everything into Ukrainian.

5 a) I should try to use my English outside the class.
b) It's not important to use English outside the class.

6 a) You have to be very talkative to speak English well.
b) You don't have to be very talkative to speak English well.

7 a) You have to visit an English speaking country to learn English well.
b) You don't have to visit an English speaking country to learn English well.



b) Compare your answers with other classmates. Explain why you have chosen a) or b).

11 ***a) Read the commentaries. Did you choose the same statements in task 10?***

1

If you are willing to learn something you'll learn faster. Your teacher can't do all the work. Your success depends on you. Maybe you don't like English and you would say that you have no choice. That's one more reason why you should try to make the best of your time in the class.

2

You don't have to worry about understanding every word – especially if you are reading or listening for the first time. In many cases you can guess the meaning from the context.

3

Teachers are not superbeings who know everything. In each lesson they learn as well. They learn English because they might look up something you asked and they weren't able to answer. They learn from you because you know some things better than them. When they teach, they learn a lot about their profession, too. That makes them better teachers.

4 Your first language can help you a lot when learning a foreign language. You can translate a word into your mother tongue. But you usually meet a new word together with some other words. It's useful to remember words in groups. It's important to learn phrases that consist of several words because you don't learn a language word by word. If you try to translate an expression word by word into Ukrainian, you will see it doesn't work.

5 Spending some time in an English speaking country is a great idea, but it's not that important. A great number of people have never been abroad and they speak English perfectly.

6 You can learn a lot of English by watching films, listening to music, reading books and magazines in English or having a pen friend. Maybe you have picked up some English while playing computer or video games. When going to school, look around and think how many objects that you see you can name in English. It might sound silly, but it's a lot of fun.

7 Maybe you are very talkative in Ukrainian and not in English. Maybe you are afraid of mistakes. You can't learn anything without making mistakes. You might say that your friends laugh at your mistakes. Yes, they do and that's OK as long as they don't make fun of you. Talk about such situations with your teacher and classmates and decide what's OK and what isn't.

b) Divide into groups of three-four and discuss the commentaries. Make notes if you find them useful in your learning English.

People and Relationships

Unit 1

WARM UP

HOW LONG HAVE YOU KNOWN YOUR BEST FRIEND? WHERE DID YOU MEET AND WHAT DO YOU HAVE IN COMMON?

- I've known my best friend for ... years.
- We first met and became acquainted (at a camp / …)
- We have the same (hobbies / interests / values / ...).

WHY ARE FRIENDSHIPS IMPORTANT TO YOU? DO YOU STILL KEEP FRIENDSHIPS FROM THE PAST? HOW?

- Without friends, I would feel (lonely / sad / empty / ...).
- I have continued my friendships by (emailing / calling / visiting / ...).
- I don't really have any friends from the past because I've (moved / changed my interests / ...).

HOW DID YOU COME IN CONTACT WITH YOUR ONLINE FRIEND(S)? HAVE YOU EVER PERSONALLY MET THEM?

- I connected with my friend(s) through (a chat room / Facebook / another friend / ...).
- I was able to meet one of my online friends when (I was on holiday / ...).
- I've never met any online friend (and probably never will / although I hope to one day / but I am planning to / ...).

WHAT QUALITY DO YOU ADMIRE MOST IN PEOPLE? WHICH ONE DO YOU FIND THE MOST UNPLEASANT?

- I most admire (patience / kindness / truthfulness / …) because (it makes me feel good / I can trust the person / …).
- I really object to (hypocrisy / disrespect / …).

Focus on Reading

1 ***Work in small groups. Discuss the questions.***

1 Do you think it's better to be the older or the younger sister or brother in a family with two children? Why?
2 Does a child's position in the family have an influence on his / her personality?

2 ***Read the article quickly. Which paragraph (1-5) mentions:***

a about the youngest children? ..... ☐
b about the children who have to look after their younger brothers and sisters? ..... ☐
c about Tom Hughes?..... ☐
d about the only children?.. ☐
e about the most competitive children? ..... ☐

3 ***Read the article again. Which children are usually:***

1 independent and sociable?
2 charming and affectionate?
3 quite self-confident and ambitious?
4 very organised and responsible?

WHAT

(1) In his book about the family's influence on a personality the British psychologist Tom Hughes tells that our position in the family is the strongest factor that influences our personality.

(2) On his opinion, the oldest children get maximum attention from their parents, and the result is that they're usually quite self-confident people. They make good leaders. For example, the famous Prime Minister Winston Churchill was a firstborn child. The oldest children are often ambitious. They're more likely to go to university than their brothers or sisters. They often get the top jobs, too. They are also responsible people, because they often have to look after their younger brothers or sisters. The downside of this is that sometimes this means

4 ***Find the words in the article that have the opposite meaning.***

1 well-bred
2 unselfish
3 simple
4 hard-working
5 rude
6 calm

AFFECTS OUR PERSONALITY?

that when they're older they worry a lot about things. They can also be quite bossy and even aggressive, especially when they don't get what they want.

(3) The middle children are usually independent and competitive. It's because they have to fight with their brothers and sisters for their parents' attention. And they're usually sociable, they like being with people, probably because they have always had other children to play with. However, on the negative side, the middle children are often jealous of their brothers and sisters and they can be moody.

(4) If a child is the youngest in the family, he or she will probably be very charming, affectionate and quite relaxed. On the other hand, the youngest children are often quite lazy. This is because they always have their older brothers and sisters to help them. And they can be quite manipulative — they use their charm to get what they want.

(5) The only children in the family don't have to share with anyone — so they're often spoilt by their parents and their grandparents. As a result, they can be quite selfish. They think of themselves more than of other people. On the positive side, the only children are usually very organised and responsible, and they can be very imaginative, too.

5 ***a) Complete the sentences with the adjectives from the 'Words For You'. Consult a dictionary if necessary.***

WORDS FOR YOU

to affect [ə'fekt]
affectionate [ə'fekʃənət]
aggressive [ə'gresɪv]
ambitious [æm'bɪʃəs]
bossy ['bɒsi]
charming ['tʃɑ:mɪŋ]
competitive [kəm'petətɪv]
energetic [ˌenə'dʒetɪk]
envious ['enviəs]
imaginative [ɪ'mædʒɪnətɪv]
jealous ['dʒeləs]
manipulative [mə'nɪpjələtɪv]
moody ['mu:di]
responsible [rɪ'spɒnsəbl]
selfish ['selfɪʃ]
sensitive ['sensətɪv]
sociable ['səʊʃəbl]
spoilt ['spɔɪlt]

1 … people always want to win.
2 … people want to be successful in life.
3 … children behave badly because they are given everything they want.
4 … people think about themselves and not about other people.
5 … people think that someone loves another person more than them, or wants what other people have.
6 … people are friendly and enjoy being with other people.
7 … people get angry quickly and like fighting.
8 … people have an attractive personality that makes people like them.
9 … people are people you can trust.
10 … people show that they like people very much.
11 … people like giving orders.
12 … people are good at influencing others to do what they want.
13 … people are happy one minute and sad the next one and are often bad-tempered.
14 … people like doing things on their own without help.

b) Work in pairs. Group up the adjectives above into positive, negative and neutral characteristics.

6 ***a) Complete the chart below with five personality adjectives in each column.***

oldest children	middle children	youngest children	only children

b) Read the article and check your chart.

c) Work in pairs. Look at the completed chart. Discuss the questions.

- Do you think the statements in the article are true for you? If not, why not?
- Do you think they are true for your brothers and sisters or your friends?

Develop Your Vocabulary

1 ***Match the personality adjectives with their definitions. Use a dictionary.***

1	generous	a	never lying
2	reliable	b	wanting something that someone else has
3	talkative	c	willing to give money, spend time etc., in order to give others pleasure
4	sensitive	d	unkind or unwilling to share
5	patient	e	able to wait calmly for a long time or to accept difficulties without becoming angry
6	mean	f	capable of being trusted or depended on
7	honest	g	easily hurt or offended by things that people say or able to feel physical sensations more than usual
8	envious	h	liking to talk a lot

2 ***Make opposites using the prefixes with the adjectives in the box. Put them in the correct column of the table below.***

ambitious, friendly, honest, imaginative, kind, organised, patient, reliable, tidy, responsible, selfish, sensitive, sociable

un-	dis-	in-/im-/ir-

3 ***Organise the words into pairs of opposites and put them in the columns below.***

The common ways of making **the opposites of adjectives** are to add prefixes: **'un-', 'in-', 'dis-', 'im-'** or **'ir-'.**

VOCABULARY LINKS

mean, clever, lazy, relaxed, hard-working, cheerful, honest, stupid, unpleasant, generous, reliable, mean, untidy, self-confident, moody, organised, bossy, ambitious, imaginative, spoilt, energetic, envious

positive	negative

4 ***Choose five or six words which best describe your or your friend's character. Explain your choice.***

Example: *Sociable — I'm sociable because I love being with other people.*

5 ***List as many words which can describe people's character beginning with*** *'self'****, as you can. Group up them into positive, negative or neutral characteristics.***

Build Up Your Grammar

USED TO

- We use the phrase **used to + infinitive** when we talk about things which were true in the past but aren't true now.
  Example: *I **used** to learn French but now I learn English.*
  *Italy **used to** have a king.*
- We can also make comparisons with the phrase **used to**. Apart from 'used to', all the verbs are in the **Present Tense**.
  Example: *Now I live in Kyiv: I **used to** live in Lviv.*
  *She **used to** do aerobics, but now she does not exercise at all.*

GRAMMAR LINKS

- When we are not comparing, but saying how things were in the past, we use the **Past Tense**.
  Example: *When I **lived** on a farm, I **used to** ride my horse every day. He **used to** have quite a temper when he **was** a child.*

GRAMMAR LINKS

1 *Complete the sentences. Use the affirmative or negative form of 'used to' and the verbs in brackets.*

Example: Bob … *(work)* in a factory, but he doesn't now.
Bob <u>used to work</u> in a factory, but he doesn't now.

1 Mary … *(go)* to my school, but now she doesn't.
2 Andrew … *(be)* very tall, but now he is.
3 Chris … *(drink)* coffee, but now he does.
4 We … *(play)* football at the weekend, but now we don't.
5 There … *(be)* a market every Friday, but now there isn't.
6 They … (*wear)* a uniform to school, but now they do.

2 *Some of the phrases in bold are incorrect. Find them and rewrite the sentences correctly.*

1 We **used to had** a dog when I was a child.
2 I **used to like** eating pork but now I hate it.
3 Bob **used to play** football before he became a dancer.
4 Wales **use to be** an independent country before it was part of Britain.
5 We **used to have** several horses.
6 Jane **uses to be** a singer.
7 We **used to lived** in Russia but now we live in Ukraine.
8 It **used to work**, now it doesn't.

- To make questions or negative sentences we use **did / didn't + use to**. It is very common in English to make questions starting with **didn't**.
  *Example: **Didn't** you **use to** play 'hide-and-seek' in your childhood?*

3 ***Complete the sentences using the correct forms of the** 'used to' **structure.***

1 Did you ... go to the same school as me?
2 I didn't ... have so many things when I was a student.
3 What did you ... study?
4 Didn't you ... have long hair?
5 What did you ... do when you were a child?
6 He never ... be like that.

4 ***Complete the text by using the** 'used to' **structure with the verbs in the box.***

carry, be, dance, dress, have, wear

Looking through the pages of old magazines one can notice things that refer to the fashion of those days. Women's skirts used to be long and formal. All men … long hair. Children … like adults. Men and women … at formal balls. Women … many petticoats[1] under their skirts. Men … walking sticks.

5 ***Write questions. Use the prompts, the phrases in the box and** 'used to'.*

Example: *your mother / read to you*
Did your mother use to read to you before you started school?

– before you started school?
– at the weekend?
– when it was your birthday?
– before you went to bed?
– before they got married?
– when you were a child?
– where you could play?
– when you got up?

1 you / eat vegetables
2 Who / your family / visit
3 What / your grandparents / give you
4 there / be / a park / near your house
5 Where / your parents / live
6 you / watch TV / on Saturday mornings
7 you / get up early

[1]a petticoat ['petɪkəʊt] — (нижня) спідниця

6 ***Work in pairs. Take turns asking and answering the questions.***

- Did you use to wear glasses?
- Did you use to wear long hair?
- When did you use to come home from school in Year 1?
- What books did you use to read when you were eight?
- Where did you use to live before you came to the place you live now?
- Did you use to play dolls / cars when you were a little child?

Focus on Listening

1 ***Talk with your partner on the following.***

- Have your ever tried to get in touch with an old friend of your childhood? Why? Did you succeed?

2 ***Read the dialogue and guess the meanings of the words in bold.***

A: How long have you known each other?
B: For about 10 years.
A: Why do you think you get on so well?
B: Because we have very similar personalities.
A: What do you have in common?
B: A lot of things, for example, we both love playing tennis.
A: Do you ever argue?
B: Not much. We usually agree about most things.
A: How do you keep in touch?
B: Usually by email and we phone each other occasionally.
A: Do you think you will always stay friends?
B: Yes, I'm sure we will. I certainly hope so.

3 ***Listen and tick the topics which are mentioned.***

1 an actor she used to like ☐
2 a friend she used to have ☐
3 a sport she used to play ☐
4 a teacher she used to hate ☐
5 a film she used to watch several times ☐

4 ***Listen again and answer the questions.***

1 When did she and Rose stop seeing each other?
2 When did they lose touch?
3 Why didn't she like the French teacher?
4 What happened as a result?
5 Why did she stop playing squash?
6 Why does she prefer tennis?

5 ***Work in pairs. Think of a close friend of yours. Ask and answer the questions.***

- How long have you known him/her?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch the rest of time?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

WORDS

a goal [gəʊl]
to argue ['ɑ:gju:]
to succeed [sək'si:d]
- **to get on well**
- **to have (a lot) in common**
- **to get / keep in touch**
- **to loose touch**
- **to stay friends**

FOR YOU

6 ***Work in groups. Share your ideas on the following items. Use the clues below.***

- What qualities do you appreciate in your friends?
- What makes someone a special or best friend?

I appreciate friends who are (honest / trustworthy / understanding / …).
Friends should also (be willing to help you / tell you if you're doing something wrong / support you even if you've made a mistake / …).
A special friend shows (great loyalty / much patience / unconditional love / …).

Focus on Speaking

1 ***a) Read and compare the opinions about Peter.***

MY TEACHERS believe that I am a hard-working student. They tell me that I seem to be really trying my best to finish my school work and maintain my good grades. Sometimes they think I am lazy because I do not pass my work on time.

MY PARENTS think that I am lazy, because I don't want to help with the household chores. In their opinion, I am talkative and too noisy because whenever we're talking, it seems that I'm talking to a person who is far away from me and once I start talking — I talk and talk until I've run out of stories.

MY FRIENDS say that I am a talented person because I can sing, dance and act. They think that I'm a snob, but I don't know why. I'm not a snob. Others think I am nice and fun to be with.

I THINK OF MYSELF as an ambitious person because I set up high goals in football for myself. I have high goals for my career and I try to be a success in school.

b) Work in groups. Think and explain why Peter makes such different impressions on people.

USEFUL LANGUAGE

Talking about people

He / She seems to be…
He / She looks…
He / She looks like…
He acts as if…

Giving a balanced view

You could say…, but also…
It's true that…, but…
At the same time, …

2 ***Work in pairs. Discuss the questions below.***

- Do you speak differently when you are with different people? Who with? When?
- Do you argue with some people but not others? Who do you argue with? When?
- Do you feel that you are more talkative with peers[1] than with adults? Why?

3 ***Get ready to comment on the quotations[2] in class.***

1. *A friend to all is a friend to none.*
2. *True friendship is a plant of slow growth.*
3. *What is a friend? A single soul in two bodies.*

Focus on Writing

1 ***Work in pairs. Answer the questions:***

— Is writing a process or a skill?
— What reasons do we write for?
— What kinds of writing do you know?
— Why do we study writing?

[1]a peer [pɪə] — ровесник [2]a quotation [kwəʊ'teɪʃn] — вислів, цитата

2 ***a) Get some information.***

WHY LEARNING HOW TO WRITE?

To become good in writing we have to keep in mind the following ideas:

Writing is a PROCESS

It is actually a process, which includes getting, planning and organising ideas, writing a first draft[1], revising, redrafting, improving and, finally, getting the material ready for the readers.

Writing is a SKILL

We can all learn how to write well. Of course, it takes time and practice.

Before putting pen to paper you will also have to think of the important elements:

1 AUDIENCE — who am I writing for?
2 PURPOSE — what is the function of this piece of writing?
3 FORM, which very much depends on the first two elements.

Some of you might ask: what is the purpose of my writing? One of the answers is self-evident — to pass the exam. The school leaving exam, which represents your ticket to university, is a written test.

But there are many good reasons why learning how to write well is more than just passing the school leaving or any other exam.

The world of business, media, art, science, etc. is all about writing articles, reports, letters, reviews, etc.

Becoming a good writer is important for your personal as well as professional development.

b) Answer the questions of exercise 1 again.
What has changed in your answers? Discuss it with a partner.

3 ***a) Look at the table on the next page. Choose three types of writing you find the most useful for your writing priorities.***

[1]a draft [drɑ:ft] — начерк, чернетка

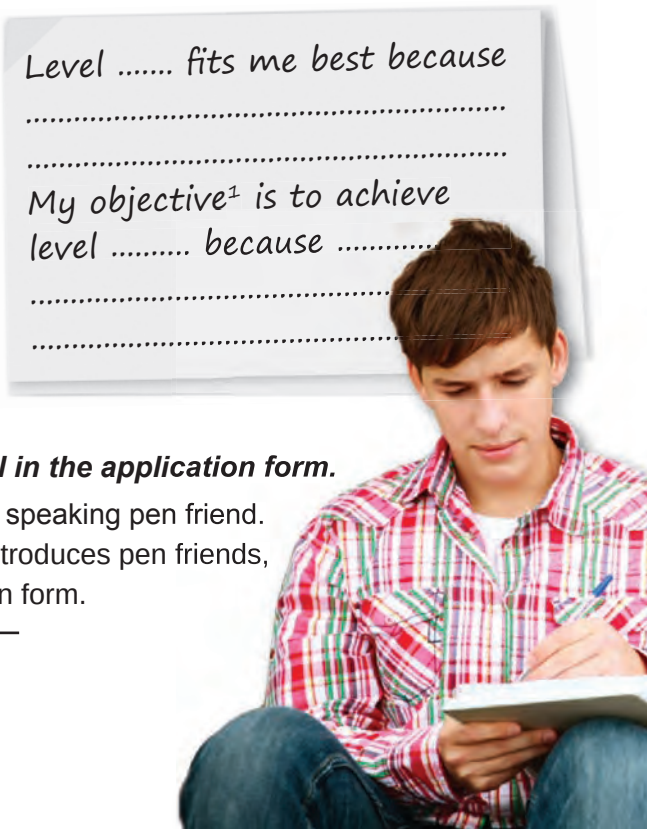
TYPES OF WRITING

Personal & social writing	Study writing	Professional writing
• diaries • recipes • shopping lists • reminders • letters to family / friends • notes (instructions) • telephone messages	• making notes while studying • making notes in class • summaries • reports • essays	• form filling • letters of: application, apology, complaint, request • CVs (*amer.*: resume) • reports • reviews • contracts

b) Compare and discuss your answers with your classmate(s). Report your findings to the rest of the class.

4 ***a) In the Self-Assessment Grid (Appendix, pp. 260-264) read the part 3 concerning writing. Try to find the descriptors that fits your level best.***

b) In a group of four, compare and discuss your answers. Report your findings to the other groups.



5 ***Read the situation and fill in the application form.***

You want to find an English speaking pen friend. A club in Scotland, which introduces pen friends, has sent you this application form.

[1]an objective [əb'dʒektɪv] — мета

The International Pen Friend Club
PALMERSTON PLACE
Edinburgh EH 12 5BJ
United Kingdom

Full name: _____

Home address (including country): _____

_____

Nationality: _____

Date of birth (day/month/year): _____

Sex: _____

Main interest: _____

What sort of person would you like to write to?

_____

Reasons for wanting a pen friend: _____

How well do you write in English? _____

Signature _____

6 ***a) Write about your best friend. Use the questions below.***

— How long have you known each other?
— What does your friend look like (physically)?
— What is your friend like? (use as many adjectives as you can think of to describe his / her character)
— Why is he / she your best friend (what do you like about him / her)?
— What do you have in common?
— How do you know that you can rely on him/her? (give some examples)
— Has your friend ever let you down? When? Why?
— What about you? Are you a good friend? Can you prove it?
— What do you and your best friend do together?
— Have you ever quarreled? If yes, how did you make up with your best friend?

b) Display your writings in class. Read your mates' works.

c) Work in groups. Discuss your works.

1 Use Your Skills

1 *a) Correct the mistakes in the phrases in bold.*

Example: **She wasn't use** to be so shy.
She didn't use to be so shy.

1 **I use to get up** at 6:30, but I don't any more.
2 **Did she always used to** have long hair?
3 **Do you use to have breakfast** before you go to work?
4 **They didn't used to have** a car, they used to cycle everywhere.
5 He doesn't like coffee, so **he use to drink tea** in the morning.
6 **He used be a teacher**, but now he works for *Greenpeace*.

b) Complete the sentences by changing the verbs in the box into positive (+), negative (–) or interrogative(?) form of the 'used to' structure.

argue, be, go, wear, live, play

Example: [–] *I didn't use to go* to the theatre often but now I go twice a month.

1 [+] I … with my boss but now we get on quite well.
2 [+] Lilly … in Kyiv but she moved to Donetsk last year.
3 [?] … you … a long hair? You look different.
4 [+] We … really close but now we hardly ever meet.
5 [?] … you … with your parents when you were a child?

2 *Match each characteristic with its description as in the example.*

Example: *A well-educated person has had a good education.*

brave, caring, cheerful, creative, energetic, enthusiastic, fair, fit, patient, hard-working, organised, well-educated, sociable, strong

a ... is always lively and doesn't tire easily.
b ... is original, artistic and imaginative.
c ... has well-developed muscles and can do hard physical work.
d ... is calm and does not get annoyed or frustrated.
e ... is helpful and sympathetic to other people.
f ... is not afraid of frightening or dangerous situations.

g ... is friendly and enjoys being with other people.
h ... treats everyone equally and is not influenced by personal feelings.
i ... is efficient and good at making and carrying out plans.
j ... is healthy and in good physical condition.
k ... is interested in and excited about something.
l ... is not at all lazy.
m ... is always happy and optimistic.

3 *Match the adjectives with their definitions. Use them to describe people you know well, as in the example.*

Example: *Tom is very honest. He never tells lies.*

honest	never stop talking
jealous	not say a lot
talkative	feel angry about not having what others have
shy	talk to everybody
mean	never betray friends
loyal	able to think of new ideas
imaginative	never tell lies
sociable	hate spending money

4 *Work in pairs.*

***a) Ask your friend to do the personality questionnaire about you. Do the questionnaire yourself. Put 'Y' for** Yes, **'N' for** No, **and 'S' for** Sometimes.*

What Sort of Person You Are

☐ 1 Are you usually smiling and happy?
☐ 2 Do you enjoy the company of other people?
☐ 3 Do you find it difficult to meet new people?
☐ 4 Is it important to you to succeed in your career?
☐ 5 Does your mood change very often suddenly for no reason?
☐ 6 Do you notice other people's feelings?
☐ 7 Do you think the future will be good?

What Sort of Person You Are

- ☐ 8 Can your friends depend on you?
- ☐ 9 Is your room often in a mess?
- ☐ 10 Do you get annoyed if you have to wait for anything or anybody?
- ☐ 11 Do you put off until tomorrow what you could do today?
- ☐ 12 Do you work hard?
- ☐ 13 Do you keep your feelings and ideas to yourself?
- ☐ 14 Do you often give presents?
- ☐ 15 Do you talk a lot?
- ☐ 16 Are you usually calm and not worried by things?

b) Compare your and your friend's answers about you.

c) Match the characteristics with the questions from the questionnaire in (a).

a	untidy	9	f	shy	☐	k	moody	☐
b	optimistic	☐	g	impatient	☐	l	hard-working	☐
c	sociable	☐	h	ambitious	☐	m	easy-going	☐
d	talkative	☐	i	lazy	☐	n	reliable	☐
e	reserved	☐	j	generous	☐	o	cheerful	☐
						p	sensitive	☐

5 ***Give a complete profile of yourself.***

- Introduce yourself (name, surname, age).
- Say something about your family, pets, hobbies, interests, likes and dislikes.
- Describe yourself (your appearance: hair, eyes, build, what you usually wear).
- Describe you character, giving examples to prove it. (Are you reliable, honest, lazy, boring, bossy, gossipy, hard-working, sporty, ambitions, a coach potato, a chatterbox, etc.?)
- Say something about your friends.
- Say something about your school, favourite subjects and teachers.
- Say what you would like to be when you grow up.
- Say something else that you think is important to know about you.

6 ***a) Discuss the questions in groups.***

1 What is the most beautiful thing about people?

2 What qualities are very important for those who want:

— to become successful in their lives?

— to become skilful at some job?

— to get along with others easily?

— to be respected by people?

b) Make a list of the most interesting ideas and some of the best arguments to support the ideas which were expressed in your discussion.

7 ***Work in pairs. Take turns asking and answering the questions.***

- Do you have a close friend?
- Who is your best friend and why?
- What makes for a good friendship?
- Do you make friends easily?
- Why do some children have so many friends?
- What should friends always do?
- What should friends never do?
- Do real friends share secrets?
- Do you keep your friend's secrets?
- Do you help your friends with their school homework?
- Do your friends help you?
- Do your parents have close friends?
- Do gossipy children have a lot of friends?
- Is there a boy / girl in your class who hasn't got a friend?
- Is there a boy / girl in your class who's got a lot of friends?
- How can you help children who don't make friends easily?
- Does your sister / brother get on well with your friends?
- If you have a brother or a sister, do you get on well with his / her friends?

1 Check Your English

Vocabulary

1 ***Complete the text with the words and phrases from the box.***

I have a … called Natalia. I've … her for about 12 years now. We … at work. She was a … of mine at the company where I used to work, and we used to have our coffee breaks at the same time.

keep in touch, argue, got on well, have a lot in common, close friend, lost touch, colleague, known, meet

We … . Although we don't … (we have quite different interests). We don't work together any more, and when I changed jobs we … for a couple of years. But now we … regularly. We phone each other once a week, and we see each other about twice a month. We don't often …, only sometimes about films as we have completely different tastes!

Grammar

2 ***Complete the sentences with the correct form of*** *'used to'* ***and the verb in brackets.***

1 She … *(go)* to the cinema every week, but she doesn't have time now.
2 We never … *(eat out)* but now we go to a restaurant twice a week.
3 … *(you/wear)* a uniform when you went to school?
4 I … *(go)* to the gym three times a week, but not any more. I'm too busy.
5 He … *(not like)* children, but now he's the perfect father.
6 He … *(be)* very patient, but now he's really impatient.
7 … *(they/go)* to the bench a lot when they were kids?
8 We … *(not have)* a long holiday, but this year we're going to the Crimea for six weeks!

Listening

3 ***a) Listen and tick (✓) the positions (1-4) that are mentioned.***

1	the oldest child	☐
2	the middle child	☐
3	the youngest child	☐
4	the only child	☐

b) Listen again and write the adjectives he uses to describe each person.

himself: not s..... , not s..... , not i..... , r....., o..... .
his wife: a..... , not l..... , h..... , c..... , not m..... .
his father: r..... , b..... .

Reading

4 ***Read the article and write out short characteristics of both sisters.***

Short Characteristics

Cathy was.....
.....
.....
.....

The author was
.....
.....
.....
.....

I sometimes think that poor Cathy has spent all her life competing with me. She was a very quiet and shy child, while I was very talkative — I was awful! I wasn't interested in studying, all I wanted to do was going to parties, and Cathy used to tell my parents. So, I was horrible to her — I used to bite her.

1 Check Your English

I was very jealous of Cathy also because she was more attractive than me. But she always defended me when other people criticised me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered because my father had left us when we were small, but Cathy helped me to understand that Dad loved us, but in a different way. She also taught me that I couldn't blame other people for my problems, I had to look at myself.

I CAN ... ☑

- ☐ read and understand about people and their relationship
- ☐ listen and understand about different personal characteristics
- ☐ talk about friends and friendship
- ☐ understand and use the phrase in 'used to' structure
- ☐ describe a personality
- ☐ complete a registration form for a Pen Friend Club

Choose the Career!

Unit 2

WARM UP

WHAT SORT OF SUMMER WORK HAVE YOU HAD?

- Over the summer I worked as a / an (shop assistant / gardener / au pair /...).
- I have not had any summer jobs because I wanted to (rest and relax / travel and see new places / spend time with my grandparents /...).

WHAT MAKES A JOB GOOD AND INTERESTING?

- For me, a good job should be (meaningful / well paid / beneficial to others /...).
- I would like to have (a nice supervisor / pleasant co-workers / opportunity for growth /...).
- Ideally, I'd like my job to include possibilities for (creativity / travel / advancement / ...).

HOW IMPORTANT IS THE SALARY IN CHOOSING A JOB?

- I think that the salary is (the major factor / as important as job satisfaction / not the essential issue /...) in accepting a job offer.
- I wouldn't mind a lower-paying job if it was (very fulfilling for me / really creative and enjoyable / well suited to my interests and abilities /...).

WHAT QUALITIES DOES A BOSS APPRECIATE IN PEOPLE WHO WORK?

- I think that a boss always likes (punctuality / honesty / hard work /...).
- Traits that a boss would not like to see are (laziness / disrespect / lying /...).

Focus on Reading

1 ***Make a Top Five List of your favourite jobs. Compare it with a partner.***

2 ***Read the job advertisements quickly. Which advertisement (A-E) mentions:***

WORDS

IT = information technology

an experience [ɪk'spɪəriəns]
a qualification [,kwɒlɪfɪ'keɪʃn]
a quality ['kwɒləti]
a requirement [rɪ'kwaɪəmənt]
staff [stɑ:f]
to earn [ɜ:n]
to provide [prə'vaɪd]
to require [rɪ'kwaɪə]
to seek [si:k]
desirable [dɪ'zaɪərəbl]
essential [ɪ'senʃl]
valuable ['væljuəbl]
fluent ['flu:ənt]

FOR YOU

a

CHILDREN'S NURSE

required for British family with two children (ages 2 and 5) living in Brussels. Driving license is essential. French is an advantage.

Please write giving brief details of qualifications and experience to

Mrs Arnold, International Employment Agency
12 Knight Street, London W4A 2B2

b

We are a UK trading company looking for a full-time

OFFICE ADMINISTRATOR

WE REQUIRE:

- ✓ very good spoken English
- ✓ office administration, including IT skills
- ✓ import/export experience – desirable, but not essential
- ✓ strong communication and inter-personal skills
- ✓ desire and ability to work hard and face challenges

Please fax your CV and covering letter in English to (815) 332-07 212 or email can@shortmail.com

£11,100+

Graduates
A Career in Fashion

c

A leading fashion company seeks ambitious graduates with some experience to train in

MERCHANDISING

Duties will include stock allocation, assessment and analysis of sales figures to predict future trends. Knowledge of fashion and some design experience would be valuable. Excellent prospects for advancement[1] in this forward-looking company.

Contact Ms Bennie at 0 181-255-1707
„Fashion CONNECTIONS"
Recruitment Consultants

POSITION: Technical Training Engineer
LOCATION: Liverpool, England

e

RESPONSIBILITIES:
- ✓ Deliver technical training courses to overseas customers.
- ✓ Write or edit technical training documentation.

REQUIREMENTS:
- ✓ Excellent English mother tongue or second language.
- ✓ Good telecom or computer background.
- ✓ Wide teaching experience preferred.
- ✓ Telecom equipment maintenance background preferred.
- ✓ Responsible, cooperative and enthusiastic.
- ✓ No limits on nationality.

Visit Hawaii, the Caribbean, the Mediterranean, Florida, the Far East by

WORKING ON A CRUISESHIP

d

Would you like the chance to earn up to $ 4,000 per month tax-free while visiting exotic places? Arrow Cruise lines need porters, waitresses/waiters, sport instructors, club and casino staff now. New contracts (6 or 12 months) start every month. Full training is provided. All you need is fluency in English and another language, a lively personality and a sense of adventure.

INTERESTED?
Call Mandy on 0161-888-888 to find out more.

[1]an advancement [əd'vɑ:nsmənt] — просування уперед; кар'єрний ріст

3 *Read the advertisements on pages 38-39 again and refer the statements below to each advertisement.*

1 This work requires an ability to act both independently and also as part of a team. ..... b
2 This work requires both computer knowledge and teaching experience. ..... ☐
3 They have vacancies for various kinds of people, but they have to speak more than one language. ..... ☐
4 They need a person who can drive a car. ..... ☐
5 The applicants for this job need a special education and good analytical abilities. ..... ☐

4 *Match the words with their definitions.*

1 to seek
2 IT skills
3 staff
4 a requirement
5 a qualification
6 essential
7 an employment agency

a very important for doing something (*advert*. A)
b ability to work with Information Technology (B)
c to look very hard for someone (C)
d a business that makes money by finding jobs for people (A)
e the achievement of passing exams for a particular job (A)
f something that is needed or asked (E)
g people who work for an organisation, especially for business (D)

5 ***Work in groups. Choose one of the advertisements (pages 38-39) and discuss all the requirements which are asked.***

6 ***Work in pairs. Play the 'Guess the Profession' game.***

Pupil A, write a profession on a piece of paper (teacher, pilot, cook, etc.).

Pupil B, try to guess the name of the profession. Ask questions using the adjectives in the box.

active, attentive, diplomatic, disciplined, cooperative, energetic, enthusiastic, imaginative, logical, optimistic, positive, practical, realistic, systematic, tactful, skilled, talented, willing to travel

Develop Your Vocabulary

1 ***Match the jobs with the skills they need.***

1	bricklayer	a	a skill to fit and repair electrical things
2	carpenter	b	a skill to repair cars
3	plumber	c	a skill to make things using wood
4	electrician	d	a skill to build walls
5	mechanic	e	a skill to fit and repair water pipes, bathrooms, etc.

2 ***Complete each column with two more jobs. Use a dictionary if necessary.***

-er	-or	-ist	-ian	others
plumber lawyer	actor conductor	scientist psychologist	librarian electrician	pilot accountant

OCCUPATION means an activity in which one is engaged; the state of being occupied.
*Example: Which **occupation** will he choose himself?*
*Look for an **occupation** suited to your abilities.*

PROFESSION is an occupation in which special education or training is required, as the profession of an architect.
*Example: Law, Architecture and Medicine are **professions**.*

TRADE is a skilled occupation, especially in handicraft, an occupation requiring mechanical skill.
*Example: Dressmaking is a useful **trade**.*
*He is a hairdresser (tailor, blacksmith) by **trade**.*

VOCABULARY LINKS

3 ***Group up the words from the box into the columns below. For some words more than one column is possible.***

advertising, building, fashion, legal, manufacturing, medical, music, shipping, teaching, tourism

business	trade	profession	industry

4 ***Write four sentences about real people who have jobs in any of the above areas.***

Example: My granddad works in the building industry as an architect. It is his profession.

Build Up Your Grammar

1 ***Complete the profile by changing the form of the verb in brackets using the Past Simple or the Present Perfect.***

Profile: CHRISTOPHER JONES

Christopher Jones is an English language teacher. He … *(be)* always good at languages at school, so he … *(decide)* to take his degree in French and German. When he … *(finish)* his university studies, he … *(begin)* teaching in a secondary school in England. Two years later, however, he … *(meet)* someone by chance who … *(offer)* him a job teaching English to foreign students during the long summer holidays. His students … *(be)* adults and he … *(enjoy)* the work greatly. He soon … *(find)* he … *(be)* more interested in teaching his own language to foreigners than foreign languages to English schoolboys.

Since then he … *(specialise)* in this work. He … *(find)* that one of the advantages of the job was that it enabled him to find work almost everywhere in the world. First he … *(go)* to Africa for 2 years and then he … *(spend)* a year in Arabia. After this he … *(go)* to Greece where he … *(work)* for the last 3 years. He … *(not, be)* to South America yet but he wants to go there next. He … *(teach)* men and women of all ages and of various nationalities. He also … *(learn)* to get on with all kinds of people and to adjust to different ways of life. So far he … *(not, regret)* his decision to follow this career.

2 *Complete the sentences (A-C) to make the rules.*

Present Perfect, Past Simple, Present Perfect Continuous

A We use the … to mention about the events in the past.
Example: *I visited my aunt last weekend.*

B We use the … to talk about the results and completed actions or events that are connected with the present.
Example: *I've lived in this town for 6 years.*
My brother has been to London.
Jane has already done her homework. Look!

C We use the … to talk about an action that began in the past and is still in progress or an action that has recently stopped and which explains the present situation.
Example: *I've been working for this company since 2002.*
David has been playing tennis so he's really tired.

PRESENT PERFECT CONTINUOUS

is used to stress the **duration** of an action.
It is formed with **have / has been + main verb** with ending **-ing**:

*I / You / We / They **have been watching** the game for 3 hours.*

*He / she / It **has been watching** the game for 3 hours.*

GRAMMAR LINKS

NOTE:

Adverbs commonly used with the Present Perfect Continuous:

- **since, for, how long**
  We have been watching the game SINCE 4 p.m.
- **all day / night / morning / my life / year (all day long, all night long…)**
  Jack has been studying ALL AFTERNOON.
- **lately, recently**
  We have been working very hard RECENTLY.

3 *Read and make up sentences saying how long the people have been doing different things.*

Example: Paula started laughing ten minutes ago and she is still laughing. *(She / laugh)*
She has been laughing for ten minutes.

1 The Carltons bought their car two years ago and they still have it. *(They / drive)*
2 Kitty's brother jumped in the pool at 12. It's now 1 p.m. and he's still in the pool. *(He / swim)*
3 Sheila came to work at 9. It's now 5 p.m. and she's still at work. *(She / work)*
4 We got our mixer in 2001. We still use it. *(We / use)*
5 Ben started telling jokes at 6 in the afternoon. It's now 8 and he hasn't stopped. *(He / tell)*
6 Mark and Will started playing a computer game at 4 p.m. It's now 6 and they are still playing. *(They / play)*
7 I started drawing a picture in the morning and I am still doing it now, at 7 p.m. *(I / draw)*

4 ***Choose the correct word or phrase in brackets.***

1 How long **(have you had / have you been having)** your car?
2 Ron **(worked / has been working)** as a postman for the past month.
3 Mary **(has been finding / has found)** a good job.
4 I **(have written / have been writing)** an essay all day.
5 How long **(have you been living / do you live)** in Kyiv?

PRESENT PERFECT vs PRESENT PERFECT CONTINUOUS

- We use the **Present Perfect Continuous** for incomplete actions which were in progress over a period of time in the past. With recently completed actions we use the **Present Perfect**.
  *We **have been living** in Kyiv for 12 years.* (We're still there now.)
  *They'**ve lived** in Luhansk, Donetsk and Dnipro.* (They aren't there now.)
- We often use the **Present Perfect Continuous** with 'how long'. If we ask 'how often' or 'how much/many' we use the **Present Perfect**.
  *How long **has** she **been sleeping**?*
  *How often **have** you **worn** that suit?*
  *How many English lessons **have** you **had**?*

GRAMMAR LINKS

5 ***Use the Present Perfect or the Present Perfect Continuous with the verbs in brackets.***

A: How long … you … *(try)* to find a job?
B: For three years. It … *(be)* really difficult.
A: How many jobs … you … *(have)*?
B: About thirty, maybe more I … *(do)* everything.
A: How long … you … *(stand)* here today?
B: I ... *(wait)* since 8:00 this morning, and I'm freezing.

6 ***Write sentences with the Present Perfect Continuous adding 'for' or 'since'.***

Example: she / work there / 2003
She's been working there since 2003.

1 how long / they / go out together?
2 I / study English / eight years.
3 you / read that book / months!
4 you / wait / a long time?
5 how long / she / live there?
6 I / rent this flat / three years.
7 she / work here / a long time?

7 ***Work in pairs. Role-play the situation.***

It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.

Focus on Listening

1 ***Think of a job. Your partner tries to guess it asking questions.***

Do you work in an office?
Do you drive a car?
Do you wear a uniform?
…

2 ***Unscramble[1] the names of the jobs you are going to listen about.***

stemsy ministradator — …
naljourist — …
countacant — …

3 ***Work in pairs. Identify the words that are missing from the sentences in exercise 4.***

4 ***Listen to three people and complete the sentences.***

1 She has already been working at this … for 10 years.
2 She is a professional with broad work … .
3 He chose this creative … because he was a creative person.
4 They all work as … .
5 He is … for the safety of all documents and files.
6 All his … respect him for his professionalism.

[1]to unscramble [ʌn'skræmbl] — розшифровувати

WORDS

safety ['seɪfti]
a vacancy ['veɪkənsi]
to apply [ə'plaɪ]
to graduate ['grædʒjueɪt] **(from)**
to offer ['ɒfə]
- **to be responsible** [rɪ'spɒnsəbl] **for**
- **to be satisfied** ['sætɪsfaɪd] **with**
- **to be well-paid** [ˌwel-'peɪd]

FOR YOU

5 ***Listen again and answer the questions.***

1 Is it necessary to get higher education if you want to become an accountant?
2 Why does an accountant need to get additional education? What ways can he/she get it?
3 What is the journalist who works in some local newspaper responsible for?
4 What way can you characterise the profession of a journalist?
5 What does the occupation of a system administrator require?

6 ***Talk with a partner on the following.***

Are your parents satisfied with their present jobs? What are their responsibilities? What are the advantages and disadvantages of your father's/mother's job?

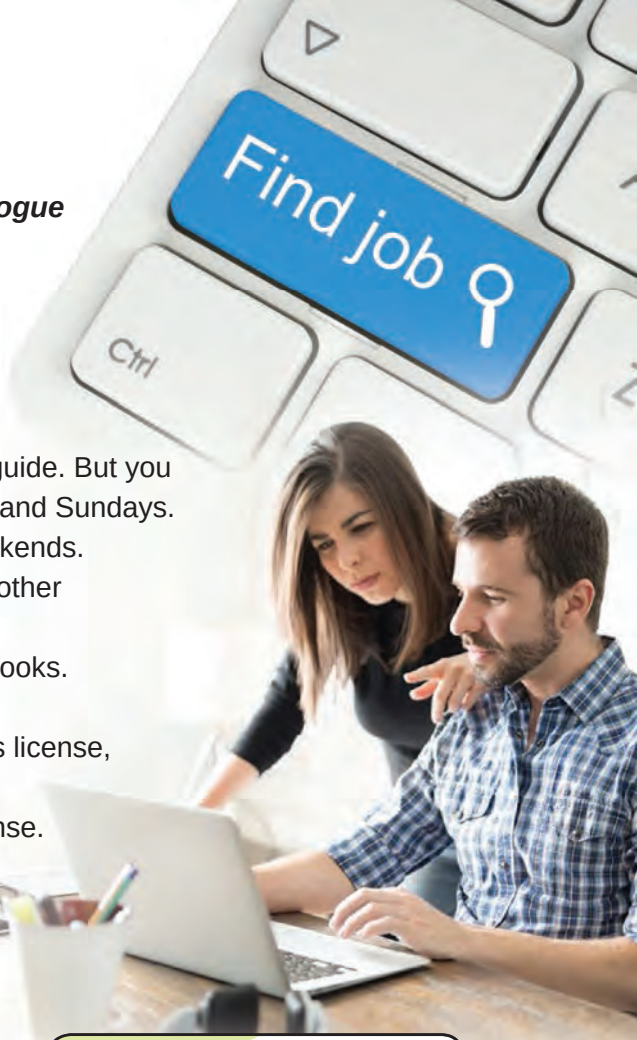
Focus on Speaking

1 ***Read the interview and match the questions with the answers. Act out the interview in pairs.***

1 What's your name?
2 How old are you?
3 What do you do?
4 Where do you work?
5 What do you wear to work?
6 How much do you earn?
7 What do you spend it on?

a J 200 rent per month, J 200 clothes, J 50 bank, J 60 petrol, J 40 magazines and books.
b Radio reporter for The Word, a daily magazine programme on London's Kiss 100 FM.
c Kiss House, Holloway Road, London.
d Lisa Sharon.
e 27.
f J 15,000 – J 20,000 per year, including TV work.
g Everything goes — casual[1].

[1]casual ['kæʒuəl] — буденний; *(тут)* як завжди



2 ***a) Work in pairs. Read the dialogue and make a similar one. Use some of the phrases in the box below.***

A: Are there any interesting jobs in the paper today?
B: Well, here's one for a tour guide. But you have to work on Saturdays and Sundays.
A: I don't want to work on weekends.
B: Neither do I. Oh, there's another one here for a salesperson. It's a job selling children's books.
A: Sounds interesting.
B: Yes, but you need a driver's license, and I can't drive.
A: Oh, I can! I just got my license. What's the phone number?
B: It's 798-3455.

b) Present your dialogue in class.

3 ***Make up questions to interview Chris Jones (see page 1, ex. 43). Get ready to role-play the interview in pairs in class.***

4 ***Work in groups. Discuss which of the jobs in Ukraine:***

a are normally done by women?
b are generally well-paid?
c require a lot of training?
d are very stressful?
e have long holidays?
f are dangerous?

USEFUL LANGUAGE

Making Choices

What are the advantages / disadvantages?
The job in … seems a better choice because…
From the information we have, it seems that … would be good.
I'd prefer the job…
The job … doesn't sound very suitable for me because…

2

Focus on Writing

1 ***a) Read and choose three types of writing that you find the most useful for your writing priorities.***

TYPES OF WRITING

Personal & Social Writing	Study Writing (Personal)	Professional Writing	
diaries recipes shopping lists reminders letters to family/friends notes (instructions) phone messages	making notes while studying making notes from lectures summaries reports essays	form filling letters of: – request – complaint – apology – application	CVs reports reviews contracts memos

b) Compare and discuss your answers with your classmate(s).

c) Report your findings to the class.

2 ***a) Get some information and name the types and styles of letters mentioned in the text.***

Letters are pieces of writing usually written to a person or a group of people for a specific purpose. There are various types of letters and your choice depends on your reasons for writing. The most common reasons are: requesting or giving information, giving or asking for an opinion, applying for a position, etc.

Any letter consists of:

1 a PROPER GREETING
2 an INTRODUCTION stating the reason(s) for writing
3 a BODY developing the topic of the letter where each new point is written in a new paragraph
4 a CONCLUSION summarising the topic and including some closing remarks
5 a PROPER ENDING

There are three styles of letter depending on the person you addressed to:

- INFORMAL LETTERS are written to the members of the family or people you know well.
- SEMI-FORMAL LETTERS are written to people you do not know well and to whom you want to show politeness and respect.
- FORMAL LETTERS are written to people you do not know or people in authority[1].

b) Put the parts of the letter in a proper order.

a	INTRODUCTORY PARAGRAPH opening remarks & presenting the reasons for writing	1 [c]
b	ENDING writer's (full) name	2 [ ]
c	GREETING	3 [ ]
d	CONCLUDING PARAGRAPH summarising the topic & closing remarks	4 [ ]
e	BODY PARAGRAPH Paragraphs 2, 3, etc. Topic development	5 [ ]

[1]people in authority [ɔ:'θɒrɪtɪ] — керівники, посадові особи

3 ***a) Read the advertisement below and the letter on page 53. Then answer the questions.***

- What is the style of the letter? Why?
- What is the purpose of the letter? Is it personal or professional?
- Name the type of the letter.

b) Refer the headings to the appropriate parts of the letter.

- the places she has visited
- addresses she is writing to
- her knowledge of languages
- the things she is good at
- her personal qualities
- sender's address
- reason for writing
- sender's signature
- signing off
- sender's name
- greeting
- date

1 ____

2 ____

3 ____

4 ____

5 ____

6 ____

7 the places she has visited

8 ____

9 ____

10 ____

11 ____

12 ____

12 St John's St
Bristol
BR2 7FU

16 March

Janet Smith
Happy Holidays
26 Baker St
Leeds
L24 7BJ

Dear Ms Smith,

I read your advertisement in Teen Magazine and I would like to apply for a job as a Happy Holidays hostess this summer.

I am seventeen years old and I come from Greece. At the moment I am studying at a language school near Bristol. I can speak English, Greek and a little Spanish.

I like travelling. I have been to Spain, Italy and Britain. This is my second visit to England. Last year I stayed with my pen friend's family in London for a month.

I enjoy playing sports. I can play basketball, tennis and volleyball. I'm good at swimming, too. I can't play a musical instrument, but I have a good voice and I enjoy singing.

I'm sure that I would make a good hostess. I'm very sociable and I like helping other people. I look forward to hearing from you.

Yours sincerely,

Maria Bapass

4 ***Write your own letter of application for a job as a Happy Holidays host or hostess.***

2 Use Your Skills

1 ***Complete the interview by changing the forms of the verbs in brackets.***

Interviewer: So, how long … you … *(live)* here?
Mary: For about 6 months now.
I: Why did you choose Beirut?
M: Because my husband John and I … always … *(love)* Arab culture and the language. John's an English teacher and he … *(get)* a job here in a language school.
I: Why did you want to take a year off?
M: Basically I … *(want)* a break from teaching. I love teaching children but I … *(need)* a change. Also I … *(draw and paint)* since I was little but I … never really … *(have)* the chance to study drawing. So this … *(seem)* like the perfect opportunity to have a change and learn to draw properly.
I: What … you … *(do)* here since you arrived?
M: Well, … *(find)* a fantastic art teacher, called Fatima, and I … *(have)* classes with her since October. She's great and she … *(speak)* English, which is lucky because I don't know much Arabic yet. But I … *(learn)*.
I: Is Arabic a difficult language to learn?
M: Very difficult! Especially the pronunciation.

2 ***Play the vocabulary game.***

1 In pairs, try to write as many different jobs as you can in five minutes.
2 The pair with the longest list reads it aloud. If you have the job you hear on your list, cross it out. The pair with the longest list with the jobs left is the winner.

3 ***Read four newspaper advertisments about vacancies.***
a) Listen to the people who estimate their chances to get a job.

Chris

WANTED:
Engineer. Important off-shore oil company. Qualifications: Bachelor of Science and Five years' experience in similar work. Send resume to Box 305, New Orleans, LA 70132.

Dave

I've worked for an oil company for ten years. I have a B.Sc. in Engineering. I have the qualifications. I'm going to apply for the job. If they offer me the job, I'll definitely take it.

I like that job, but I can't apply for it. I don't have the qualifications. If I had the qualifications, I'd apply for it.

Jessica

WANTED:
Bilingual secretary for new office in New Jersey. The applicant must be a native speaker of English and must be able to read and write Spanish. Send resume to Texxo Corp. Personnel Department.

Helen

I am a native speaker of English. I can read and write Spanish. I'll apply for the job. If I get it, I'll have to move to New Jersey.

I am a native speaker of English, but I can't read or write Spanish.

Darlene

WANTED:
Beginning computer programmer. Opportunity to learn and work. Applicants must be over 18. For more information call (312-14-18).

Jack

I'm 19 and I'm interested in the job. I'll get more information if I call. If the salary's good, I'll apply.

I'm interested in the job, but I'm too young. I'm only 17.

2 Use Your Skills

PERSONAL:
Two members needed for overland Subarctic Expedition from Burlington, Vermount, to Nome, Alaska, by Winnebago Camper. Applicants must have current driver's licenses, knowledge of mechanics, and minimum $2000 for expenses. Write Dick York, Box 96A, Winooski, VT 05679.

Floyd

I'm a mechanic, and I know a lot about cars. I have a current driver's license and enjoy money. If they ask me, I'll go with them.

Tom

I have $2000 and a current driver's license. But I know very little about cars. If I knew something about cars I'd go with them.

b) In each pair choose one person who has got enough qualification. Explain your choice.

4 ***Role-play the situation in pairs.***

Pupil A, you are speaking with a person who works in the field which you may choose as your future career, for example, an interpreter, an accountant, an editor, etc. You can ask your partner:

- whether his/her job requires a lot of skills (knowledge, education, practice);
- where he/she got the necessary skills (knowledge, education, practice);
- what he/she advises you to do to become better acquainted with this trade or profession.

Pupil B, answer the pupil A's questions and mention the advantages and disadvantages of your job.

WORDS FOR YOU

an applicant ['æplɪkənt]
a Bachelor's / **a Master's** | **degree**
a salary ['sæləri]
- **to apply for a job**

5 ***Work in groups. Exchange your opinions about different occupations which require the following:***

- working indoors / outdoors
- meeting new people
- helping people
- having long holidays
- getting up very early
- having long working hours
- working night shifts
- working under pressure
- earning a lot of money
- doing manual work
- learning more
- travelling a lot
- being creative
- being inventive
- being risky

6 ***Write a paragraph about the career you would like to follow. Mention about:***

- what you know about it
- what qualifications you will need
- why it attracts you
- why you think this kind of career will suit you

2 Check Your English

Vocabulary

1 ***Complete the text choosing the appropriate words from the box.***

staff, experience, profession, requires, application, apply, well-paid, salary, graduated, fluently, Master's degree, offers, Bachelor's degree

My cousin Liza is an interpreter. She gets a good (1)… . Liza speaks English and French (2)… . She studied at the university and travelled a lot. It helped her to improve her language skills, learn more about culture and traditions. Liza has an (3)… of working as an interpreter for seven years.

My older brother Denis is a manager. His job is (4)… . Although it is sometimes difficult to get in touch with him during the day, but his (5)… is very interesting.

First he (6)… from a university where he got (7)… … in economics. Denis' work (8)… a lot of teamwork. I know he is quite successful. I'm proud of him.

As for me, I am a secretary at a textile factory. We receive many letters of (9)…, because our factory (10)… good work conditions. Next year I am going to get a (11)… … in psychology and to (12)… for a position of a personnel manager. I know the director needs a person who can help to work with the (13)… .

Grammar

2 ***Complete the dialogues with the Past Simple or the Present Perfect.***

1 ***A:*** How long … at university? *(you / be)*
B: I … two years ago. I'm in my third year now. *(start)*
A: Do you live with your parents?
B: I … with them for the first two years but I … into a student hostel last September and I … there since then. *(live, move, live)*

2 ***A:*** … a job yet? *(your brother / find)*
B: Yes, he … work in a hotel. *(just / start)*

Listening

3 ***a) Listen and say what kind of information it is.***

b) Listen again. Copy and complete the form with the information about the applicant.

Name: _____

Age: _____

Sex: _____

Knowledge of English: _____

Experience: _____

Lack of Experience: _____

Likes: _____

Dislikes: _____

The reason of applying: _____

Reading

4 ***a) Read the results of the interview with Kelly Barrow below.***

Name: Kelly Barrow

Age: 28

Job: "Classroom teacher in a junior school in North London."

Training: "I'm originally from Australia, and spent three years at university training for my diploma of education."

Skills: "I'm responsible for information and technology at the school, as well as teaching. The children are the highlight[1] of my day, compared with all the paperwork."

[1]a highlight ['haɪlaɪt] — основний момент

Check Your English

Hours: "8 am to 5 pm. After class I work on the computers, and once a week I do a computing course, finishing at 7 pm."

Salary: "I survive comfortably on £ 16,000, but since I haven't lived here for very long I don't think I have as many financial commitments[1] as others."

Expenses: "I rent a flat in North London: my rent's £ 350 a month. I always have an enormous phone bill about £ 170 — because of telephoning to Australia. I like to entertain and have parties. I'm trying to save £ 200 a month for a trip abroad."

b) Complete the sentences on the right (a-e) with the appropriate numbers.

A junior school teacher in Britain:

a earns about … thousand pound year
b trains for … years
c works about … hours a day
d starts work at about … o'clock
e finishes work at about … o'clock

c) Write questions for the sentences in (b).

Example: *What is the salary of a junior school teacher in Britain?*

I CAN … ☑

- ☐ read and understand job advertisements
- ☐ listen and understand about job requirements
- ☐ talk about advantages and disadvantages of jobs
- ☐ use the Present Perfect Continuous
- ☐ present careers of some people you know well
- ☐ describe your skills and interests
- ☐ write a letter of application

[1]a commitment [kə'mɪtmənt] — зобов'язання