



Unit 1

Steps to Your Career

Going to University

Jobs and Occupations

Gap Year

Choosing a Career

Learning Foreign Languages

Schooling in Russia and Abroad



Step 1

DO IT TOGETHER

- 1** A. Listen to the song, (1), read the words and sing the song along.

Thank You for the Music

Benny Andersson, Björn Ulvaeus

I'm nothing special, in fact I'm a bit of a bore
If I tell a joke, you've probably heard it before
But I have a talent, a wonderful thing
'Cause¹ everyone listens when I start to sing
I'm so grateful and proud
All I want is to sing it aloud

Chorus:

So I say
Thank you for the music, the songs I'm singing
Thanks for all the joy they're bringing
Who can live without it, I ask in all honesty
What would life be?
Without a song or a dance what are we?
So I say thank you for the music
For giving it to me

Mother says I was a dancer before I could walk
She says I began to sing long before I could talk
And I've often wondered, how did it all start?
Who found out that nothing can capture a heart



¹ 'cause = because

Like a melody can?
Well, whoever it was, I'm a fan

Chorus

I've been so lucky, I am the girl with golden hair
I wanna sing it out to everybody
What a joy, what a life, what a chance!

Chorus

B. Say in a few words what the song is about. What is the singer grateful for? What can you be grateful for? What are your talents?

- 2** Answer the questions.

- 1) Have you thought about your future yet? When is the right time to begin thinking about your future career?
- 2) What kind of activity is most attractive to you? What jobs do you consider suitable¹ for yourself? Why?
- 3) Are you preparing for your future career now? How? Why not?
- 4) Do your family help you with choosing a career? How do they see your future? Do you agree with them?
- 5) What advantages do having a good job and making a good career give you?
- 6) What jobs will you never ever agree to do? Why not?

- 3** Which of the following can influence your choice of a future career? Put them in the order of importance. Compare your lists.

The job I'd like to do should be:

- interesting
- popular
- rewarding
- giving you some freedom of action
- prestigious
- challenging
- respectful
- other
- creative
- giving a chance to travel
- well-paid
- giving a chance to develop your skills
- easy to do
- unusual
- exciting

- 4** Here is a list of some popular jobs, (2). Choose among them five that you prefer. Put them in the order of preference. Compare your lists and explain your choice.



accountant
actor
architect
chef
chemist
computer operator
computer programmer
dentist
designer
doctor
economist
engineer
estate agent
fashion designer
firefighter
hairdresser
journalist
librarian
lawyer
manager
mechanic
nurse
photographer
physicist
police officer
pharmacist
scientist
secretary
social worker
sports instructor
steward(ess)
teacher
travel agent
vet

¹ suitable ['su:təbl] — подходящий

5 A. Work in pairs. Decide which jobs:

- are dangerous
- are mostly done by men/women
- are prestigious
- are well paid/not well paid
- need a university education
- require working outdoors
- require working with people
- require working with your hands

B. Make up a dialogue. Tell each other about the jobs of your choice. Say what are your reasons for choosing or not choosing a job.

- Example:** A: What kind of job would you like to do when you leave school?
 B: I haven't decided yet but I'm thinking of being a musician.
 A: A musician? That's great! But don't you think this job requires a lot of work if you want to achieve good results?
 B: It's true. On the other hand, this job is very creative, it gives you some independence and a chance to travel and see the world. Music is my life so I think it may be a good job for me. And you?...

Grammar

To Have Something Done

Предложение *Я бы хотел(а) покрасить дом* можно понять двояко.

1) Я собираюсь покрасить дом сам(а).

2) Я собираюсь пригласить мастеров, чтобы они мне покрасили дом.

Во втором предложении сообщается о том, что кто-то другой (а не сам говорящий) выполнит эту работу. Для того чтобы передать смысл второго предложения, используется оборот *to have something done*.

Сравните:

I want **to have my house painted**.

Betty always **has her clothes made** for her. (Бетти всегда шьёт одежду на заказ.)

Jim **had his hair cut** at the hair stylist's. (Джим сделал стрижку в парикмахерской.)

6 Read the sentences about the members of the Harrison family and say what things they do not do themselves.

- 1) Mrs Harrison cuts Andrew's hair once a month. 2) Aunt Beatrice has her trousers and jackets made for her. 3) The Harrisons have the grass in their garden cut for them. 4) Mrs Harrison does the cooking for the family. 5) Alice does her room on Saturdays. 6) Little Susie has her room done for her. 7) Mr Harrison has his car washed for him. 8) Bob washes his car himself. 9) Bob goes to the hair stylist's once in two weeks and has his hair cut. 10) The Harrisons always have their house decorated and painted for them.

7 Work in pairs. Ask which of the things you and the members of your family do yourselves and which of them you have done for you. You may use some of the ideas below.

- Example:** — Do you do the shopping for the family or do you have it done?
 — We do the shopping ourselves, we never have it done for us.

- to cut the grass around your summer house
- to cook the meals
- to paint the doors and windows
- to clean the floors and windows
- to wash the car (bicycles)
- to dry-clean your clothes
- to repair¹ your shoes and clothes
- to repair the furniture
- to make your clothes
- to do the flat or the house
- other

¹ **to repair** [rɪ'peə] — чинить

DO IT ON YOUR OWN

8 Alice and Scarlet are friends. Alice is a hardworking girl. She does practically everything herself. Scarlet is her opposite and prefers to have things done for her. Read the sentences about Alice and write about Scarlet.

Example: Alice cooks her own meals. Scarlet has her meals cooked.¹

- | | |
|--|---|
| 1) Alice does her flat herself. | 5) Alice repairs her car herself. |
| 2) Alice makes her own clothes. | 6) Alice cleans the windows herself. |
| 3) Alice plants flowers in her garden. | 7) Alice washes her linen ¹ herself. |
| 4) Alice paints her house herself. | 8) Alice always does her hair herself. |

9 Use the structure *to have something done* and answer these questions in writing.

- 1) Why did he take his car to the garage?
To have it serviced.
- 2) Why did James take his trousers to the dry cleaner's?
To...
- 3) Why did Meg take her watch to the jeweller's?
To...
- 4) Why did Jill take her long skirt to the dressmaker?
To...
- 5) Why did Tom take his old shoes to the shoemaker?
To...

10 Match the jobs and their definitions.²

- | | |
|--------------------|---|
| 1) an accountant | a) a scientist who studies chemistry |
| 2) a chef | b) someone whose profession is to give legal advice or services |
| 3) a chemist | c) someone whose job is to cut or do someone's hair |
| 4) a designer | d) someone whose job is to prepare financial records for a company or a person |
| 5) an estate agent | e) someone whose job is to decide how to make things or what their shape or appearance should be like |
| 6) a hairdresser | f) someone whose job is to help people to buy and sell property |
| 7) a lawyer | g) a doctor for animals |
| 8) a physicist | h) someone whose job is to help people to plan their holidays |
| 9) a travel agent | i) someone who cooks food in a restaurant as their job |
| 10) a vet | j) someone who studies physics as their job |

Step 2

DO IT TOGETHER



1 You will hear five people talking about what they are going to do when they leave school. Listen, (3), and match the speakers (1—5) with their statements (a—f). There is one statement you don't have to use.

- a) I will go on with my education studying the subjects in which I am doing well.
- b) I will work and earn some money which will be easy as I've already got some experience.
- c) I would like to find a job where I can travel a lot.

¹ **linen** ['lɪnɪn] — постельное бельё

² **legal** ['li:ɡəl] — юридический

- d) I will do what my family advise me to do.
- e) I'm not absolutely certain about what to do.
- f) I would like to have some caring job and work during the hours when most people work.

2 Look at the pictures and say what Mrs Oliver is asking other people to do for her.

Example: I would like to have my skirts washed.



Word Building

Nouns Naming Jobs

В английском языке наименования различных профессий часто образуются при помощи словообразовательных суффиксов *-er*, *-or*, *-ist* (последние два встречаются несколько реже) и *-ess* (выходит из употребления).

- er**: teacher, worker, writer, painter, cleaner;
- or**: tailor (портной), sailor (матрос, моряк), doctor, professor, actor;
- ist**: pianist, guitarist, artist (художник), geologist, journalist;
- ess**: actress, air hostess, stewardess, waitress.

3 **A.** From the words (1—15) make up new words denoting various jobs and occupations using the suffixes *-er*, *-or*, *-ist*. If necessary, use your vocabulary.

- | | | | |
|----------|------------|-------------|-------------|
| 1) run | 5) teach | 9) direct | 13) explore |
| 2) sail | 6) paint | 10) guitar | 14) type |
| 3) act | 7) dance | 11) journal | 15) design |
| 4) drive | 8) conduct | 12) invent | |

B. Use the names of the jobs from part A to complete the sentences.

- 1) Kevin Costner, George Clooney and Tom Cruise are my mum's favourite ...
- 2) We have a wonderful maths ... at school. That's why I like the subject.
- 3) My brother plays different musical instruments, but he is not a ... or a drummer.
- 4) I don't like to be in John's car when he drives. He is such a careless ...
- 5) Maya Plisetskaya used to be a brilliant ballet ...
- 6) Richard is a talented film ..., though his last film was not a success.
- 7) Someone who works on a boat or a ship is a ...
- 8) If you want to become a ..., you need to go to university and have some works published in periodicals.
- 9) I think we need a new ... Miss Clark is leaving the office soon.
- 10) Leonardo da Vinci was not only a famous ..., he was also an inventor and a scientist.
- 11) The general sent a ... from

- Marathon to Athens to carry the news.
- 12) Our music teacher is also the ... of the school orchestra.
- 13) Alexander Graham Bell was the ... of the telephone.
- 14) Christopher Columbus was a famous traveller and ...
- 15) Coco Chanel is a famous fashion ...



4 Read the texts (A—F) and match them with the names of the jobs (1—7). There is one name you don't have to use.



- A.** Every year people of this profession save thousands of lives in Florida, Mexico, East Asia and other places. They warn people to evacuate from their homes in good time to get out of the way of a hurricane or a storm.
- B.** If one's pet has a problem or some animals on farms, at zoos or circuses suffer from different ailments, their owners send for these specialists or take the sick animals to their surgeries.
- C.** Portraying Frodo in the *Lord of the Rings* Elijah Wood had a big problem — his costume. He had to get up at five o'clock every morning to put on Frodo's feet and ears.
- D.** When you go to fish and chips, they will ask you this question: open or wrapped? This is because British people eat their take-away chips in paper. If you want to eat your chips in the street, ask for them to be "open". If you want to take them home, ask for them to be "wrapped".
- E.** Rihanna [rɪ'hæna] used to sell clothing with her dad at a street stall. She became famous in 2005. Her first single, «Pon de Replay», became a worldwide hit. She has/made a number of popular albums by now.
- F.** In March 2004 a new planet was discovered 10 billion kilometres from the Earth and was named Sedna. The news was especially exiting because the planet was found beyond what was understood to be the edge of the planetary solar system.

5 Below is a list of personal qualities. What jobs suit people who have these qualities? Explain your choice.

Example: I think a mechanic should have an ability to work with his hands and physical strength. He also needs some interest in sciences.

Personal qualities:

- imagination
- patience
- tolerance
- kindness
- creativity
- interest in the natural world
- a good memory
- a good ear for music
- good social skills
- an ability to study hard

- courage
- quick reactions
- physical strength
- interest in sciences
- interest in arts
- an ability to work with one's hands
- an ability to work with one's brain
- an ability to express yourself clearly
- an ability to be a leader

6 Hopefully you have already chosen your future career. Speak about how you did it. Mention:

- what you wanted to do as a child;
- if and when you changed your mind if you did;
- what or who helped you to make your choice;
- what you expect of your future job;
- what you see as advantages and disadvantages of your chosen career.

Confusable Words



JOB — PROFESSION — OCCUPATION — CAREER

Английские слова *job*, *profession*, *occupation*, *career* близки по своему значению. Тем не менее их следует различать для того, чтобы не ошибиться в употреблении.

Job: любая работа, выполняемая регулярно, часто за деньги:

It's my **job** to feed and walk the dog.

Profession: также работа, выполняемая регулярно за плату, но при этом она обычно требует университетского образования и считается достаточно статусной (профессии врача, юриста, учителя и т. п.):

Medicine is a **profession** that requires years of study.

Occupation: любая профессия или занятие. Фактически это слово употребляется как вместо слова *job*, так и вместо слова *profession*. Однако оно более характерно для формальной письменной речи и часто используется в анкетах:

Occupation: Teacher of Biology.

Career: все профессии и виды деятельности, которые человек выполняет последовательно в течение своей жизни в одной и той же области:

My cousin has a successful **career** as a doctor.

7 Complete the sentences with the words *job*, *profession*, *occupation*, *career*. In some sentences two options are possible.

- 1) His ... as a pilot came to an end after a bad accident.
- 2) I know that Jane is unemployed now and is looking for a
- 3) Please write your ... on this form together with your address.
- 4) My mother is a lawyer. I think it is an interesting
- 5) Half of the people who were interviewed had low-paid ...s.
- 6) He started planning his ... early, long before he left school.
- 7) People of teaching ... are mainly women.
- 8) What's her ...? — She works as a secretary.
- 9) I was asked to state my name, address and
- 10) John made a brilliant ... as a journalist.
- 11) My father advised me to go into medical
- 12) No one wanted the ... of painting ceilings.

DO IT ON YOUR OWN

8 Complete the names of the occupations. Use *-or*, *-er*, *-ist*. Write your own sentences with the nouns. Consult a dictionary if necessary.

- 1) a govern _____
- 2) a conquer _____
- 3) an adventure _____
- 4) a cartoon _____
- 5) a novel _____
- 6) a tour _____
- 7) an archeolog _____
- 8) an operate _____



9 Complete the text with the derivatives of the words on the right.



I am keen on music and whenever I have some free time I go to concert halls. The (1) ... one is the Tchaikovsky Concert Hall in Moscow. I take a special (2) ... to the music of (3) ... (4) ... and try not to miss solo concerts of our (5) ... (6) ...s or symphony orchestra (7) ...s.

prefer
like, Russia
compose, fame
music, perform



10 Choose the appropriate words or word combinations to complete the sentences.

1) Eric's ability to come in contact with different people is amazing. I'm sure he can make a very good

- a) banker b) artist c) social worker

2) A scientist requires an ability to ... in the first place.

- a) express himself clearly
b) analyze facts
c) get other people interested in what he does

3) Sophia's great interest in the natural world helped her to become an excellent

- a) doctor b) ecologist c) mathematician

4) What is really important for a pilot is

- a) quick reaction b) physical strength c) imagination

5) The profession of a vet is suitable only for those who have

- a) creativity b) tolerance c) patience

6) The ability to work with one's hands is not the most required quality for a

- a) fashion designer b) landscape designer c) software designer

7) Doris is a hopeless artist: she has

- a) bad social skills b) a poor memory c) a poor imagination

8) Philip makes a very good student: he has the ability to study

- a) hard b) hardly c) hardly ever

Step 3

DO IT TOGETHER

- 1** Listen to the interview with Jennifer Morrison, (4), and complete the statements (1—5).

1) Jennifer thinks that in education you should rely on ...

- a) your teachers b) your parents
c) yourself d) other people

2) Jennifer was a ... student at school.

- a) successful b) poor
c) brilliant d) satisfactory



3) Jennifer thinks that ...

- a) reading books can get one all the necessary information
b) only reading books can give people reliable information
c) reading books helps people to become knowledgeable
d) reading books is the most important way to get knowledge

4) Jennifer thinks that school leavers should ...

- a) understand disadvantages of their future occupations
b) look for the jobs that can bring them enough money
c) have some experience in their future professions
d) find out as much as they can about their future professions

5) Jennifer believes that ...

- a) school leavers' choice of their future occupations shouldn't depend only on how prestigious they are
b) school leavers shouldn't look for well-paid and prestigious jobs
c) school leavers shouldn't discuss their future career with other people
d) school leavers shouldn't make the final choice of their future occupations themselves

- 2** Work in pairs. Read the dialogues and act one of them out. Then make up a similar dialogue about your plans for the future career.

A.

K a t i e: I say, Chris, have you made up your mind about what to do after school?

C h r i s: I'm going to university. I hope to do sciences either in the University of London or somewhere else. London University is my first choice. And you? Have you decided?

K a t i e: I'm still in two minds. I'd like to be a fashion designer or an interior decorator. I may go to one of the London art schools or maybe I'll stay at home, find a working place and try to learn on the job.

C h r i s: I see. Well, who knows we may meet in London in a couple of years.

B.

J e n n i f e r: You know, Sam, I'm thinking of taking a medical course in the University of Manchester. Do you think I'll make it?

S a m: I'm sure you will. You're at the top of the class in chemistry and biology.

J e n n i f e r: I hope you are right, Sam. How about you? Are you going to stay here or go to some other place?

S a m: Maybe I'll stay and try to find a job in our department store where I'm working part-time now. I'd love to sell modern electronic devices like laptops, digital cameras or iPods.
J e n n i f e r: I know you're a computer genius.
You can make a very good career in trading.
I'm sure.



- 3** Read the text and put the following questions in the appropriate places.

- a) "Am I a good leader?"
b) "What am I good at?"
c) "Will I be able to cope with a long period of study?"
d) "What do I want from my career?"
e) "Do I have social skills?"
f) "Do I have enough physical strength?"

Choosing a Career

Choosing a career is not always easy and requires some serious thinking. The final decision should be yours although there are some factors, which can influence it. You can be encouraged or discouraged by your parents, teachers or friends. The situation in the society may also have a certain influence on your choice.

There are some important questions that you need to ask yourself if you don't want to make a mistake. The first is (1). This is not an easy question to answer at the age of 15 or 16 when you don't have enough experience.

A good starting point is looking at what others do and getting a clear idea if it suits you. Then, naturally, you have to ask yourself (2). If you do well in maths and sciences, it may be worth thinking about engineering, air traffic control, industrial laboratory work or something in computing. If you are good at arts, think of jobs in graphic or industrial design, publishing, advertising or video. And if you like learning and using languages, you might consider being a translator, though it is always better to combine languages with marketing, business or some other profession.

One more question to answer is (3). Do you get on well with people? If you do, you may think about nursing, social work or other caring jobs. You may consider jobs that require meeting people — a teacher, a shop assistant or a personnel manager. To do these jobs successfully you need such qualities as being cheerful, calm, patient and tolerant.

Ask yourself: (4). If you are, it is worth thinking of a job where you'll manage and organize other people. If you are considering a job connected with shift work, travelling long distances or unsocial hours, for example working at night, ask yourself: (5)

Some professions require a university education. Ask yourself: (6). If you want to become, for example, a doctor, a lawyer or a teacher, prepare for hard work as a student. Also, remember that your success in these professions often depends on experience that you get on the job.

So to sum up, you need to think about what you are like, as well as what the job is like and what it may give you.

- 4** Answer the questions (a—f) before the text "Choosing a Career" (Ex. 3).

- 5** Read the list of school subjects on page 16. Work in groups and decide how your school subjects prepare you for your future career. Sum up and compare the results of your discussion.

Example: Doing Russian literature helps us to express ourselves clearly and to understand people, their psychology and motivations better.

The Russian language
 Russian literature
 Mathematics
 Sciences (physics, chemistry, biology)
 Social studies
 History of the world and history of Russia
 Foreign languages
 Information technology
 Physical Education
 Geography
 Art
 Others



You may consider these ideas:

- to develop imagination
- to give practical skills
- to teach logical thinking
- to widen one's scope
- to work with information
- to be grammatically correct
- to work out and defend one's views on different subjects
- to be able to communicate with people from other countries
- to give knowledge of the physical world and how things work in it

Grammar

English Pronouns

1. Познакомьтесь с английскими словами *neither* ['naɪðə] (ни тот ни другой; ни один из двух) и *either* ['aɪðə] (и тот и другой, любой из двух). Оба эти слова используются, если разговор идёт о двух людях, предметах, событиях:

Neither of the two boys wanted to do the household chores.

Would you like tea or coffee? — **Neither**.

Jack! Jill! Which of you can help me? — **Either** can.

I have two brothers and **either** of them can speak English.

2. Слова *neither* и *either* часто используются в конструкциях *either... or...* (или... или.../ либо... либо...) и *neither... nor...* (ни... ни...). Сравните:

Our students can choose **either** French **or** German.

You can **either** come by bus **or** take a taxi.

Neither Simon **nor** Sally can swim.

John **neither** wrote **nor** phoned.

Обратите внимание, что глагол в последних двух предложениях, в отличие от аналогичных русских, не имеет отрицания.

3. Когда *either* и *neither* используются в предложении в качестве подлежащего, они обычно согласуются с глаголом в единственном числе:

Neither of the books was published in this country.

Is **either** of them at home?

6 Complete the sentences with *either... or...*, *neither... nor...*

1) My friend wants to be ... a mechanic ... an engineer. He is very interested in cars and other mechanisms. 2) Helen is ... 15 ... 16: she is much older than that. 3) Today, it is ... hot ... cold: the weather is just perfect. 4) ... I ... Nick will come and help you with painting the house. Don't worry. 5) That day we took ... umbrellas ... raincoats with us and got very wet in the rain. 6) The book I'm reading now is ... a crime story ... a love story. It's something between the two. 7) When I want to go skiing, I usually invite ... Mark ... Denis to come with me. 8) You can rely on John, he ... lies ... goes back on his word. 9) The children are playing ... football ... rugby; I cannot see from here. 10) I could have ... a sandwich ... a cake. I'm rather hungry.

7 Speak about your choices.

Example: to watch: comedy — action film
 I'd like to watch either a comedy or an action film.
 I want to watch neither a comedy nor an action film.
 I don't mind watching a comedy.

- for breakfast: porridge — hard-boiled eggs
- as an entertainment: night club — hanging out with friends
- for a holiday: tropical island — popular resort
- as a means of transport: bus — train
- to read: historical novel — love story
- to drink: fizzy drink — juice
- to wear: jeans — trousers
- to study: maths — geography
- for sweets: chocolate ice cream — strawberry ice cream
- for a pet: hamster — goldfish

DO IT ON YOUR OWN

8 Choose the preferable forms of the verbs to complete the sentences.

1) Neither Jack nor Rob (play/plays) tennis. 2) Neither of the jobs (is/are) suitable. 3) Neither of the books (has/have) been bought. 4) Either Alice or Betty (is/are) responsible for this job. 5) Either of them (has/have) a good reason to disagree with you. 6) Either Jennifer or Caroline (has/have) made the dress. 7) Both the nurses have a lot of experience with children. Either (is/are) reliable.

9 Express the same in English.

1) У меня две сестры. Ни одна из них не живёт в нашем городе. 2) Какую ручку дать тебе — жёлтую или красную? — Любую. 3) Ты хочешь яблоко или апельсин? — Ни то, ни другое. 4) Ни Анна, ни Вера не хотят работать в больнице. 5) Либо ты, либо Том должны сделать эту работу. 6) Когда я была больна, я не могла ни есть, ни пить.



10 Read the text and complete it using the most suitable words from the list below. You may need a dictionary.

A Polite Traffic Policeman

A traffic policeman is a police officer who (1) traffic by standing in the road and giving signals to the drivers with the help of his (2). He is also a police officer who stops drivers who (3) the law and (4) them a ticket which is a written notice of an offence against the driving laws.

If you park your car in the (5) place, traffic (6) will soon find it. You will be lucky if he (7) you go



without a ticket. However, this doesn't always happen. Traffic police are sometimes very polite. (8) a holiday in Sweden, I found this note on my car: "Sir, (9) to our city. This is no parking area. You will (10) your stay here if you pay attention to our street signs." After getting such a note you cannot fail to obey.

- | | | | |
|--------------|------------------|--------------|----------------|
| 1) a) makes | b) opens | c) directs | d) moves |
| 2) a) arms | b) hands | c) fingers | d) palms |
| 3) a) follow | b) obey | c) break | d) listen to |
| 4) a) shows | b) writes | c) takes | d) reads |
| 5) a) wrong | b) bad | c) poor | d) allowed |
| 6) a) police | b) policewomen | c) policeman | d) policemen |
| 7) a) allows | b) doesn't allow | c) lets | d) doesn't let |
| 8) a) While | b) During | c) When | d) In |
| 9) a) come | b) greet | c) welcome | d) meet |
| 10) a) enjoy | b) remember | c) hate | d) forget |

Step 4

DO IT TOGETHER



- 1** Listen to the interview with Prince William which he gave when he started his course at St Andrews University in Scotland, (5). Then decide which facts (1—7) are true, false or not stated.

- Prince William went to university immediately after leaving Eton¹.
- His gap year² was wonderful.
- Prince William spent some time during his gap year far from Europe.
- Prince William chose St Andrews University because it's the best university in the United Kingdom.
- Scotland is the most picturesque place in Great Britain.
- Prince William didn't want to stand out among other students of St Andrews.
- Prince William didn't want mass media to be much interested in his private life.



- 2** Listen, (6), and read.

A. advanced [əd'vɑ:nst] — продвинутый, более высокого уровня, передовой
apply [ə'plai] — 1) подавать заявление; 2) обращаться
application [ˌæplɪ'keɪʃn] — заявление, заявка
applicant ['æplɪkənt] — кандидат, претендент
compulsory [kəm'pʌlsəri] — обязательный
last [lɑ:st] — длиться, продолжаться
research [ri'sɜ:tʃ] *n* — исследование
research *v* — исследовать
set [set] — набор, комплект, ряд
tuition [tju:'ɪʃn] — 1) обучение; 2) плата за обучение
turn [tɜ:n] — очередь
nursery school/kindergarten — детский сад
(the) so-called — так называемый

¹ **Eton** — one of the most prestigious public schools in Britain that mostly takes boys of the upper class families

² **a gap year** — the year in which young school leavers or students in Britain do some jobs or travel with the idea to get some experience

B. advanced: advanced technology, advanced ideas, advanced nations, advanced level, advanced in years. The girl is very advanced for her age. There are two levels of exams in British secondary schools — ordinary and advanced.

apply: 1) to apply for a job, to apply for a visa. They advertised three jobs, and over 50 people applied. 2) to apply to somebody. My words do not apply to those who have just arrived.

application: to make an application, an application form. An application form is a printed list of questions that you answer to try to get a job or a place at university.

applicant: a job applicant, a university applicant. Among the applicants only four people were successful.

compulsory: a compulsory subject, compulsory education. School uniform is no longer compulsory in many British schools.

last: to last (for) some time. The game lasts an hour and a half. The festival lasted for two weeks. The weather is wonderful! I hope it will last.

research *n*: linguistic research, to carry out research. There is clearly a need for further research on this topic. Scientists are carrying out research into the effects of these drugs.

research *v*: to research a problem. The subject has not been researched before.

set: a set of keys, a set of tools, a set of rules. Do three sets of the exercises I gave you last week.

tuition: 1) to get tuition, to work for one's tuition. She worked for her tuition before going to university. He has been getting tuition in modern languages. 2) to pay one's tuition. Her £ 7,000 tuition at university this year will be paid for with scholarships.

turn: somebody's turn to do something. It's your turn to wash the plates: I did it in the morning. Whose turn is it to water the plants?

nursery school/kindergarten: What does Mary do? — She is a nursery school teacher. The word "kindergarten" is of German origin.

(the) so-called: Are these people your so-called friends? The time of the so-called entrance exams to universities has passed.

- 3** Complete the sentences with the new words in their appropriate forms.

1) A lot of students find it rather difficult to pay their ... 2) Our visit to Great Britain ... about two weeks and was really remarkable. 3) They have a complete ... of these beautiful tea cups. 4) Recent ... on bilingual children has produced some interesting results. 5) These important principles should ... to all people without any exceptions. 6) This European country has a highly ... economy. 7) Russia has a system of ... secondary education. 8) When my ... to sing finally came, I was shaking with nerves. 9) Please fill in this ... form before you have your job interview. 10) In ... school children of two to five years of age learn such things as numbers, letters and colours and may begin to read.

Grammar

English Conjunctions

В английском языке существует союз *whether* ['weðə], близкий по значению и употреблению к союзу *if*. Сравните:

I don't know **whether/if** Jenny likes chocolate ice cream.

They asked us **whether/if** we were thinking of a medical career.

Таким образом, оба союза, *if* и *whether*, связывают главное предложение с придаточным (вводят косвенные вопросы).

Однако есть ряд случаев, когда рекомендуется использовать *whether*, но не *if*:

1) перед инфинитивом: She can't decide **whether** to go to Scotland in summer;

2) после предлогов: We are thinking **about whether** the plan is good;

3) в словосочетании *whether or not* или *whether... or not*: The question was **whether or not** we were able to catch the early train. **Whether** you like it **or not**, you'll have to obey their rules.

4 Decide in which of the following sentences you can use *if* instead of *whether*.

1) May I ask you whether you like classical music? 2) They were not certain of whether the task would be too hard for them. 3) Do you know whether this story has a happy ending? 4) The girl is still thinking whether to marry him. 5) Whether the day is warm or not, we are planning to spend it outdoors. 6) Ask your friend whether he will be able to join us for supper. 7) I still don't know whether or not he is planning to come. 8) We are in two minds about whether or not we should take the invitation. 9) Mark asks whether we are ready to begin the discussion. 10) The problem is whether or not we have visitors from abroad.



5 Read the text and complete the sentences after it.

State Education in the UK

In the UK schooling is voluntary under the age of 5. It means that parents may decide whether to take their children to nursery schools (kindergartens) or not. From 5 to 16 school education becomes compulsory and free for state school pupils.

During this time schoolchildren complete their primary (5–11) and secondary (11–16) education. Sixteen-year-olds may start work, remain at school or go to Further Education Colleges where they are taught some skills together with school subjects.

All school leavers take exams for the General Certificate of Secondary Education (GCSE)¹.

Those who are aiming at entering universities usually stay at school for another two years doing 3–4 subjects, after which they sit another set of exams called A Level (Advanced Level examinations). By this time, they already know what universities they want to apply to and what their preferences are. In their turn universities get information about the applicants (including their examination results) and choose their will-be students.

Most of British university courses last three years and students typically do one or two major subjects. It is common practice for students to attend universities situated a long distance from their family homes and live on campus². To pay their tuition and living costs students usually borrow money from banks but there is also a system of scholarships, that is money given to the brightest school leavers to be spent on their university education. A lot of students do some jobs to earn extra money.

At the end of their university course students get the so-called bachelor's degree³. If they want to continue their education, they can study further and take their master's



¹ **the General Certificate** [sə'tɪfɪkət] of Secondary Education — аттестат общего среднего образования

² **campus** ['kæmpəs] — территория университета, колледжа

³ **a bachelor's degree** ['bætʃələz dɪɡri:] — степень бакалавра

degree¹. Then there is research-based postgraduate study² leading them to the degree of Doctor of Philosophy.

1) **In the UK children ... go to school before they turn 5 years old.**

a) must b) must not c) may d) may not

2) **Everyone in the UK is supposed to spend ... years at school.**

a) 5 b) 11 c) 16 d) 18

3) **Among the GCSE exams there are two**

a) optional subjects
b) exams of student's choice
c) compulsory subjects
d) voluntarily taken exams

4) **Every school leaver in the UK**

a) can enter any university they like
b) can enter a certain number of universities
c) can enter among all the universities of the country
d) can enter any university which is prepared to have them except Cambridge and Oxford

5) **Good pupils in the UK**

a) have a chance to get a university education without borrowing money
b) find it easy to get a university education
c) don't pay their tuition
d) don't pay their living costs in British universities

6) **In the UK there is a tendency for students**

a) to choose universities close to their home places
b) to go to universities located in their home towns
c) not to go to universities situated close to where they live
d) not to go to universities which are far from their homes

7) **In the UK to become Doctor of Philosophy one has**

a) to study philosophy
b) to have a bachelor's degree
c) to have a master's degree
d) to get a bachelor's degree and a master's degree successively



6 Compare the systems of education in the United Kingdom and in Russia along the following lines:

- school age
- stages of school education
- subjects pupils do at school
- examinations taken at school
- preparing for university education
- entering university
- paying tuition and living costs at university
- stages of higher education

7 Work in pairs. Make up a dialogue between a pupil from Russia and a pupil from the UK talking about the two systems of education. Begin like this:

A: As far as I understand, our systems of education have much in common.

B: It's true. Take the number of years we spend at school.

¹ **a master's degree** ['mɑːstəz dɪɡri:] — степень магистра

² **postgraduate study** [pəʊst'grædʒuɪt stʌdi] — аспирантура

DO IT ON YOUR OWN

8 Write questions to find out the following about the system of education in the United Kingdom:

- 1) if all the schools in the UK are state schools;
- 2) what the most prestigious universities in the UK are;
- 3) which of the universities in the UK are the most ancient educational institutions;
- 4) what universities in Britain are called “red-brick” universities;
- 5) how much students usually pay annually for their university tuition;
- 6) what is understood by major subjects;
- 7) who Oxbridge students are;
- 8) if excellent GCSE grades are enough for a candidate to become a Cambridge student.

9 These are answers to the questions (1—8) from Exercise 8. Match them.



- a) They are students of Oxford and Cambridge universities, the two oldest and most highly regarded universities in Britain.
- b) Those which were founded in the Middle Ages. Oxford, Cambridge, Glasgow, Edinburgh and St Andrews universities are among them.
- c) Chief or special subjects at the university.
- d) Cambridge and Oxford are the most highly regarded universities.
- e) Not really. There are also fee-paying schools in the country which are not financed by the state.
- f) Any of the British universities started in the late 19th century in the cities outside London.
- g) It depends, but at some universities fees can rise to a maximum of £ 9,000 a year.
- h) Not really. To become a student of Cambridge a candidate must pass a special examination to be accepted by the university.

10 Find the odd words out in these rows:

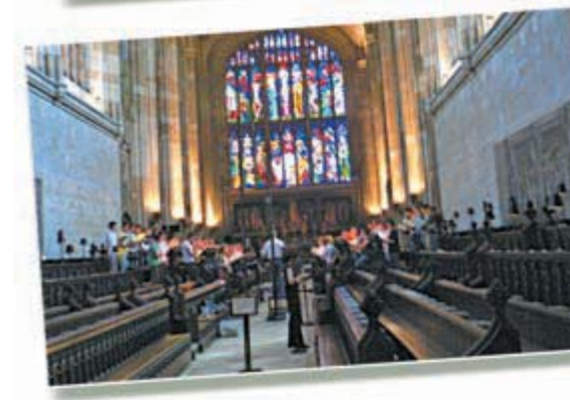
- 1) achieved, advanced, active, devoted, developed
- 2) applicant, student, assistant, important, receptionist
- 3) compulsory, graduated, optional, appropriate, necessary
- 4) last, liberate, learn, fast, laugh
- 5) supply, study, research, examine, learn
- 6) set, subject, group, collection, team

Step 5**DO IT TOGETHER**

1 Listen to the text about Eton College, (7), and complete the following sentences.

1) Pupils in Eton are ...

- a) under 13 years b) teenagers c) over 18 years



2) King Henry VI founded the college as an institution for ...

- a) children from wealthy families
- b) children whose parents could not pay for their education
- c) children from aristocratic families

3) Pupils of Eton College live ...

- a) on the territory of college
- b) outside the territory of college
- c) inside and outside the territory of college

4) The Houses in Eton have ...

- a) similar structures b) different structures c) various structures

5) Pupils at Eton have an opportunity ...

- a) to spend a lot of time outdoors
- b) to develop their interests in different areas
- c) to meet famous statesmen more often than outstanding writers

2 Now that you've heard some information about an old British public school, say what you think about:

- compulsory education
- single-sex schools
- fee-paying schools
- school uniforms
- boarding schools
- school sports
- cultivating school traditions
- school clubs and societies uniting pupils with the same interests

3 Read the list of reasons why it is important to get further (after-school) education. Decide which of the reasons are meaningful for you, explain why.

Why continue your education?

- People with a good education tend to be paid more money than those who don't have it.

- You don't want to feel like a loser: if others can do it, you can do it too.
- Getting a good education may become your major personal achievement, something you'll be proud of.
- You want your parents to be proud of you.
- You know that the majority of criminals are badly educated. You don't want to belong to the same social group.
- With a good education you will have a better choice of jobs in the future.
- Your future children won't be able to say "Well, you didn't go to college (university etc). Why should I do it?"
- You can make new friends among your perspective fellow students.
- Being a student is fun.
- Any form of education develops your mind and you want to be a knowledgeable and cultured person.
- other

4 Read the texts (1—6) about the oldest universities in the UK and match them with the statements (a—g). There is one statement you don't have to use.

- The text says that this university educates students in subjects referring¹ both to the past and the present.
- The text says that this university educates scientists and authors better than any other in the country.
- The text says that this university appeared in the middle of the 15th century.
- The text says that the library of this university has no rivals² in a certain part of the UK.
- The text says that at this university only 2 students out of three are British citizens.
- The text says that this university's graduate made his alma mater a generous gift.
- The text says that this university was reorganized.

1. The University of Cambridge is proud of its museum. The museum was founded by Richard, seventh Viscount Fitzwilliam of Merrion in 1816 and is called after him. The founder presented his famous art collection and library to the University (where he had taken his degree nearly fifty years earlier). He also gave the University £ 100,000 to provide a building for his collection. Many of the best paintings we can see in the Fitzwilliam Museum used to belong to this outstanding man.

2. Oxford is the oldest university in the English-speaking world. There is no clear date of its foundation, but we know for a fact that teaching existed at Oxford in some form in 1096 and developed fast



The University of Cambridge



The University of Oxford

¹ **to refer** [rɪ'fɜː] — иметь отношение

² **a rival** ['raɪvəl] — соперник

from 1167 when Henry II banned¹ English students from attending the University of Paris. In 1878 Oxford opened its doors for women. Nowadays the university's student population is over 20,000. It consists of students from more than a hundred and forty countries and territories. Over a third comes from outside the UK.

3. The University of Aberdeen is one of the ancient universities. It was founded in Old Aberdeen, Scotland. It is the fifth oldest university in what is now the United Kingdom. It started as King's College in February 1495, but in April 1593 the second university, Marischal College, was founded in the city. It was highly unusual at the time to have two universities in one place. In 1860 the two colleges were finally united into the University of Aberdeen.

4. St Andrews is Scotland's first university and third oldest in the English-speaking world. It was founded in 1413. Over six centuries it has established reputation as one of centres for teaching and research. The academic schools and departments of the university include: Art, History, Biology, Chemistry, Classical Studies, Ancient History, Greek, Latin, Economic & Finance, Computer Studies, English, Geography and Geostudies, Modern Languages and many others.

5. The University of Edinburgh was founded in 1583. It has the largest library in Scotland that includes more than a million books, about 600,000 electronic books and 20,000 e-journals. It has 20 laboratories. Many of its graduates are well known all over the world. Some of them are Charles Darwin, a scientist, Sir Arthur Conan Doyle, a writer, Joseph Black, a chemist.

6. The University of Glasgow is located in the west end of the city. This university was founded in 1451 and is the fourth oldest university in the United Kingdom. It is also one of the country's most prestigious. Its library is one of the oldest in Europe and has about 2 million volumes. The University has about 16 thousand students, 2,000 of which are from abroad.

¹ **to ban** — запретить



The University of Aberdeen



The University of St Andrews



The University of Edinburgh



The University of Glasgow

5 Match the words with their definitions.

- | | |
|---------------|--|
| 1) advanced | a) to continue existing for a particular time |
| 2) to apply | b) the work that a teacher does when they teach a particular subject |
| 3) compulsory | c) obligatory, not optional |
| 4) to last | d) the time when one can or must do something |
| 5) research | e) to make an official request for a job or a place in a college or a university |
| 6) set | f) based on most recent methods or ideas |
| 7) tuition | g) the detailed study of something with the aim of discovering new facts |
| 8) turn | h) group of things |

Grammar

English Pronouns

Обратите внимание на различия в использовании в английском языке неопределённых местоимений *nobody, no one, none* (никто, ни один).

1. *No one* может использоваться во всех случаях, когда возможно употребление местоимения *nobody*, однако *no one* употребляется значительно чаще.

Where is Alice? — **No one** (nobody) knows where she is.

No one (nobody) has ever climbed this mountain.

2. *None* (но не *no one!*) используется в уточняющей фразе с предлогом *of*.

None of the girls (**none** of us) will go there.

a) При этом глагол может иметь форму как множественного (чаще), так и единственного числа (реже).

None of his friends live(s) nearby.

b) После местоимения *none* часто используется словосочетание *at all*.

Have you got any money? — No, **none at all**. Sorry.

c) *None* обычно завершает реплику и стоит в конце предложения.

Is there any bread at home? — No, there is **none**.

I have two brothers but Ann has **none**.

d) В диалоге местоимение *none* часто выступает в роли отдельного предложения.

How many fish did you catch? — **None**.

6 Choose the appropriate options to complete the sentences. In some cases both options are possible.

- 1) (Nobody/None) will buy this set of tools. 2) (None/No one) of his friends is going to apply for a visa to the UK. 3) (No one/Nobody) is able to pay this money immediately. 4) How many sentences have you written? — (No one/None). 5) He wanted to teach his cousin how to manage her money, but she had (none/no one) at all. 6) I have three sisters but Jill has (none/no one). 7) (No one/Nobody) is going to take part in this research. 8) (No one/None) of the applicants was able to cope with the test. 9) How many pies have you eaten? — (No one/None). 10) (None/Nobody) of my friends has paid their tuition at the university.

7 Use the appropriate verb forms to complete the sentences. In some cases two verb forms are possible.

- 1) None of his friends ... (be) interested in his research. 2) I asked for some more cake but there ... (be) none left. 3) No one ... (believe) that Oliver will succeed in this research but I do. 4) None of my family ever ... (support) me. It has always been like that.

- 5) Nobody ... (think) that such a sum of money can last a long time. 6) None of her children ... (go) to a nursery school: they stay at home with their mother. 7) No one ... (know) yet which of the applicants will get the job. 8) None of the chairs ... (match) this set, there is no reason for me to buy them. 9) Nobody ... (like) to be laughed at, it is very natural. 10) None of his so-called friends ... (help) him when he finds himself in a difficult situation.

DO IT ON YOUR OWN

8 Complete the text with the derivatives of the words on the right.



In the early Middle Ages three students from Oxford University were (1) ... punished only because they lived in the same house as a (2) After that a group of students and masters left the university because they believed the place was becoming too (3) Some of them came to Cambridge and stayed there. Gradually, more and more students joined them, and thus the reputation of Cambridge as a university town was established. Peterhouse was the first college to come into (4) Cambridge had become a town of (5) ... long before the (6) ... of the university. The age-old roadways met at Cambridge. Here the (7) ... built a fort. Around the fort a (8) ... grew up and turned into a busy market town.

**justly
murder**

danger

**exist
important, found**

Rome, settle

9 Complete the sentences with the appropriate words.

- 1) We are trying to decide (if/whether) to go to the sea in summer or not. 2) Secondary education in Russia is (compulsory/optional). 3) (No one/None) of my schoolmates has applied to a university abroad. 4) In this college students have to pay for their (learning/tuition). 5) The supply of food you have may (continue/last) for about a month. 6) Who can give me advice (if/whether) to do another foreign language? 7) Sally (mustn't/ needn't) worry about going to the shops: it is my turn to do the shopping.

8) I wondered if there were any pupils in the classroom and found out that there were (nobody/none). 9) (Advanced/Advance) technologies are finding their way to schools. 10) I have three mobiles, but (no one/none) is expensive.

10 Use the appropriate pronouns from the box to complete the sentences. In some cases two words can be used.

1) I knocked at the door but ... answered. 2) Have you any money? — No, ... at all. 3) She has ... of her mother's beauty. 4) ... of my friends ever comes to see me nowadays. 5) ... of the telephones is working. 6) ... of the promises have been kept. 7) ... knows the answer to this question. 8) Even an old car is better than ... at all. 9) ... of us is ready yet. 10) ... is away from the lesson.

no one
none
nobody

Step 6

DO IT TOGETHER



1 Listen to four texts (1—4) about Russian universities, (8), and match them with the statements below (a—e). There is one statement you don't have to use.

- The text says who founded the university.
- The text doesn't say if this university trains students from outside Russia.
- The text says that this university has a pediatric faculty (department).
- The text says that this university teaches a number of sciences.
- The text says that this university cooperates with institutions abroad.



1) Volgograd State Medical University



2) Peoples' Friendship University of Russia



3) Lobachevsky State University of Nizhny Novgorod



4) Moscow State University

2 Answer the questions.

- Nowadays people usually say that the language you are learning — English — is a truly global language. What do people mean by it?
- How long have you been learning English? Do you learn it only at school?
- Where else is it possible to learn a foreign language?
- Have you ever tried to learn English on your own (reading books, watching educational programmes on TV, videos and films in English, listening to radio programmes, taking an English course outside school etc)?
- Which of these ways of learning a language do you find most effective? Why?
- How much time do you think a person should learn a foreign language to be able to say: a) "I can speak English", b) "My English is fluent"?
- Do you think it is possible to know a foreign language as well as native speakers do?
- Why are you learning English? Do you find it interesting? Hard? Useful? In what way can it be useful?
- Why do people learn foreign languages as you see it?
- Do you think learning a language has become less popular or more popular recently? Try to prove your opinion.

3 Say true, false or don't know. Correct the false statements.

- English spoken in the USA and Australia doesn't differ from English spoken in Great Britain.
- There are many borrowed words in English.
- Nowadays people cut down long English words to get new ones.
- There are three English-speaking countries in the world.
- Some words came to English from Russian.
- A lot of words are coming from English into Russian.
- All dictionaries are always made in two languages.
- You can learn English only if you live in an English-speaking country.
- English is the most popular foreign language in Russia.
- There are thirty-two letters in the English alphabet.

4 Listen, (9), and read.

A. avoid [ə'vɔɪd] — избегать

contain [kən'teɪn] — содержать

disappoint [ˌdɪsə'pɔɪnt] — разочаровывать

identify [aɪ'dentɪfaɪ] — опознавать, выявлять

practice ['præktɪs] — практика

practise ['præktɪs] — практиковать(ся)

result [rɪ'zʌlt] *n* — результат

result *v* — вести к чему-либо

separate ['sepəreɪt] — разделять

struggle ['strʌgl] *v* — бороться, биться

struggle *n* — борьба

deal with something — иметь дело с чем-либо, иметь отношение к кому-то/чему-то

follow somebody's footsteps — идти по чьим-либо стопам

get acquainted — знакомиться

make progress — делать успехи

B. avoid: to avoid something/doing something. He avoided speaking to me, and I understood that he was angry. We went early to avoid crowds.

contain: to contain information, to contain vitamins. The box contained children's books and toys. The text contains some important ideas.

disappoint: to disappoint somebody, to disappoint somebody's hopes/expectations. I'm sorry to disappoint you, but I'm afraid I can't join you tomorrow.

identify: to identify somebody/something as somebody/something else. His red jacket identifies him as a steward. Some important problems have already been identified.

practice: to come with practice, to put into practice. Don't worry, fluency of speech will come with practice. Isn't it time to put your knowledge into practice?

practise: to practise something/doing something. I've been practising hard for the concert. Practise speaking English as often as you can.

result *n*: the final result, as a result. The road was closed; as a result, we had to take a different way. We expect the final result to be excellent.

result *v*: to result in something. A sudden change in temperature resulted in rain.

separate: to separate something from something, to be separated by something. A river separates the north of the city from the south. Their garden was separated from ours by a low brick wall.

struggle *v*: to struggle with/against something, to struggle for something, to struggle to do something. They struggled for freedom. In those days women had to struggle against discrimination. I'm struggling to understand what you want.

struggle *n*: struggle with/against/for something. Her struggle with the disease lasted several years.

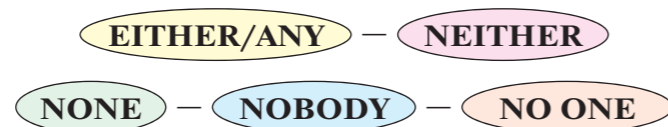
deal with something: I spent the morning dealing with my e-mails.

follow somebody's footsteps: Mike decided to follow his father's footsteps and become a journalist.

get acquainted: When did you first get acquainted with American English?

make progress: Lately you've made a lot of progress in English.

Confusable Words



1. Английское неопределённое местоимение *either*, являясь аналогом русского «любой», всегда означает «любой из двух» упомянутых или присутствующих:

Kate or Alice — **either** is able to do it.

Если речь идёт о предметах или людях, количество которых больше чем два, то используется местоимение *any*:

Give me an apple, please. **Any** will do (на тарелке 5 яблок).

Any child would know that.

2. Английское неопределённое местоимение *neither* (аналог русского «никто/ничто») всегда означает никто/ничто из двух упомянутых или двух присутствующих.

a) John and Jill are both here, but **neither** can help us.

Neither of you two knows the answer.

b) Will you have tea or coffee? — **Neither**.

These two books are published abroad, but **neither** is published in the USA.

Глагол в этих случаях обычно используется в 3-м лице единственного числа.

Если нужно сказать никто вообще или никто из присутствующих, а их больше чем два, используют местоимения *no one*, *nobody*, *none of*:

No one will be able to help us.

There are four of us here, but **nobody** can do anything.

None of us understands what can be done.

5 Complete the sentences with the appropriate words.

- 1) There are two good films on today. Which would you like to watch? — (Either./Any.)
- 2) I have a lot of friends but (neither/none) of them is as close to me as Jill.
- 3) We have two bedrooms but (neither/no one) is comfortable enough.
- 4) There are all kinds of books in this bookcase. Choose (either/any) you like.
- 5) Of all the big cinemas in our town (neither/none) is near my house.
- 6) Tea or coffee? — (Either/Any) will do.
- 7) We need some ideas of how to celebrate the coming holidays. (Either/Any) ideas are wel-

come. 8) Meet Justine and Fiona. (Neither/ None) of them speaks Russian. 9) I like (either/any) vegetables but my favourite are cauliflower and tomatoes. 10) Both puppies were so wonderful that I was prepared to take (either/any).

6 Complete the sentences with the words from the box in their appropriate forms.

contain, result, progress, struggle, separate, acquainted, deal, avoid, disappoint, identify, footsteps, practice

- 1) One part of the city ... from the other by a high wall.
- 2) I found this new problem very difficult ... with.
- 3) The heavy spring rains ... in floods last year.
- 4) You ... your parents if you don't keep your promise to them.
- 5) These sweets ... a lot of sugar.
- 6) Are you making any ... with your presentation?
- 7) In that war the soldiers ... bravely with the enemy.
- 8) In future try ... this mistake in pronunciation.
- 9) It's time for my two best friends to get ... with each other.
- 10) Can you ... this strange object?
- 11) ... will help you to learn to speak Spanish.
- 12) I'm going to follow my cousin's ... and become a lawyer.

7 A. Read the title of the text and say what in your view it will be about.

B. Read the text and say which facts in the sentences after it (1—7) are true, false or not stated.

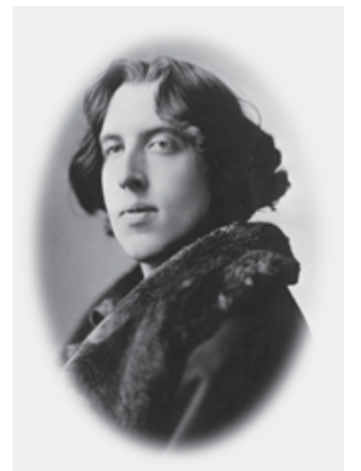
Choosing English to Learn

In one of his stories Oscar Wilde said that the English “have really everything in common with America nowadays, except, of course, language.” Bernard Shaw, in his turn, said that America and England are two great nations separated by the same language. Of course, both these statements were meant as jokes, but a certain difference of the varieties used in the USA and Great Britain is shown in them quite seriously.

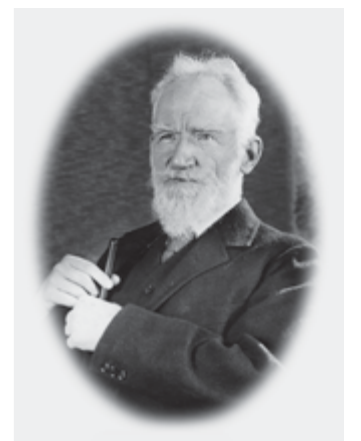
So the problem is which English to learn — British English or American English? Stated in more direct terms the problem contains the question: “Which of the two is preferable in the world today?” If this question can be answered, then the choice would appear to be simple. Unfortunately, there is not an easy answer to this question... nor should there be.

In fact, there are no great differences between the American variety of English and that of the British. Both varieties share common roots and lots of words are the same. The grammar systems are very much alike, but American English has certain phonetic features which can be easily identified. Sometimes people struggle to understand a specific American accent and are disappointed when they fail. Therefore, the real argument may be which accent should be practised in the classroom. And here many teachers would have to go with the British because one thing is certain today — British English in its received pronunciation (RP)¹ form also called the Queen's English, BBC English and Oxford English is considered by many to be God-like or more appropriately stated Queen-like.

Quite possibly the choice of the varieties is simply the problem of “culture identity” and how this translates into



Oscar Wilde



George Bernard Shaw

¹ **received pronunciation (RP)** [ˌrɪːˈpiː] — нормативное произношение в Соединённом Королевстве

“cultural expression”. Americans in their everyday dealings with people are not conservative at all being an informal people. Therefore, they rely on informal expression to show their “friendliness”. The British, actually just as friendly, would be likely to avoid using too many informal words and word combinations to express their politeness. This results in being not so “forward”¹ which American English has often been criticized for.

So, perhaps the real argument, when all is said and done, is not which English is preferable in the classroom, but what progress in English is made by students. The choice is theirs. Fortunately for us all, this is a race with no winners or losers.

- 1) In their works Oscar Wilde and Bernard Shaw stressed one and the same thing concerning the English language.
- 2) Oscar Wilde and Bernard Shaw are world-famous playwrights.
- 3) It is not difficult to answer the question which is more preferable — to learn British English or American English.
- 4) The main difference between British English and American English is not the difference in their vocabulary and grammar.
- 5) It is easier to learn British English than American English.
- 6) Americans are likely to use a lot of formal words when they deal with others.
- 7) It is more important in the classroom how well the students can master English than which variety to learn.

DO IT ON YOUR OWN

- 8** Use the words from the box to complete the sentences.

1) ... pupil of this class is able to answer ... of these two questions. 2) Is your name Mary or Kate? — ... I'm Emma. 3) How many brothers have you got? — ... I have only sisters. 4) Which of these two photos will you choose? — ... I don't like them. 5) She thinks that ... of her friends can understand her. And she often repeats that all her friends are unable to see her point of view. 6) I'm sorry but ... speaks Russian here. 7) I have got two cats and ... of them has ever left the flat. 8) I decided to find out how much sugar I had and I understood I had 9) I've got lots of sweets, take ... you like. 10) I've got two good films, we can watch ... of them.

any
either
neither
none
no one

- 9** Choose the appropriate words to complete the sentences.

1) Practise (to do/doing) this physical exercise as often as you can. 2) I'm looking for a book that deals (to/with) World War One. 3) He won the race (as/in) a result of hard work and a lot of training. 4) The little kitchen was separated from the room (by/with) a curtain. 5) People often have to struggle (against/for) better living conditions. 6) She had to (practice/practise) the violin every day. 7) Try hard and you will definitely (do/make) good progress. 8) The police identified the man (as/for) the criminal they were looking for. 9) Everyone in the school avoided (mentioning/to mention) the terrible name. 10) I hope she will follow her (mother/mother's) footsteps and become a doctor.

- 10** Go back to the text “Choosing English to Learn” (Ex. 7) and write English for the following:

1) различие в вариантах; 2) предпочтительный; 3) общие корни; 4) люди с трудом понимают; 5) были бы на стороне британского варианта; 6) богоподобный; 7) как это влияет на культуру выражения; 8) в своём повседневном общении с людьми; 9) простой, непосредственный народ; 10) в конечном итоге.

¹ **forward** ['fɔ:wəd] — эд.: фамильярный

Step 7

DO IT TOGETHER



- 1** Listen to the interview, (10), and choose the appropriate options to complete these sentences.

1) Masha went to study in the USA because

- a) she loved travelling
- b) her English was not good enough
- c) she had more than one reason to do so

2) Masha could afford to live and study in America because

- a) she had earned some money
- b) her American friends had helped her with money
- c) she had been sponsored

3) In the USA Masha understood that

- a) Americans had always liked to travel
- b) Americans hadn't changed their habit of travelling
- c) Americans had to travel a lot in the past

4) ... was not a real difficulty for Masha.

- a) The necessity to hear American English
- b) The necessity to speak only English
- c) The necessity to speak American English

5) Masha ... typical American food.

- a) didn't like
- b) liked
- c) hated

6) Masha thinks visitors to the US

- a) should travel a lot about the country
- b) should only visit three famous places in the US
- c) should get direct benefits from their journey

7) Masha says that visiting the US

- a) taught her to be tolerant to others
- b) helped her to understand that nothing in life is ever perfect
- c) helped her to widen her scope and achieve progress in the language she was learning

- 2** You know the words in column A. Read the sentences (1—15) and say what the meanings of the words in column B are.

A.	B.
deal	dealer
disappoint	disappointed
	disappointing
identify	identification
	identity
progress	progressive
separate	separation

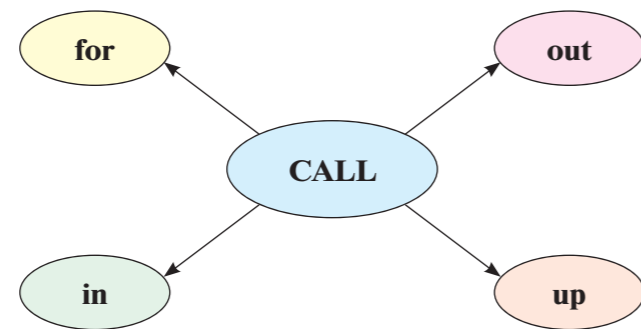
1) There are some famous art dealers among his acquaintances. 2) John is a car dealer. 3) My parents will be disappointed with me if I fail the exam. 4) I'm really disappointed in you, Ruth. 5) Obviously, I feel disappointed at not getting the job. 6) Jim, your results are really disappointing. 7) You are to show some identification, some document to prove who you are. 8) Let me see your identification. 9) His only means of identification was his passport. 10) The body had been heavily burnt, so identification was diffi-



Phrasal Verbs

cult. 11) The identity of the dead woman has not yet been established. 12) It was just the case of mistaken identity. 13) Here all citizens have identity cards. 14) In the country there was a small progressive liberal party. 15) Scotland has always wanted some form of separation from the rest of Great Britain. 16) Have you ever heard anything about separation of church and state?

Познакомьтесь с фразовыми глаголами с ядерным элементом **call**.



- 1) **to call for something** — to say publicly that something must happen
 2) **to call in (on sb/at some place)** — to visit someone or visit a place



A lot of people call for a ban on production of GM foods.



I'd like to call in on my granny today. Could you call in at the baker's on your way home?

- 3) **to call out** — to shout or say something in a loud voice



She called out the names of the winners.

- 4) **to call up** — to make you remember something



The old photo called up the memory of his late wife.

- 3 Complete the sentences with *for, in, on, at, out or up*.

1) Jane usually calls ... at the supermarket on Friday afternoons. 2) Seeing his daughter in that white dress called ... memories of his wife. 3) Several members of Parliament called ... a reform in education. 4) If you need help, raise your hand. Don't call 5) James usually calls in ... the post office on his way home from work. 6) Teachers don't expect pupils to call answers 7) People of good will call ... an end of the military conflict between the two countries. 8) I'll be very grateful if you call in ... us one of these days.

- 4 Complete the tag questions and let your group mates answer them.

- 1) You know everything about English grammar, ...?
- 2) You can tell an American from¹ an Englishman when you talk to them, ...?
- 3) English is taught in all schools of Russia, ...?
- 4) You will start learning Chinese this year, ...?
- 5) Students don't like to write tests in English or other foreign languages, ...?
- 6) Your grandparents have never learnt English or other foreign languages, ...?
- 7) Nowadays all educated people should speak a foreign language, ...?
- 8) Students in your school speak English during the intervals as well as at the English lessons, ...?

- 5 In some of these countries English is a native language (say in which) and in others it is another official language.

- | | |
|---------------------------------|--|
| 1. Great Britain | 12. Papua New Guinea [ˌpæpuə nju: 'ɡmi] |
| 2. The USA | 13. South Africa [ˌsaʊθ 'æfrɪkə] |
| 3. Canada | 14. Nigeria [naɪ'dʒɪəriə] |
| 4. Australia [ə'streɪliə] | 15. Ghana ['ɡɑ:nə] |
| 5. New Zealand [ˌnju: 'zi:lənd] | 16. Sierra Leone [siˌerə lɪ'əʊn] |
| 6. India | 17. Gambia ['ɡæmbiə] |
| 7. Pakistan [ˌpɑ:kɪ'stɑ:n] | 18. Tanzania [ˌtænzə'ni:ə] |
| 8. Bangladesh [ˌbæŋɡlə'deʃ] | 19. Guyana [ɡaɪ'ænə] |
| 9. Sri Lanka [srɪ 'læŋkə] | 20. (the) Bahamas [bə'hɑ:məz] |
| 10. Malaysia [mə'lɛɪziə] | 21. Barbados [bɑ:'beɪdəs] |
| 11. Brunei ['bru:ni] | 22. Trinidad and Tobago [ˌtrɪnɪdæd ən tə'beɪɡəʊ] |

- 6 **A.** Read the text and say which of the three things make Frank unhappy: a) the fact that his parents are making him go to university; b) the fact that he is expected to make a standard career; c) the fact that he'll have to pay his debts.

My Own Way

Part I

School... exams... university... job... pension... Have you ever felt you are on a conveyor belt? Are you fulfilling your parent's plans or have you got other ideas? Get acquainted with one young man's story of how he decided to follow his own dream.

"I sometimes feel I'm a product that is continually being processed² in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A levels. The right grades will allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to get a little life experience but you don't take more than a year. This is not allowed.

So you finish your university course owing lots of money to banks for various debts you've built up during your time at university. You're already on the conveyor belt and it is very hard to get yourself off. You find a job, a girlfriend, whom you may eventually marry; you buy a house together and start paying off your mortgage³.



¹ **to tell somebody from somebody else** — отличить кого-то от кого-либо другого

² **to process** ['prəʊses] — подвергать обработке

³ **mortgage** ['mɔ:ɡɪdʒ] — ссуда на покупку дома, ипотека

You decide to have children and put them on the same conveyor belt. You earn more money and retire, grow old, die. Well done. You did it. You did exactly what this society asked of you. To be honest such a prospect doesn't attract me."

B. Read the text "My Own Way" again and answer the questions.

- 1) What does Frank mean when he says that he feels he is on a conveyor belt?
- 2) What are the usual stages that a lot of British people go through, as Frank sees it?
- 3) What is a gap year? Why do young people take it?
- 4) What kind of debts can a university graduate have?
- 5) Why do you think Frank mentions mortgage as an important debt to the bank?
- 6) Are you fulfilling your parents' plans or have you got different ideas for your future?

7 Which of these things would you like for yourself? Use *both, all, either, neither, none* where possible.

- | | |
|---|---|
| 1) a Ford, a Mercedes | 7) a penthouse, a summer cottage, a lot of money |
| 2) a course of English, French, Spanish, German | 8) a good education, a good job |
| 3) a good bike, a digital camera, a motorboat | 9) good friends, a boy/girlfriend, a loving family |
| 4) a mobile, a computer, a notebook, an iPod | 10) a lot of homework, house chores |
| 5) a pair of new jeans, a new top, a fashionable belt | 11) entertainment, a lot of free time, an interesting hobby |
| 6) a winter hat, mittens, warm socks, a pair of boots | 12) a twin brother or sister, lots of uncles and aunts |

DO IT ON YOUR OWN

8 Choose the appropriate words or forms to complete the sentences.

1) My sister decided to (go/come) to a British university. 2) He managed to protect his own cultural (identity/identification). 3) We were all (disappointing/disappointed) at their decision. 4) Can I (practise/practice) my French on you? 5) (Both/All) Alice and Kate were asked. (Neither/No one) could give the appropriate answer. 6) Both the brothers are very knowledgeable. I'm sure (either/any) will be able to help you. 7) We didn't tell anyone about our (acquaintance/acquainted) with our new neighbour. 8) She was deeply disappointed (at/in) losing the race. 9) Jane's teacher of music was disappointed (at/in) her. 10) The box (contains/includes) old letters.



9 Complete the text with the appropriate forms of the words on the right to get a grammatically correct text.

Going to a University in the UK

If you want (1) ... a student at one of the UK (2)..., you should understand that it's not all that easy. In the (3) ... place it's a big shock to learn that someone who has (4) ... a course of studies at a Russian school, in most cases cannot (5) ... directly to a UK university. Why? Firstly, age (Brits tend to finish school at 18), secondly, the qualifications (6) ... on finishing a Russian school are considered of a (7) ... level than the British equivalents so they (8) ... not good enough for British universities. So what to do? There is always a way out, try to find it.



Graduation ceremony

become, university
one
complete

go

receive

low
be

10 Complete the sentences with the verbs from the box in their right forms.

- 1) Sue ... off several slices of bread and made sandwiches for her friends.
- 2) My grandad doesn't read newspapers, usually he just ... through them.
- 3) He noticed Carrie only after she ... his name out.
- 4) He decided to ... out early before it got really hot.
- 5) The weather was terrible: the rain was ... down on our heads and a cold wind was blowing.
- 6) Steve would like to learn Italian, so he ... up for a course in the City Language Centre.
- 7) They don't ... for a dramatic reform, they just want some changes.
- 8) Are you ... for anything? What have you lost?
- 9) That day he ... in on me late in the evening, his face was sad and worried.
- 10) It was time for us to leave the hotel and we went down to the reception to ... out.

sign
beat
cut
set
call
look

Step 8

DO IT TOGETHER

1 **A.** Listen to the poem, (11), and then read it.

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,

Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less travelled by,
And that has made all the difference.

расходились в разные стороны

сворачивала в подлесок
зд.: правильная
больше оснований для того, чтобы её
выбрать

её нужно было протоптать

затоптал

вздых
через много лет

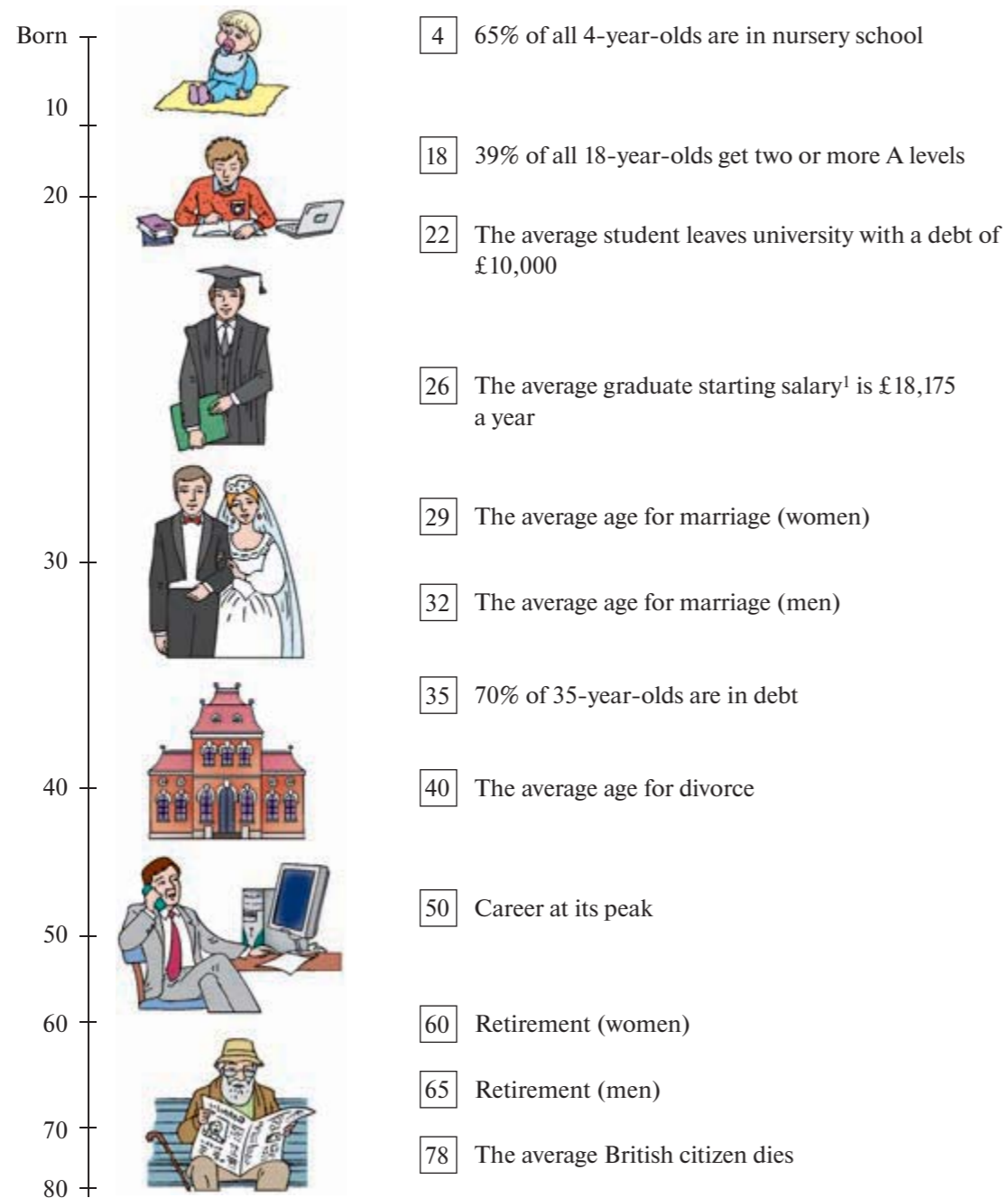


B. Answer the questions.

- 1) What kind of picture does the poet draw in his poem?
- 2) What is the difference between the two roads he sees in front of him?
- 3) What made the poet choose one road but not the other?
- 4) What is the message of the poem?

- 2 Comment on this diagram. What it illustrates may be true about Britain. Is the situation in Russia the same?

On the Conveyor Belt of Life¹



- 3 Read the second part of Frank's story and complete it with the phrases which come after it (a—h). There is one phrase you don't have to use.

My Own Way

Part II

I went to school and college until I was eighteen. I passed my A levels, then went surfing around the world in my gap year. I really don't like the word *gap* (1) Nowadays we are encouraged to take a gap year, we are told that future employers love it because



¹ a salary ['sæləri] — зарплата

it means you have done something original to talk about in your job interviews. But when the gap year is over, (2) ... — start earning money and making plans for the future. We need to think of our security. Personally I don't believe security can come from (3) All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I'm now on my fourth gap year and I am happy, truly happy. Every summer I work as a beach lifeguard in Cornwall (4) I don't earn a fortune but my life is rich. I wake up every morning and I see the ocean. I can surf every day if there are waves. I don't want any other life.

I believe that lots of people know (5) ... but they choose to ignore it because they want to meet the expectations of the society. I don't want to see the world in the movies and read about it in books. I want to see it myself, (6) I refuse to follow other people's footsteps.

People often ask me what I want to do with my life and when I'm going to get a proper job. They forget that I may be the person who rescued their child on a beach one summer. Isn't that proper enough? I want to do exactly (7) Sure I'd like a little house and maybe bring a baby into the world, but I want to go my own way.

- where thousands of people go for their summer holidays
- a big house and a fast car or a university degree
- like many other young people
- because for me that year was full of important activity
- what I'm doing right now
- you must get down to serious work
- smell it, hear it and feel it
- what makes them happy¹

Grammar

Metaphors¹

Описывая жизнь как ленту конвейера (the conveyor belt of life), герой истории использовал метафору.

Когда слово или словосочетание используется метафорически, они употребляются в новом значении, которое появляется и развивается на основе сходства. В предложении *She flew past me on her bicycle.* — глагол *flew* используется метафорически. Девушка не летела по воздуху на велосипеде, но скорость, с которой она ехала, была столь велика, что её движение можно было сравнить с полетом птицы или самолёта. Именно таким образом часто появляются новые значения в многозначных словах. Если у слова несколько значений, некоторые из них могут быть основаны на метафоре. Например:

Betsy danced into the room.

We arrived at a conclusion at last.

He looked at me coldly.

- 4 Read the sentences and say in which of them the underlined words are used metaphorically.

- 1) a) All his family are buried in the same cemetery. b) They buried themselves in their work.
- 2) a) The wall is too high to get over it. b) Summer temperatures are very high here.
- 3) a) You've hurt her feelings. b) Fred's legs hurt after skiing all day.
- 4) a) Granny shook her head sadly. b) He was sitting at the head of the table.
- 5) a) There

¹ a metaphor ['metəfə] — метафора

was a storm of protest when he informed them of his decision. b) A violent storm broke as soon as we reached the mountain. 6) a) Mrs Bennet put her hands over her ears to shut out the noise. b) Can you give me a hand with these boxes? 7) a) One of the kids fell into the river. b) Our profits fell last year. 8) a) The temperature dropped sharply. b) Lucas dropped the ball onto the floor. 9) a) The first green leaves were showing. b) He spent his green years in Scotland. 10) a) Let's return to the previous point of our discussion. b) They returned to Moscow last Saturday.

5 Answer the questions.

- 1) When Frank says that he "went surfing around the world" does he mean that he surfed in different parts of the world or that he surfed all the way around the globe?
- 2) Why does Frank say that he doesn't like the word *gap*?
- 3) How does Frank explain why young people are encouraged to take a gap year? Do you think taking a gap year is a good idea?
- 4) How is security usually understood? How does Frank understand it? How do you understand it?
- 5) Why did Frank choose Cornwall for himself? What ocean does he see every morning?
- 6) What does Frank mean when he says that his life is rich? Could this lifestyle satisfy you? Why? Why not?
- 7) Do you agree that life should be an adventure? Is it true for everyone? Is it true for you?
- 8) Why do you think Frank feels rebellious about following other people's footsteps? What do you feel about it?
- 9) What makes Frank happy and satisfied? Can the way of life Frank chose for himself make you happy? What's your idea of a happy life?
- 10) Is Frank making any plans for the future? What are they? What are yours?

6 A. Make a list of questions you would like to ask Frank.

B. Work in pairs and act out a talk with Frank in which he'll have to answer your questions and probably ask you something as well.

Social English



Text Connectors

Целый ряд слов и словосочетаний позволяют говорящему или пишущему правильно выстроить логику текста. Без таких слов-связок грамотная речь невозможна. Вот наиболее распространённые из них:

so — таким образом	actually/in fact — на самом деле
as — поскольку	eventually — в конце концов, со временем
because — потому что	as a result — в результате
that's why — вот почему	besides — кроме того
however/anyhow — как бы то ни было	in the end — в конце концов, наконец
nevertheless — тем не менее	on the one hand... on the other hand — с одной стороны... с другой стороны
although/though — хотя	
on the contrary — напротив	

7 A. Complete this dialogue with the text connectors. Act the dialogue out.

Career adviser: Well, Paul, last time we met you said you were in two minds about your future career. (1) ... you said you would think about it again and ask for your parents' advice.

Paul: Yes, I did. It seems that my parents see me as an engineer or computer programmer. (2) ... they want me to follow my father's footsteps. (3) ... I don't like this idea at all. I don't want to work with any kind of machinery, (4) ... I'd like to work with people.

Career adviser: Doing what?

Paul: I think I'd like to work in a bank (5) ... it means meeting people and besides banks pay you well.

Career adviser: That's true, but (6) ... you'll need a university education if you want to make a career in banking.

Paul: I've been thinking about it (7) ... I'm rather good at mathematics (8)... I can take a university course of economics.

Career adviser: It's not a bad idea, Paul, (9) ... it means a lot of hard work during your last year at school.

Paul: I understand. Well, I think I'm ready for it.



B. Do you think having a career adviser at school is a good idea? Why or why not?

DO IT ON YOUR OWN



8 Complete the text with the derivatives of the words on the right.

Developing One's Career

Some career experts say that nowadays people can change their careers more than seven times in their (1) ... lives. When we (2) ... realize this, we understand how (3) ... it is to make the right career (4) ...

Career (5) ... means growing through life and work. People live, work, learn, experience a lot of things and change. They make (6) ... through their own life and work in our (7) ... changing world and get adjusted to new phenomena. Career building is about creating the life you want to live and the work you want to do.

work
real, importance
decide
develop

discover, rapid

9 Find in the text "My Own Way" (Ex. 3) the words and phrases which mean the following:

- 1) the year in which young school leavers or students in Britain and other countries do some jobs or travel with the idea to get some experience;
- 2) people who are planning to give us a job in the future;
- 3) something interesting and unusual (to talk about);
- 4) to begin doing (serious work);
- 5) to give someone the wrong idea;
- 6) really (happy);
- 7) a swimmer employed on a beach to help those in danger;
- 8) to earn a lot of money;
- 9) to refuse to pay attention to something;
- 10) they want to do what the society expects of them;
- 11) films;
- 12) to follow other people's example;
- 13) (a) suitable job.

10 Use suitable connectors in the phrases below.

- 1) ... he's got a good job now, he is still not happy.
- 2) It's a really useful book ... it explains everything very clearly.
- 3) Today is one of the happiest days in my life and I'm so glad to see you all, ..., I haven't come here to talk about myself.
- 4) He lived in Paris for three years, ... he speaks French very well.
- 5) Jane has never said that she wants to be a nurse, ... she tells everyone that she hates this occupation.
- 6) It took Simon a long time to make up his mind but ... he agreed that going to university would be the best.
- 7) Did you spend much money? — Yes, quite a lot. ... I think I spent it all.
- 8) I know you have just arrived, ... I'd like to discuss a couple of things with you first and then you'll have some free time and relax.
- 9) There are some problems with your plan. ... it takes too much time, ... it is very expensive. ... we have very few specialists in this field.
- 10) He spent two years in London, ... his English is very fluent now.

Step 9

Consolidation Class

DO IT TOGETHER



- 1 Listen to the descriptions of various jobs (1—5), (12), and match them with their names (a—f). There is one name of a job you don't have to use.



a) archaeologist



b) physicist



c) physician



d) architect



e) secretary



f) fashion model

- 2 Imagine that you are a school career adviser. Say what jobs you would recommend these school leavers to take up.

1) *Name:* Victoria *Surname:* Holmes

Qualification and/or experience: I have been a babysitter for a year. Sometimes I do household chores for my neighbours.

Preferences: I like children, playing with them, reading to them.

Other information: I'm good at singing and very much interested in music. But my family needs my financial support. I would like to start working as soon as possible.

2) *Name:* Nancy *Surname:* Dixon

Qualification and/or experience: I've been helping with washing up in a hotel restaurant.

Preferences: I'm not sure that I want to go to university. I like travelling and always take pictures of the places I have visited.

Other information: I have won prizes at photo competitions. My friends say I get on well with people.

3) *Name:* William *Surname:* Thompson

Qualification and/or experience: I'm working in a chemistry laboratory having a part-time job, but I have no qualifications.

Preferences: I like chemistry, biology and read a lot about animals. Have two pets at home and take care of them.

Other information: I'd like to go to university, but I'm not sure what course I would like to take. I'm thinking about going into medicine, but it's not my first choice.

4) *Name:* Rose *Surname:* Farrel

Qualification and/or experience: None.

Preferences: I'm good at literature, history, languages, in other words, at the arts. I like to imagine things and write my own stories.

Other information: I can type and work on the computer. I like reading and working with books. I think I'm a bookworm¹.

5) *Name:* Sam *Surname:* Davidson

Qualification and/or experience: I have been driving for a year.

Preferences: I like working with machines, repair them.

Other information: I would like to be financially independent of my family and I am ready to do various jobs even during unsocial hours.

- 3 Say what job (jobs) you would like to try in the future. Mention these:

- if it needs a university degree, qualification and/or special training
- where you can and would like to get the necessary qualification or degree for it
- how long it may take you to get this job
- how you can characterize the job you have chosen
- why you have chosen it



- 4 Work in pairs. You and your partner are thinking of taking a job after leaving school. Discuss possible jobs each of you would like to get. Consider these points:

- if you would like to be employed by the government or prefer to work for a private company
- if you would like to get a full-time job, a part-time job or an odd job
- if you are planning to study further in the future and want your job to be connected with the career you have chosen for yourself
- if your ambition is to get a lot of money or you would rather get a job that can develop your talents and abilities

- 5 Work in groups and find out how many of you:

- are thinking about taking a job immediately after school
- want to study further and have a part-time job
- want to go to university
- feel pressure from the family in choosing your career
- are going to get some special training before taking a job
- are interested in computers and modern technologies and would like to work in the field of science
- are good at arts and languages and want to have a career in this field
- would like to be your own boss and have your own business in the future

- 6 Which item will you choose to complete the sentences? (In some cases both are possible.)

A. whether — if

- 1) I don't know ... they have got acquainted with the test results. 2) She can't decide ... to go to university or to start work after school. 3) They are thinking about ... to buy this set of spoons or not. 4) Tell me ... you have made any progress in learning English. 5) We are not sure ... we are going to stay here or return home.

B. either — neither

- 1) Students could choose ... French or Italian. 2) Jerry wasn't at home, ... were his parents. 3) I can't play tennis, and ... can you. 4) ... of us knew what to do under the circumstances. 5) ... his son nor his daughter were at the funeral. 6) ... he forgot about the meeting or he deliberately stayed away.

¹ **a bookworm** — книжный червь (*перен.*)

C. no one — none

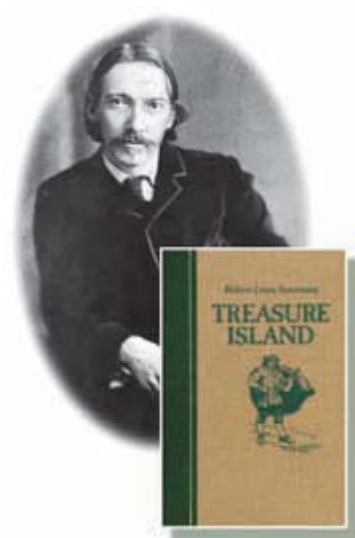
1) ... of my friends will be able to help me. 2) The driver was wounded but ... of the three passengers was hurt. 3) I'm sure ... will arrive on time in such weather. 4) Have you got any money? — No, ... at all. 5) ... knows why Brian has left without saying goodbye. 6) ... will dare laugh at you, darling.

D. either — any

1) Alice and Kate are cousins. ... of them is going to apply for a place at a university. 2) You can use this printer with ... of our four computers. 3) They are all free — you can take ... you like. 4) You can get there by plane or by train, but ... way it's expensive nowadays. 5) She has lived in Leeds and in Manchester, but doesn't like ... city very much.



7 Complete the text with the appropriate forms of the words on the right.

R. L. Stevenson

Robert Lewis Stevenson was a novelist, poet and essayist who (1) ... very successful at a certain stage of (2) ... career. The son of a well-to-do engineer, Stevenson (3) ... to follow his father's footsteps. Nevertheless young Stevenson (4) ... that engineering was not for (5) He entered Edinburgh University and soon (6) ... writing. In 1875 he qualified as a lawyer. At that time he already (7) ... a popular writer thanks to his essays (8) ... in a number of newspapers and magazines.

Soon his poor health became (9) ... which made him (10) ... a lot of time away from home in the countries with a more suitable climate. He spent a lot of time in France where he made up his famous "Treasure Island".

become
he
expect
feel
he
begin
become
publish

bad
spend

DO IT ON YOUR OWN

8 These sentences have mistakes. Correct them.

1) We didn't manage to watch the new film yesterday, it was very disappointing. 2) What do you know about the so-named self-assessment? 3) Our English group has done a lot of progress this term. 4) Fred failed one of his exams, as a result he had to resit it. 5) I'm sorry, but your application form looks incorrect. 6) The career of a doctor requires a university education. 7) Nobody of his two cousins is doing modern languages. 8) Be very careful when you deal with these chemicals: they may be poisonous. 9) We couldn't see the house separating from us by a high wall. 10) He can't read, he is still fighting with the ABC. 11) I have always wanted to get acquaintance with the new trends in music. 12) Neither me or my friends are paying for our tuition.



9 Choose the right words to complete these sentences.

- 1) **An ... is a person who drives a railway engine.**
a) engine officer b) engineman c) engine driver
- 2) **Someone who makes walls with bricks is a**
a) wallmaker b) bricklayer c) brickmaker
- 3) **A ... is a person who cuts men's hair.**
a) hairman b) hairdresser c) barber

4) Rubbish is collected by

a) dust collectors b) bin collectors c) dustmen

5) A ... is a person who makes outer (usually men's) clothes.

a) tailor b) dressmaker c) coatsman

6) To deal with people who come to stay in a hotel or come to visit a doctor or a businessman is a job of a

a) receptionist b) receiver c) reception manager

7) A person who prepares food is a

a) cook b) cooker c) cook specialist

8) A chemist is a person who

a) teaches chemistry b) loves chemistry and medicine c) makes and sells medicines

10 Use *-ist/-er/-or* to make names of some professions. Translate the names into Russian.

1) lawy... 2) scient... 3) ush... 4) design... 5) decorat... 6) conduct... 7) butch...
8) groc... 9) announc... 10) sail... 11) dent... 12) physic... 13) essay... 14) senat...

Step 10**Test Yourself****I. Listening**

1 You will hear five texts (a—e) advertising TV programmes, (13).

Say which of the specialists (1—6) is likely to take part in which programme. There is one person on the list who is not going to take part in any.



1) Jennifer Hilton,
a meteorologist



2) Lucy Harrison,
a zoologist



3) John Parker,
an astronomer



4) Alan Macmillan,
a seismologist



5) Fred Porter,
a weather forecaster



6) Brian Woodriff,
an oceanographer

Maximum result	6
Your result	?

II. Reading



2 Read the text and complete the sentences after it.

Are Girls Cleverer Than Boys?



It's a fact that girls usually do better than boys even in such subjects as mathematics or science, and people used to think that those were more suitable for boys than for girls. There are some reasons for this. Boys and girls behave very differently in and out of school.

Here are only some examples of such difference. Boys make more trouble, while girls are usually well-behaved. In class boys often put up their hands to answer questions but give wrong answers. At the same time girls do not always put up their hands even if they know the answer because they are not one hundred percent sure. Girls spend more time than boys doing their homework as they care more about their progress at school and their grades. In the modern world girls are becoming a lot more ambitious.

Girls are more realistic, more down-to-earth. For example, boys spend a lot of time playing computer games and watching action films on television because they live in a world of their own fantasy. When girls use computers, they usually do it for some practical reason.

Ask a fourteen- or fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money or be a DJ or a basketball player. At the same time most of girls being more realistic, think of becoming teachers, doctors or managers. They choose careers where there's less unemployment as they want to have a secure future. The good news is, however, that later on boys become more interested in studies and even outdo girls as their examination results often show.



1) Boys ...

- a) are more hardworking at school than girls
- b) usually show better results than girls in mathematics and science
- c) think that mathematics and science are more suitable subjects for them than for girls
- d) are usually worse pupils than girls

2) At school ...

- a) girls don't like making mistakes
- b) girls don't care too much if they can make mistakes
- c) boys care more about mistakes than girls
- d) boys don't like to give wrong answers

3) As pupils ...

- a) girls are troublemakers
- b) boys are not such big troublemakers as girls
- c) boys do not give so many problems to teachers as girls
- d) girls do not give so many problems to teachers as boys

4) It takes ...

- a) boys longer than girls to do their homework
- b) girls a lot of time to decide whether to put up their hands or not
- c) girls longer than boys to complete their home tasks
- d) boys and girls fairly long to complete their home tasks

5) It is evident that girls ...

- a) don't have great ambitions in the modern world
- b) were not so ambitious some time ago as they are now
- c) have become more ambitious than boys nowadays
- d) are always sure that they will succeed in life

6) Boys ...

- a) are as pragmatic about their future careers as girls
- b) are less pragmatic about their careers than girls
- c) are more pragmatic about their future careers than girls
- d) don't think about their future careers at school

7) School examination results show that ...

- a) girls are more successful in all the subjects than boys
- b) boys hardly improve their knowledge in school subjects by the time exams begin
- c) boys can get better marks than girls
- d) girls do not get high marks in the majority of school subjects

Maximum result	7
Your result	?

III. Use of English



3 Use the appropriate forms of the words on the right to complete the text.

The Games We Used to Play

These days things are clearly not like they were when I was young. We (1) ... computer games, cable television or the Internet to keep us entertained — we had to amuse (2) Even at school we (3) ... to be outside. We (4) ... to stay indoors.

My (5) ... primary school was surrounded by a wall. Many of the games we played were based along the wall. "What Time Is It, Mr Wolf?" was the (6) ... favourite. One person was "it". He or she had to answer the question "What time is it, Mr Wolf?" They could answer any time they liked, but when the reply was "Twelve o'clock. Dinner time," we all had to run for the wall. If anyone (7) ..., they became Mr Wolf, and the game continued. Different schools had (8) ... own favourites. Sadly, it seems that some of these games (9)



- not have
- we
- expect, not allow
- one
- great
- catch
- they
- disappear

Maximum result	9
Your result	?



4 Complete the text with the derivatives of the words on the right.

Among the summer language courses the most expensive ones are in the English-speaking countries. The nearest of them are in England, the cheapest and sunniest are in Malta and the most (1) ... are in the USA. When you make your (2) ..., you have to think of how much money you are prepared to spend, how far you want to learn.

The English world is full of huge (3) ... of accent. So if you imagine you will want to work in or with the USA, solid (4) ... of British RP (received (5) ...) may cause you (6) ... problems, as you will struggle to understand what Americans are saying.

- adventure
- choose
- vary
- know
- pronounce, expect

Maximum result	6
Your result	?



5 Choose the appropriate words to complete the text.

My idea of the future (1) ... may seem rather strange to you, but I think it's one of the most important in the world and history proves its importance.



Early men who lived where sharp rocks hurt their feet, soon began to think of some way of protecting them. So they produced a kind of sandals using flat pieces of wood. In colder parts of the world, man soon felt a need to give his feet even more protection, so he added more material to the top of the sandals, and (2) ... the shoe was born.



Sandals were worn by the ancient Egyptians as long as 5,000 years ago! At first, in fact, the sandals were worn only by the rich Egyptians. They would walk along followed by a servant who carried a (3) ... of sandals just in case the master would need or want to put them on. Later, of course, all the people began wearing them. Sometimes they made the sandals with up-turned toes, to give the foot more protection. Egyptians were the first (4) ... in the world.



The Greek developed the boot by gradually changing the straps which held the sandals to the feet for solid leather. Even today many primitive forms of shoes still survive. We still wear sandals very much (5) ... those worn by the ancient Romans and Greeks. We have moccasins which are like those worn by the American Indians. And people in Holland still wear wooden shoes!

Modern shoes as we know them began to appear in the Middle Ages about the time the Crusades¹ started. Because the Crusaders went on long (6) ... they needed good protection for their feet, and so people began to make shoes that would (7) ... for a long time.

With time shoes became an object of fashion and all kinds of ridiculous styles appeared.

- | | | | |
|----------------------|-------------------|-----------------|-----------------------|
| 1) a) profession | b) job | c) career | d) pastime |
| 2) a) though | b) although | c) nevertheless | d) thus |
| 3) a) pair | b) couple | c) group | d) set |
| 4) a) shoe producers | b) shoe designers | c) shoemakers | d) shoe manufacturers |
| 5) a) likely | b) like | c) alike | d) liking |
| 6) a) tours | b) walks | c) rides | d) journeys |
| 7) a) last | b) stretch | c) continue | d) survive |

Maximum result	7
Your result	?

IV. Writing



6 Comment on one of the following statements.

- Education is a continual, lifelong process.
- There is no absolute answer to every question.
- Modern school programmes should include a healthy dose of problem solving.
- A person can succeed in life if they are able to work on the problems for which there is no definite answer.
- Nowadays you can achieve good result in your career if you work in a team.
- Everyone should have a gap year before they begin their career.

¹ the Crusades [kru:'seɪdz] — крестовые походы

Write 200—250 words. Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for it;
- express an opposing opinion and give 1—2 reasons for it;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

Maximum result	8
Your result	?



7 You have received a letter from your English-speaking pen friend. In this letter he writes:

*My last school year is coming to an end. We are going to sit Science next week. I haven't decided yet what I'm going to do after school. And what about you? Have you made up your mind yet? Are you going to continue your education or are you going to start working? Where and when? Hope to hear from you soon. By the way I began to learn French three months ago.
Best wishes,
John.*

Write a letter to John. In your letter:

- answer his questions;
- ask three questions about his learning French.

Maximum result	7
Your result	?

Count your total result.

Total result	50
Your total result	?

Are you satisfied with the marks your teacher has given you for your written papers? Can you improve them? Are you satisfied with your total result? Can your total result be better? What does it depend on?

Look through the steps of Unit 1 and say:

- if the material of the unit was interesting, useful, widening your scope;
- if you found any new ideas in the texts and exercises of the unit;
- if any of the problems raised in the unit were new or thought-provoking;
- if the unit has helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Project Work One

Prepare a computer presentation on the topic "Steps to Your Career". You may consider these ideas:

- the job I would like to try in the future needs/doesn't need a qualification;
- where it is possible to get the necessary qualification;
- how long it usually takes one to get such a job;
- how you can characterize the job you have chosen;
- why you have chosen it;
- if you would like to work abroad or in your home country, both of them;
- if you think about mastering English, how and where.

Be ready to give your presentation in class. It shouldn't take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.