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Text assignments

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Пікір жазған:

Абай ат.ҚазҰПУ-нің Біліктілікті арттыру және қашықтықтан білім беру орталығының доценті, педагогика ғылымдарының кандидаты,
Бельгия Жоғары Мектебінің Гонорар профессоры,
Халықаралық Ақпараттандыру Академиясының академигі **-А.Ш.Орақова**

Халықаралық ғылым мен білімді қолдау орталығының оқу-әдістемелік кеңес мәжілісінде талқыланып, 2023ж « » № хаттамасымен мақұлданған және баспаға ұсынылған.

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Кіріспе/Introduction

Technology in education mirrors the fast-paced world we live in. In modern classrooms, it's rare to find students all working on the same exact activity. Instead, today's schools are technology-rich learning spaces that promote diverse activity. They're abuzz with collaboration, critical thinking, creativity, and communication, all thanks to technology.

Ask an administrator about using technology in the workplace, and you might hear about edtech as a tool for going about the business of school. Technology facilitates scheduling, coordinates services, tracks students and teachers, and helps with data gathering and analysis. Digital devices and apps make previously unwieldy administrative tasks easier.

Of course, there's a lot more to technology integration than installing a few rows of computers in a lab. Even having the obligatory two or three stand-alone desktops at the back of the classroom doesn't invite tech integration. We want students to use edtech as a tool that continuously supports their learning.

Technology integration is most effective in education when it's mobile and versatile. In the hands of students, technology becomes an inseparable part of the learning process.

Education requires a lot from teachers. They not only teach content but also juggle (and model) a host of other skills while trying to get their students to fall in love with learning and to be successful at it.

A single day in the classroom consists of taking attendance, teaching academic content and positive behavior, empathizing with students, looking out for their emotional and physical well-being, reporting grades, and more. Amid all of that, teachers must guide students in becoming self-directed learners who can work independently and think for themselves.

Some classrooms are neither equipped nor prepared to incorporate technology. Learners either have limited access to tech or are unable to use the devices to their fullest potential. Students lacking continuous connectivity may find themselves left behind. Without integrated technology, they will not build competency in skills that are necessary for enduring success.

The necessary 21st-century skills require that we develop:

- ✓ Personal and social responsibility
- ✓ Planning, critical thinking, reasoning, and creativity
- ✓ Strong communication skills, both for interpersonal and presentation needs
- ✓ Cross-cultural understanding
- ✓ Visualization and decision-making
- ✓ An understanding of how and when to use technology, and how to choose the most appropriate tool for the task at hand

Knowing how to solve problems, build rapport, and communicate clearly are all important skills that have always been in high demand. Without knowing how to use these skills, adults who complete school to enter the workforce may find that they're simply not competitive. Only articulate, creative thinkers will find themselves staying ahead of technology — and employed.

Integrating technology into education assists students in building the competencies they need for the future. Therefore, it should be a basic requirement in all classrooms. Have you wondered just how effective technology is when integrated into learning environments?

Improving learning with technology integration

Integrated education technology improves academic achievement, but only when done right. For that to happen, the technology must be pedagogically aligned.

According to the Brookings Institute, tech integration also requires “real-time use, personalized instruction, and mastery-based progression.” In essence, classroom teachers must use technology with deliberate skill and purpose in the classroom. Technology allows teachers to customize learning and create varying levels of scaffolded support rather than to merely deliver a one-size-fits-all approach to instruction.

The purpose of the author's program: to increase the ability of students to speak using a variety of methods based on the updated program.

Objectives of the author's program:

- ✓ to teach to debate, to prove one's point of view;

- ✓ establish active language communication within the group;
- ✓ sought to solve the problem on their own, learns to perform creative work;
- ✓ to be able to express their own opinions, looking for answers to the questions given in the task;
- ✓ development of oral skills, writing skills, the ability to logically organize their thoughts;
- ✓ increase functional literacy;

Learning Outcomes:

- ✓ is able to debate, to formulate his opinion;
- ✓ establishes active language communication within the group;
- ✓ sought to solve the problem on their own, learns to perform creative work;
- ✓ is able to express their own opinions, looking for answers to the questions given in the task;
- ✓ develops oral skills, skills of composing texts, the ability to logically organize their thoughts.

Scientific and methodological level of the work: in order to innovate or restore a new interpretation of the program compared to existing programs, the proposed author's program is based on the content of the updated model, based on the objectives of the model program.

The scientific nature of the program is its new educational paradigm developed in accordance with the philosophy, methodology, psychology and the latest achievements of pedagogical science and practice.

Direction:

- ✓ not only the formation of CBD in students, but also the development and education of personality;
- ✓ protection of psychophysiological and social health of children;
- ✓ ensure the economic, environmental, ethno-pedagogical, psychological orientation of the educational process;
- ✓ ensure the content of education in accordance with humanistic, integration and innovative approaches, etc. ;
- ✓ Ensuring compliance with the requirements of science (existence of the problem, scientific hypothesis, hypothetical solution of the problem, conducting scientifically based research, comparison of research results with the data obtained before the study);

Product of knowledge: materials developed during the cognitive, research activities of students in the classroom.

Student's learning output: abstracts, theses, historical analysis, independent solution of scientific problems, memorization of proverbs, essays, presentations, role-playing games, research, content recognition, reasoning, reflection, etc.

The expected result of the updated content of education is based on Kazakhstani patriotism and civic responsibility, respect, cooperation, openness, strong knowledge, communication skills, discipline, advanced skills: functional and creative application of knowledge; critical th

Information and methodical part

The author's program is aimed at achieving the goals and objectives, as indicated in the explanatory note. The topics covered in the chapters of the program include materials to be mastered in accordance with the educational standards. And the innovative approaches used in distance learning in the study of this topic will help to fully master the topics. Tasks given by innovative methods, creative work are formatively assessed. Tasks that develop creativity and are relevant to the topic will help to monitor and monitor the development of students. The following features in the assessment of student work:

- the student reads the work eloquently, understanding it;
- the ability to speak in a proper manner, in style and at a distance;
- to fully master the work of the poet;
- Participate in various literary competitions, literary competitions aimed at promoting the heritage of writers;
- It is necessary to pay special attention to creative, exploratory work.

Criteria for evaluating the work with the text

"9-10" - the student is able to freely perform listening, speaking, writing, speaking skills in understanding the content of the work, to understand the content and ideas, to perform the work carefully, performing tasks.

"7-8" - the task is set when the student makes mistakes in listening comprehension, speaking, writing, speaking skills in understanding the content of the work, when there are slight errors in the delivery or analysis of the game.

"5-6" - if you read the text, but are not active in the analysis, make mistakes in listening, speaking, writing, speaking skills.

"3-4" - is given when there are deviations from the topic, if there are many mistakes in reading, speaking, writing, speaking skills, having difficulty reading the text and not being active in the analysis.

"1-2" - is set when the work is not read and the content is not mastered at all.

inking; conducting research; use of information and communication technologies; use of different types of communication, including language skills; to develop the ability to work in groups and individually, to work in pairs, to accumulate knowledge and apply it in solving various problems.

Методика формирования навыков чтения по английскому языку на основе обновленной программы

Today, the issue of "Multilingualism" is considered one of the pressing issues in the country. For that reason, our President is obliging the tripartiteness of languages.

The problem of multilingualism is one of the urgent problems facing not only Kazakhstan, but the whole world, because the era of globalization and the cyber-Soviet era requires knowledge of languages.

Let's talk about this concept in general. Multilingualism, polylingualism is the ability to speak three or more languages at once in a certain social environment, state, under the influence of a specific communicative situation. This is divided into multilingualism of the individual and multilingualism of the nation and the nation. The degree of multilingualism's mastery of three languages depends on many factors, such as the language environment, social, economic, cultural life of that person or the entire population. Multilingualism is rare in a country with a single ethnic group. Only individual multilingualism is exposed there. Multilingualism: divided into mass multilingualism and partial multilingualism [1].

Currently, due to the globalization trend in all spheres of human activity, revisions are being made in the field of education. That is why, along with informational and communicative competence, multiculturalism has been identified as one of the main areas of educational competence that forms the space of the world educational community today.

Multilingual education means education in two or more languages during the educational process. Education in three languages considered in the school reform of our country is a modern need. For this purpose, the Kazakh, Russian, and English languages are taught equally regardless of nationality. As one of such comprehensive measures, teaching languages not only on the subject, but also on skills, is being implemented. Language skills are life skills. A person listens, reads, speaks, writes. These skills should be used without any problems throughout a person's life. To this end, language skills integrate the beginning of all language lessons. Therefore, the methodology for teaching any language will be the same, and the requirements for the student will be the same. It saves the student from coming to different language classes and performing tasks according to different requirements. The student consolidates knowledge.

Some people learn the language from life without going to any courses (according to the American scientist Stephan Krashen), and some learn by coming to special courses, or take language classes within the walls of school, college, university. The lessons organized in connection with the second situation must be closely related to life. It should be set as a goal both in terms of content and in terms of strategies to be used and skills to be mastered. Teaching language as a first and second language in Nazarbayev Intellectual Schools is bearing fruit. According to the experimental program, the goal is to prepare for one topic every day. And grades 7-8 and 11 are based on an integrated learning

program and the main thing to be learned is a skill. Why did we turn to skill? The reason is that many advanced countries abandoned the Grammar-translation method of teaching, which we have been using until today, in 1975 and finally in 1980. It will be replaced by new teaching methods. For example, PPP, TTT, Guided discovery, TBL, etc. In this regard, let's give the following explanations. Translated from the English language, the word "Approach" can be understood in the Kazakh sense of "action". It describes how a person learns a language and acquires knowledge through the use of practice, and what kind of situation occurred at that moment. And "method" is the practical realization of the action. And that method includes procedure and techniques. The procedure involves the arrangement of techniques in sequence.

In the grammar-translation process, students translate another language into their own language.

In this method, the student's language is assessed at the level of the selected sentence. Literate writing was the focus. In this case, the speech language of students develops slowly. In this regard, the conversation of the students was as follows:

Teacher: There is a spoon on the table. Repeat!

Student: There is a spoon on the table

Teacher: Book

Students: There is a book on the table.

Teacher: A chair

Students: There is a spoon on the chair or there is a book on the chair.

The method of Presentation-Practice-Production is probably derived from structured, situational learning. Therefore, here the teacher shows an example, the students confirm it with practice, and then give a product. For example, the following example is offered as an example: Marat is writing a letter. Aset is ironing clothes, etc. This example will be reinforced later with exercises. The grammatical definition of this tense is not mentioned here at all. Only the semantic differences of the words "Otyr, Yat, Turu, Otde" are noted. And students show that they can use new knowledge by giving examples from their lives. From the 1960s to the 1990s, this practice was considered very rational. However later, the mentioned method was tested "with the teacher in the main role". However, it has not gone out of use, it belongs to the category of rational actions.

Communicative language learning (Communicative language learning) - language is learned through use. For example, at the airport or on a TV program, etc. a role-playing conversation takes place.

Language skills are generally classified into two groups. Receptive skills are called receptive skills in English, and skills related to language use are called productive skills. Types of receptive skills include listening and reading skills. Knowledge here is acquired through discourse. We can easily say that reading is a skill that leads the student to understand the text. However, mastering this reading skill imposes many tasks on students. For example, the student's knowledge at the level of words, sentences, and general text is checked during the reading task. Let's take the following sentence as an example: The boy was surprised to see that the girl was running faster than him. The student uses lexical, grammatical and syntactic knowledge to understand this sentence. That is, he pays attention to personal change of words, syntactic connection. Also, in this case, the student's knowledge about the world and life will be improved. Until today, we have been teaching languages using the grammar-translation teaching method in the Kazakh teaching methodology. Why can't the student who studied with that method master the language well, can't understand it enough when an unfamiliar text comes to him, why can't he speak freely? The answer to this question is that the student has not developed reading skills. Why is it difficult for the student to complete reading assignments? Why the knowledge given becomes unnecessary for life? Why can't the student convey in Kazakh or English that he is giving someone a seat on the bus? Because before we used monophonic texts, which are weighty in terms of content, we gave literary texts rather than everyday language. If the teacher brings types of letters, advertising pages and articles, stories and poems, menus, manuals to the daily reading, paying attention to their stylistic features and structure, the student would be much faster in reading. All of these cannot be read with one strategy. It is not necessary to read all types of text in detail. The student chooses a strategy based on the purpose of the study, as well as the need in life. For example, when people get a job, they first pay attention to the most important aspects of the contract. It is the amount

of salary, social benefits offered by the employer, working hours, etc. In such a case, the reading strategies of finding specific information and reading are used. And if you receive a letter from someone very close to you, you pay attention to every word and read the details. In this case, a detailed reading strategy is used. In addition, there will be about 20 types of reading. They are guessing reading, reading to find the author's idea, reading with a conclusion, reading to understand the content, etc. There are many methods of organization of reading used in the course of these readings (jigsaw, top-down, bottom-up reading method, etc.). We refer to what we have said above as an intensive type of reading, and we call the student's independent reading of works of art as extensive reading. The following key concepts related to language teaching are mentioned in the TVET book.

1. The student's reading skills in his mother tongue should be properly formed, only then will it become easier to learn a second language. A student can successfully use the techniques he used in his mother tongue in learning a second language.
2. It is better to give the student as many tasks as possible to study independently. Based on this, the student is prepared to freely use reading skills.
3. Types of studies should be chosen according to the age of the student.
4. The text chosen for reading should have topics that interest the student.
5. When presenting difficult texts, easy tasks are created for it, and on the contrary, difficult tasks are created for easy texts.
6. Texts written in natural language should not be less important for reading. According to experts, simplified texts and original texts should be given at the same level.
7. In the organization of the reading lesson, introductory exercises (pre-reading task, the topic of the text to be read, new words found in it, etc.), basic exercises (the target reading skill is developed), post-reading exercises (discussion of the text in connection with life, attention to important parts, etc.) is used systematically.

We divide the type of listening used in language classes into intensive or extensive listening. Through extensive listening, the student listens to the material that interests him, thereby improving his language and expanding his vocabulary. It helps the student to learn the language fluently by listening to natural spoken language. If some students do not want to audition on their own, it is better to guide them and give them special tasks. That is why intensive listening is used for purposeful development of the student's listening skills. Listen through gestures, language learners learn from their teacher other people's voices, speech style, speed, learn to pronounce words correctly, and finally have the ability to speak freely. In the process of listening, students listen to texts with different genres and master the use of natural language. The advantages and disadvantages of such hearing materials go hand in hand. The main advantage is that the language learner can listen again to the part of the listening that he could not hear correctly. And the main disadvantage is that due to the acoustics of the classroom, students may not be able to hear the lecture clearly. Another type of intensive listening is the meeting of language learners face-to-face with a native speaker (for example, an English teacher who has worked for 10-15 years cannot understand the words of any foreigner without developing listening skills, while he constantly reads literary and artistic texts can't connect immediately).

A spoken language that is significantly different from the written language is chosen for the audition. Through listening, we learn the correct pronunciation of sounds, understand the meaning, and expand our knowledge by mastering the content. Therefore, listening contributes to the student's understanding of spoken language. During the listening, the student gets acquainted with many types of conversation texts. They are: stories, advertisements, songs, instructions, lectures, news, etc. All of these have their own linguistic features. In some cases, just sounds are heard. In addition, the speed of hearing materials is also different. Some words are not clearly heard, their letters are swallowed, and their intonation changes depending on the context.

Several strategies are used to develop students' listening skills. In this regard, during the hearing, the goals are to understand the general content of the text, find specific information, understand the details, and learn the speaker's position and point of view. In short, by developing listening skills, students achieve the following achievements:

- notices differences between similar sounds;

- learns to pay attention to keywords;
- understands and responds to simple instructions;
- has the opportunity to recognize the content difference in information;
- learns to correctly recognize song lyrics;
- understands the development of simple conversation;
- uses formal requests and classroom instructions;
- distinguishes the style of the listening text;
- can find the main idea, etc.

In short, language teaching classes are based on skills - first of all, it aims to master the strategies necessary for life. Secondly, it avoids the interdisciplinary part, makes it easier to supplement knowledge, and offers optimal methods. It allows to accurately evaluate the student's knowledge. Provides variety of classes. It prevents the tasks from being single, does not bore the student with the same task. Methodologically, it is combined with other subjects in conducting lessons (for example, writing an essay).

Collection of test tasks based on texts

№1. Read the text and complete the test tasks below.

When we started the fifth grade, we were afraid to hear that the deputy headmaster for discipline would teach geography. Because the word "discipline" was not very popular with our students. There are only four boys in the class. But it wasn't the boys who were breaking the rules, it was the other sixteen girls. Because there were more girls, the boys were quiet, and the girls, like the boys, would invent some unimaginable stories. We did not think that we would lose such freedom in such a short time.

Aunt Zagypa is not strict even though it means "discipline". He does not even raise his voice in class. But every word he said touched our hearts.

"Geography is the ability to work with maps first. When you become a man, the way to the world will be opened, you will go to all corners of the globe without any obstacles. At that time, of course, you will forget me, but if you know the geographical situation, natural features of each country, even the names of the capital and cities, rivers and lakes, then my work was not in vain." He was happy to answer any of our questions at any time. Geography textbook has become our favorite subject in a short time. Aunt Zagypa's geography helped us study other subjects with interest.

1. The topic of the text is about ...

A) subject of geography (geography) B) teacher C) order D) students

2. Match the underlined word.

Geography textbook has become our favorite subject in a short time.

A) good B) favorite C) difficult D) necessary

3. Match the underlined word.

Aunt Zagypa's geography helped us study other subjects with interest.

A) goodness B) help C) purpose D) good side

4. Pupils according to the conclusion of the story

A) he did not study geography B) he liked geography

C) He said that geography is an interesting subject. D) He said that geography is necessary

Answer:

1-A; 2-B; 3-B; 4-B

№2 Read the text and complete the test tasks below.

"Kulsai Lakes" called "Corals of Northern Tien-Shan" appeared as a result of earthquakes in Kungei Alatau in 1887 and 1911. As for the name "Kulsai Lakes", the beautiful Kolsai Lake itself consists of three lakes - Upper, Middle and Lower Kolsai. And each lake has its own characteristics. For example, Hagut Kolsay is located at an altitude of 1800 meters. Even the depth of these three lakes is different, the deepest part of the lake on the shore is 24 meters. The length of the middle Kolsay is 1150 meters, the depth is 57 meters, and the depth of the lower Kolsay, which we can see from the

Arbat of Almaty, is on average 60-85 meters. Another gift of nature is that almost all Kulsai Lakes have king fish. Of course, hunting is strictly prohibited. In addition, Lake Kayindy is one of the most beautiful lakes that can attract tourists. The water of Kayindy lake is a cure for various food diseases. This is sung by local residents.

1). Text content about ...

- A) Kolsay lakes
- B) Upper Kolsay
- C) middle Kolsay
- D) lower slope

2). Continue the sentence.

Kolsai lakes appeared in 1887 and 1911 because ...

- A) There is a lot of snow in Alat
- B) Alatau ice has melted
- C) there was an earthquake
- D) it rained a lot

3). Find the correct sentence.

In almost all Kulsai lakes, king fish are playing freely.

- A) there are many fish in the lakes
- B) there are many types of fish
- C) there are king fish swimming in all three lakes
- D) King fish swim freely

4). Continue the sentence.

You can't catch kingfish because...

- A) they are few
- B) included in the red book
- C) strictly prohibited
- D) fish should be increased

Answer: 1-A; 2-C; 3-B; 4-C

№3 Listen to the text and complete the test tasks below.

My name is Khoja, my surname is Kadyrov. At one time I was also writing as Kadyruly. But I said that it would not work when everyone was "ov" and returned to Kadyrov. Kadir is my father. Oh, what an ugly world! When I say the word "father", my heart almost breaks - oh! How close, how hot! Children, my father finished, my father finished. My father is proud to sell mother, my father is going to sell this. As for me, I don't even know what kind of person my father is. Because when he went to the front, I was two years old. What does a two-year-old idiot know and understand? Better than that, my father left and did not return. Oh, dear father, if you were alive, maybe I would be different, not Khoja, the judge who is making noise in the world?!

(B. Соқрақбаев, 117 words)

1). Text content about ...

- A) Khoja B) Kadyrov C) Khoja's father D) children and father
- 2). Find the word that matches the underlined word.

My father is better than that.

- A) went B) was going C) didn't come back D) came and went

3). Find the word that matches the underlined word.

If I wasn't Sotkar Khoja, would I be different?!

- A) orderly B) polite C) mischievous D) manly

4). Find the word that matches the underlined word.

I said it was not good for me and returned to Kadyrov.

- A) I signed as Kadyrov B) I told Kadyrov C) I became Kadyruly
- D) My respect

Answer: 1-A; 2-A; 3-C; 4-A

№4 Read the text and complete the test tasks below.

A blessing in the family.

A blessing is a word used to express good wishes to someone. Blessings are given by older people. Bata invites young people to be polite, patient, educated, honest, wealthy, happy, forgiving, to protect their land and country.

Bata plays a special role in maintaining family unity and morality.

Blessings are said in connection with various events in life: when a baby is cradled, when he starts walking, when he rides a horse for the first time, before going on a trip, when he gets married, etc. Also during various holidays, when eating at the table, etc. blesses situations. It is believed that the blessing contributes to the happiness of the family. Therefore, in order to receive blessings, people try to be polite and hospitable in their families. Blessings educate people in the house to be respectful.

1. What is the word used to express good wishes to someone?

A) blessing B) happiness C) polite D) calm E) honest

2. Who gives the blessing?

A) young people B) older people C) children D) babies E) people

3. What encourages young people to be polite and calm?

A) blessing B) happiness C) polite D) calm E) honest

4. What does blessing serve to preserve the unity and morality of humanity?

A) friendship B) happiness C) family D) person E) state

5. What is said before going on a trip?

A) trip

B) happiness

C) event

D) marriage

E) blessing

№5. Read the text and complete the test tasks below.

Shokan Ualikhanov.

Shokan Chingisuly Ualikhanov (real name Muhammedkanafia; 1835-1865) is a great Kazakh scientist, orientalist, historian, folklorist, ethnographer, geographer, educator born in Kazakhstan in the second half of the 19th century. His grandmother called him "Shokan" when he was a child. Shokan was born in November 1835 at the Kusmuryr station in Kuntimes Horde (winter) in Sarykol District of Kostanai Region. His father was Chingiz Valikhanuly Agha Sultan. Shokan's own grandfather, Wali, was the khan of Orta Yuz. His great-grandfather was Abylai, Great Khan of the Kazakh Horde, and Shokan was his great-grandson.

Shokan's childhood was spent in winter in the Kuntimes valley near Obagan, and in summer in the pastures of the Akanburlyk basin, the right tributary of the Esil. Since childhood, he was inclined and passionate about education. His grandmother Ayganim had a strong influence on his education. Shokan studied at school in Kusmur until he was 12 years old and got acquainted with Muslim religion. Being of the Khan family "who should know the languages of seven people", Shokan learned the basics of Arabic, Persian and Chagatai languages even while studying in a rural elementary school.

1. Who is Shokan's great-grandfather?

A) Genghis B) Wali C) Abylai D) Kusmuryr E) Kanafia

2. Who did his grandmother call Muhammedkanafia?

A) Chinghisim B) Walim C) Abylaim D) Shokanim E) Kanafiyam

3. Who raised him?

A) grandmother

B) grandfather

C) father

D) mother

E) great grandfather

4. What languages did Shokan know?

A) English, German, French

B) Persian, Chagatai, Chinese

C) Chagatai, Persian, Arabic

D) Spanish, Ukrainian, Arabic

E) Chagatai, Russian, Mongolian

5. His grandfather Wali was the khan of which hundred?

A) medium B) great C) not khan D) small E) individual

№6. Listen to the text and complete the test tasks below.

Theater art.

"Theatre" is an ancient Greek word. Translated into our native language, it means "a place to see".

The history of the Kazakh theater begins in 1914-1915. In those years, the first dramatic works in our native language were written and staged by amateur actors. In June 1917, Mukhtar Auevov's tragedy "Enlyk-Kebek" was staged for the first time in the Oykudyk meadow (present-day East Kazakhstan region, Abai district). In 1918-1924, many drama circles were organized in Akmola, Kokshetau, Orynbor, Shymkent. Our first professional theater was opened in Kyzylorda in 1925. In 1928, the art center moved to the new capital, Almaty, and became the Kazakh State Drama Theater.

1. What does theater mean when translated into our mother tongue?

A) simple

B) a place to see

C) said

D) theater

E) ancient

2. When does the history of Kazakh theater begin?

A) 1918-1924

B) 1917

C) 1925

D) 1914-1915

E) 1928

3. In what year was the art center named Kazakh state drama theater?

A) 1918-1924

B) 1917

C) 1925

D) 1914-1915

E) 1928

4. In what year was our first professional theater opened?

A) 1918-1924 B) 1917 C) 1925 D) 1914-1915 E) 1928

5. In which city was our first professional theater opened?

A) East Kazakhstan region, Abay district

B) Almaty C) Kyzylorda D) Shymkent E) Orynbor

№7. Listen to the text and complete the test tasks below.

Exam.

The exam is one of the ways to check students' knowledge. It was first used in European universities in the Middle Ages. In 1703, for the first time in Moscow, Gluck's school and the gymnasium attached to the St. Petersburg Academy of Sciences in 1726 took an exam from students. In 1786, public schools introduced the procedure for public examinations in summer and winter. In 1837, a 5-point system and exam tickets were implemented in the assessment of students' knowledge in accordance with the "Regulations of tests in district schools and gymnasiums". For the first time in Kazakhstan, the examination is used twice a year in Altynsarin schools.

At present, entrance exams in educational institutions are conducted using computer technology in a

test way.

1. How many point systems were used in the exam?

- A) 5
- B) 4
- C) 3
- D) 10
- E) 7

2. In what century was the exam first used?

- A) in the last century
- B) at the beginning of the century
- C) in the Middle Ages
- D) at the end of the year
- E) in the middle of the year

3. When was the exam taken at Gluck's school?

- A) 1726
- B) 1786
- C) 1837
- D) 1703
- E) 1756

4. How many times a year was the public examination procedure introduced?

- A) 2 times
- B) 3 times
- C) 1 time
- D) does not submit
- E) 4 times

5. In which seasons is the exam taken?

- A) in winter and summer
- B) in summer and spring
- C) in spring and autumn
- D) in winter and autumn
- E) in spring and autumn

Answer: 1-A; 2-B; 3-A; 4-C; 5-E

№8 Listen to the text and complete the test tasks below.

The owner of the house welcomes the guest, opens the door himself, brings him into the house, then enters and closes the door himself. This means that the "kut" accompanying the guest should enter together. And when the guest was sent out, he would open the door for the guests and close it himself. As on this day, guests were supposed to open the door and ask questions from the inside. Kazakh people called guests "special guest" (guest), "godly guest" (guests who would stay for a day or a night on the way), "traveling guest" (who would come from afar in search of relatives and relatives and return to visit them for one or several days. a guest), "an unattractive guest" (an unattractive guest who stalks any house where smoke comes out of the house and talks to the guest). After talking with the guests, the owner of the house tries to please the guests by giving them the best food. First of all, the guests are served a drink, kumyz, chubat, etc. is given. Then tea is served. Pouring delicious tea and giving gifts to guests was a big challenge for the women and girls of that house. A girl who could not pour tea deliciously was considered uneducated and subjected to conversation. After tea, the host makes it possible for the guests to have a good time until dinner, that is, to find their entertainment. For this, the owner of the house talks and sits with the guest.

Test. Version I

1. Who welcomes the guest?

- A. Neighbor
- V.'s wife
- S. the guest himself

- D. is the owner of the house
 E. girl
2. Who opens the door for the guest?
 A.'s son
 V. is a girl
 S.'s grandfather
 D.'s grandmother
 E. is the owner of the house
3. And when the guest is sent out, who closes the door?
 A. the guest himself B. the host C. the bride D. the groom
 E. grandson
4. How did the Kazakh people divide the guests?
 A. request, special B. god, divine C. special, god, wander
 D. coming, invitation E. wandering, without invitation
5. What did you give the guests first?
 A. kymyz, shubat
 V. tea, oil, bagels
 S. milk, candy
 D. soup, sausage
 E. besbarmak, soup

Answer: 1-D; 2-E; 3-B; 4-C; 5-A

№9. Listen to the text and complete the test tasks below.

The first requirement in the Kazakh family.

In a Kazakh family, the father is the first, then the mother, these are the teachers of the family school. The main demand of father and mother for their child is to grow up as a "decent child".

That's why the Kazakh family always instilled words like: "Be polite, don't be rude, don't be rude" in the ears of their children.

In the Kazakh family, he taught his children kindness and faith. A child who is constantly brought up in this way in the family will become self-taught, honest, thorough and careful.

Parents, who knew that the beginning of education is politeness, first taught their children to respect themselves, to be polite to others, especially.

1. Why is a Kazakh family circumsised?
 A) ruthlessness, insanity
 B) unbelief, kindness
 C) kindness, faith
 D) to faith, intelligence
 E) cruelty, faithlessness
2. Who are the teachers of the family school?
 A) siblings
 B) girl-wife
 C) student, child
 D) parents
 E) father, brother
3. Why did parents teach their children first?
 A) to respect themselves
 B) to embarrass themselves
 C) not to protect themselves
 D) not respecting themselves
 E) to deceive themselves
4. What words did he grow up pouring into his ears?
 A) be rude, be rude
 B) be crazy, don't be blind

- C) be faithless, be educated
 - D) do not be rude, do not be rude
 - E) do not be rude, be unkind
5. What is the beginning of education?
- A) immorality
 - B) politeness
 - C) insanity
 - D) lack of education
 - E) carelessness

№10. Listen to the text and complete the test tasks below.

Ant

Ants are one of the most common insects in the world. It is not for nothing that Kazakhs used the expressions "as hard as an ant", "as eager as an ant", "as hardworking as an ant". There are many interesting aspects of them that we do not know. Scientists are studying it and bringing it to the masses.

The science that studies ants is called myrmecology. As a result of the research of these myrmecologists, who are incessantly demanding and bustling like ants, many interesting facts about them became known to us. The ant is the most widespread insect on earth. According to Edward Wilson, one of the world's most respected myrmecologists, there are 10 quadrillion ants on Earth today, that is, about 15 out of ten. Per capita, there are a million ants per person, and the total share is equal to the share of all people.

What style is the text written in?

- A) formal style
 - B) mouth two styles
 - C) scientific style
 - D) artistic literary style
 - E) journalistic style
2. What is the topic of the text?

- A) about insects
- B) about the nest of ants
- C) about ants
- E) myrmecological
- D) the work of ants

3. Show the row that does not match the meaning of the phrase "stirring like an ant".

- A) a lot, crowded
- B) a lot, often
- C) covered, boiled
- D) diligent, hardworking
- E) boiled, thick

4. What is the name of science that studies ants?

- A) biology
- B) myrmecology
- C) botany
- D) zoology
- E) numerology

Answer: 1-a. 2nd 3-s. 4-a

Сборник заданий по развитию читательской грамотности низкой сложности

**№1 The Last of the Mohirans
North America**

In 1757 a lot of North America was a wild country and the thick woods were often dangerous. Indians



fought other Indians. Indians fought white men. The French fought the British because they wanted this country for France. Some Indians - Mohicans- helped the British and other Indians - Hurons – helped the French. The British Colonel Munro and his men were at Fort William Henry and the French- man, Montcalm, and his men were near the fort. The British colonel couldn't fight the Frenchmen without more men (soldiers), so he asked General Webb, in the north of the country, for help. Webb sent him 5,000 men from Fort Edward and now Colonel Munro waited for them. He also waited for his daughters. His daughters, Cora and Alice, came to Fort Edward

from Scotland. They wanted to visit their father at Fort William Henry. General Webb told Major Duncan Heyward, 'Take the girls to their father. This Indian will show you the way. ' The Indian's name was Magua. He didn't speak English. Alice looked at the Indian and his knife. 'I don't like him,' she said. 'Don't be afraid,' said Duncan. 'The French are more dangerous than the Indians.

Задание 1

Exercises

1. Correct these statements if necessary.
 - 1) All things in the book "The Last of the Mohicans" really happened.
 - 2) Mohicans fought for the French and Hurons fought for the British.
 - 3) Colonel Munro was a Frenchman.
 - 4) Munro's daughters came to Fort William Henry.
 - 5) General Webb asked an Indian to show the way to Fort William Henry.
 - 6) Alice liked Magua.
 - 7) Hawkeye was an Indian.
 - 8) Hawkeye wore European clothes.
 - 9) The white men took the Indian land.

Задание 2.

Answer the questions.

- 1) What did Fenimore Cooper write about in the 'Last of the Mohicans'?
- 2) In what century does the story happen?
- 3) Where does most of the story happen?
- 4) Whom did Colonel Munro wait for?
- 5) What way did General Webb ask an Indian to show?
- 6) Did Alice like the Indian? Why?
- 7) Was Hawkeye a white man? What did he wear?
- 8) Why did Chingachgook hate the white men?

Задание 3.

Match the words in the left column with the words in the right column.

- | | |
|-------------|-------------|
| 1) skin | a) тайпа |
| 2) жабайы | b) кию |
| 3) қауіпсіз | c) көшбасшы |
| 4) қан | d) жабайы |
| 5) tribe | e) өлу |
| 6) wear | f) қан |
| 7) chief | g) былғары |

8) die h) қауіпсіз

Задание 4

Fill in the blanks with the words from the box.

land / tribe / safe / wore / wild /
skins / chief / blood / stupid / dies

- 1) Scientists found a ...__ of can-nibals in the woods of Polynesia.
- 2) Are you sure that your money will be... in this bank?
- 3) In the 18th century a big part of the__ of Northern America was
- 4) __ may be of four groups: 1, 2, 3 and 4.
- 5) Primitive people animal
- 6) When the ...__ of some primi-tive tribes . his wives are buried (хоронят) with him.
- 7) Dogs are like human beings: they may be clever and ...

№2 «With Magua»



With Magua we will be safe. He can show us the best way to Fort William Henry that the French do not know. ' So Duncan and the two young women followed Magua through the woods and 1,500 British soldiers went by road. On the same day, two men were sitting in the woods next to the Hudson River. They talked in the language of the Mohicans. The white man, Hawkeye by name, wore clothes of animal skins. The other man was Mohican Indian chief, Chingachgook. 'My tribe is the grandfather of all tribes,' said Chingachgook. "The white men came here and gave my people fire-water. My people drank it and became stupid. They couldn't think. They gave the land of our grandparents to the white men. Now I am the chief but I live in these woods. I cannot visit the home

of my grandfa-thers." Hawkeye listened and he was sorry for his friend. 'One day my son will die and then there will be nobody with Mohican blood, ' said the Indian. 'My son is the last of the Mohicans.

Задание 1.

Put the adjectives in brackets in the right form.

- 1) This place is not safe. Let's go to a (safe) place. I think that this wood is (safe) place.
- 2) I like this red dress but it's expensive. - And what about that blue dress? It's even (beautiful) and (expensive). - Then, let's take it.
- 3) Fenimore Cooper is a good American writer. But I think that Mayne Reid (Майн Рид) is (good). And Mark Twain is (good).
- 4) This summer is bad. Last summer was even (bad). And the summer of 2010 was (bad) of all.

Задание 2.

Fill in the prepositions from the box.

from / for / by / between / for /through

- 1) In this book Fenimor Cooper writes about the fight ...__ the French and the British.
- 2) Colonel Munro waited ...the soldiers and his daughters.
- 3) His daughter arrived Scotland.
- 4) The soldiers went road.
- 5) Dulkan and the girls followed Magua__ the woods.

6) Hawkeye was sorry .__ his friend.

Задание 3

Speak about Colonel Munro:

- 1) what nationality he was;
- 2) whom he fought with;
- 3) what he needed and why;
- 4) whom he waited for.

Задание 4.

Say what you know about Magua:

- 1) what nationality he was;
- 2) what language he spoke;
- 3) why General Webb wanted him to show the way to Duncan and the girls;
- 4) explain why Alice didn't like him at first sight.

Задание 5

9. Divide the first part of the text into 5 or

6 parts. Retell it in a chain: each pupil

adds two-three phrases to the story.

№3 «Chingachgook and Hawkeye.»

Sudden noise ended the conversation between Chingachgook and Hawkeye. They looked up. Uncas, the chief's son, was there. 'Are there Hurons in these woods?' Chingachgook asked him. 'Yes, I think there are about ten, ' Uncas answered. "They are working for Montcalm and his men!" Chingachgook said to Hawkeye, 'We'll find them and send them out of the woods. " Then the Indian chief put his ear to the ground and listened. At first he heard nothing, But then he heard somebody's steps. These were the steps of white men. They were coming to the Hudson River. Hawkeye could hear them, too and soon he could see them. 'Who's there?" he called and put his gun across his left arm. 'We're friends. We're British,' a man answered in English. Where are you going?' asked Hawkeye. "To Fort William Henry. Do you know the way?" asked Major Duncan. Hawkeye looked at Magua and laughed. 'Did your Huron show you the wrong way? I can show you the right way, but it's an hour's walk from here. It's dark already. We'll go in the morning."

Задание 1.

Exercises

1. Answer the questions.

- 1) Were there Hurons in those woods? How many of them were there?
- 2) For whom were they working?
- 3) What was Chingachgook going to do with the Hurons?
- 4) Did Chingachgook hear the steps of the Hurons or white men?
- 5) What did Duncan think of Magua's plans?
- 6) Why did Magua run into the woods?
- 7) Did Hawkeye try to kill him?
- 8) Why did Hawkeye decide to leave?
- 9) Did Hawkeye and the girls travel on horses or in a canoe?
- 10) Were the girls frightened? Why?

Задание 2.

Complete the sentences.

- 1) Hurons worked for ...
- 1) The Indian chief ...

- 3) When Hawkeye saw white men he ...
- 4) Magua showed Duncas and the girls ...
- 5) Magua saw Duncas's face and ...
- 6) Hawkey shot Magua but ...
- 7) 'We have ... ,' said Hawkeye.
- 8) The canoe was ...

Задание 3.

Fill in the words from the box.

wrong / fast / move / called / push /
ground / conversation / steps / gun /get frightened

- 1) 'Sit down. Our ...__ will be long, a man told his son.
- 2) __ the door if you want to open it.
- 3) I want to buy a __computer. It works more quickly than mine.
- 4) Don't I am taking your photo.
- 5) Don't sit on the cold It's dangerous.
- 6) When a soldier heard somebody's he Stop! Who is going?'
- 7) This sentence is ...Correct it.
- 8) Don't This is a toy ...

Задание 4.

Find in the text the adjectives to the following nouns:

- 1)...noise
- 2) an ...__ chief
- 3) ...__ men
- 4) a ...__ arm
- 5) the ...__ way
- 6) the ... way
- 7) a ...__ river
- 8) a river
- 9) a ...__ river
- 10) a ...sister

№4 «Duncan and Magua»

" Duncan looked at Magua and thought, 'He's a Huron! He wants to find Montcalm's men and then he and other Hurons will kill us!' Magua saw Duncan's face and read his thoughts. He shouted loudly and ran into the woods. Uncas shouted, too, and started to run after him. Hawkeye took a gun and shot the Huron, but he didn't kill him. Magua ran away. 'We have to leave,' said Hawkeye. "That Huron will bring Montcalm's men here and they'll kill us. We'll take you and the girls up the river to Fort William Henry in our canoe." They left the horses and walked down the river. The canoe was under some trees.

Задание 1.

Fill in the pronouns from the box.

something / anything / nothing /everything / somebody / nobody

- 1) - - Listen, I think there is__ in the next room.No, I'm sure you are wrong. There is__ there.
- 2) -We went to a museum yesterday. - Did you see interesting there? - Yes, was interesting.
- 3) 'Tell us ...__ about the great American writers of the 19th century,' asked a teacher. - I'm afraid I know
__ except that they all are dead, 'answered a pupil.

Задание 2.

Fill in the prepositions from the box.

from / into / out / after / up / down

- 1) They decided to send Hurons ...of the wood.
- 2) Uncas ran ...Magua but didn't catch him.
- 3) It's an hour's walk ...here.
- 4) Shall we sail ...__ or__ the river?
- 5) Magua ran__ the woods.

Задание 3.

Imagine that you are:

- 1) Hawkeye. Describe your actions and explain them.
- 2) Magua. Explain why you ran away.
- 3) one of the girls. Explain what you felt during the trip.

Задание 4.

Act out a dialogue between Hawkeye and Major Duncan.

№5 «Cora and Alice»



Then Hawkeye stopped the canoe and they went out. The two Mohicans were there. 'Follow us,' they said. They took Duncan, Cora and Alice to a cave. Inside the cave the girls felt safe. The men made a fire. Alice looked at Uncas. He looked kind. She said to Duncan, 'I'm not afraid because Uncas is here with us!' 'Let's hope that he'll be our friend,' said aid Duncan. Let's eat now, " said Hawkeye. Uncas gave the girls some food. He could speak English a little. When he looked at Cora, his eyes stayed at her face. He saw her long black hair and her dark eyes and couldn't take his eyes away from her. Suddenly from the wood they heard the Indians' loud and angry shouts. 'Will

they find us here?" the girls asked. Then it was quiet. They listened for a long time, but there were no more sounds. The girls went to sleep but Hawkeye and the Mohicans didn't sleep. They watched and listened. Before morning, Hawkeye told Major Duncan, 'Wake up. We have to go. We'll go up the river in the canoe,' "Cora, Alice, wake up!" called Heyward. Suddenly, Hurons started to shoot at them from across the river. Hawkeye shot back and killed one of the Hurons. "They'll really kill us now, " said Hawkeye. Major Duncan said to the girls, "Follow me. You'll be safe here. ' The girls followed him to the back of the cave. It was difficult because it was dark inside.

Задание 1

Exercises

Choose right.

- 1) The Mohicans took the girl to
 - a) Fort William Henri.
 - b) the woods.
 - c) a cave.
- 2) Cora had
 - a) long hair and blue eyes.
 - b) black hair and dark eyes.
 - c) short hair and blue eyes.
- 3) The Hurons started to shoot at Hawkeye and Duncan from
 - a) across the river.
 - b) a cave.

- c) their house
- 4) The four Huron climbed up
- n) a tree.
- b) a mountain.
- c) a cliff.
- 5) Hawkeye and Chingachgook went to the girls' father to ask for more
 - a) food.
 - b) guns.
 - c) more men.

Задание 2.

Put the sentences in the right order.

- 1) Hawkeye killed one of the Hurons,
- 2) The two Mohicans took the girls to a cave.
- 3) The Hurons came back by the river.
- 4) The men made a fire.
- 5) Chingachgook and Hawkeye jumped in- to the river and started to swim to the girls' father.
- 6) Uncas fell in love with Cora.

Задание 3.

Translate the words in brackets.

- 1) a ship (қозғалады) (жылдам) ahead when in front of it the captain saw a big (скалу).
- 2) Primitive people lived in (үңгірлерде). They were (аңшылар) and (киген) animal (терілер).
- 3) white man took (мылтық) and (атысты). An Indian (кұлаған) on the (жер). He was (өлі).
- 4) The (тарау) of a (тайпа) could speak with (wild) animals.
- 5) 'Niagara- (сарқырама) in the world. And it is one of the loudest," a guide told his tourists. "When these young people stop shouting, you'll hear its row (Шу, дауыл)."
- 6) This knife is sharp. You may (қиып) your finger.

Задание 4.

Find in the text antonyms to the following sentences.

- 1) They came in.
- 2) Outside the cave the girls felt in danger.
- 3) He will be our enemy.
- 4) The girls woke up.
- 5) It was easy.
- 6) It was light inside.
- 7) The river was slow.
- 8) A dark hand pushed Duncan.

№6 «Duncan»

Then Duncan went back to Hawkeye and Mohicans. They listened, watched and listened. "Maybe they won't come back," said the Major. "You don't know the Hurons. We killed one of their men. They won't stop now," said Hawkeye, Then they saw the heads of five Hurons in the river. "They're coming for us!" said Duncan. But the river was fast and dangerous. There was a waterfall and it took one of the Hurons down with it. Then the four other Hurons climbed up the cliff above the waterfall. Hawkeye could shoot the nearest man. "Take my knife!" he shouted to Uncas. He shot again and killed the biggest Huron man. Duncan fought with one Huron with his hands. But the Huron fought hard and Duncan was afraid. Suddenly, a dark hand with a knife cut the Huron's arm and then pulled Duncan back. The Huron fell a long way down into the river, Uncas shouted happily, Then he, Duncan and Hawkeye ran quickly behind the trees, Chingachgook was there, too. The Hurons across the river fired from their guns, and the Mohicans fired back. Cora came out of the cave. She said, "Thank you for your help, but I'm afraid that your enemies will kill you. I don't want you to die for me and my

sister, Go to my father. He'll help you. He'll send more men." "We cannot go away and leave two young women in this dangerous place," said Hawkeye, He and Chingachgook spoke in the Mohican language. Then, in English, Chingachgook said, "Good," He took his knife and tomahawk, Jumped into the river and started to swim away. Hawkeye followed him.

Задание 1.

Fill in the prepositions from the box if necessary.

up / away / above / back / in / up

- 1) Chingachgook could speak__ English a little. And he said some words... English.
- 2) Uncas couldn't take his eyes ...from Cora.
- 3) Girls, wake We'll go __the river in a canoe.
- 4) Follow-us
- 5) One of the Hurons climbed cliff ...the waterfall.__ the
- 6) Duncan went ...__ to them.

Задание 2.

Fill in one of the modal verbs from the box.

can (can't) / could / will be able / may

- 1) For a long time Uncas__ not take his eyes away from Cora.
- 2) If we find some wood, we to make a fire and get warm.
- 3) - Why do you always take a knife with you, Dick? Oh, anything happen.
- 4) I'm afraid I ...climb this cliff. I stay downstairs?

Задание 3.

Imagine that you are:

- 1) Cora. Describe what you felt in a cave.
- 2) Hawkeye. Describe what happened before morning.
- 3) Duncan. Describe your meeting with the Hurons.

Задание 4.

Retell the chapter beginning with the words "Chingachgook was there, too' up to the end.

№7 Cora, Alice and Duncan»

Cora looked at Uncas and asked, 'Aren't you going to follow them?' "Uncas will stay, ' the young Mohican answered in English. "You must go to my father. I ask you to go,' Cora said. Uneas looked sadly at her beautiful face. Then he jumped into the river and followed his friend and his father. Cora turned to Duncan. "Ple "Please go with them," she said. Duncan looked at the beautiful Alice and she put her hand on his arm. She was young and frightened. Cora, Alice and Duncan came into the cave. They sat and talked and began to feel happier. Then suddenly they heard war cries. The Hurons nsnin! °We'll die now. They're near the cavel" said Cora. An Indian shouted, 'Hawkeye!' and then more Indians began to shout Hawkeye's name. They hated him and they wanted to kill him. They looked for him everywhere but couldn't find him. Then it was strangely quiet again. "They went away,' Duncan said to the girls. "We're safe." Alice said happily, 'We'll see our father. We won't die! Then her face changed. Her blue eyes opened wide. Duncan looked up and saw the angry, dark face of Magua outside the cave. He took his gun, went out of the cave and fired. There was a lot of smoke from the gun and for a minute Duncan couldn't see anything. Magua turned around quickly and ran away. There was no sound in the woods for two or three minutes. Then suddenly loud war cries came from Magua and other Hurons. The Indians ran into the cave and angrily pulled the two girls and Duncan outside. The Indians smiled: they had the white man and the daughters of the British Colonel. Some of the Indians went back into the cave. They looked for Hawkeye but he was not there.

Задание 1

Exercises

1. Say who:

- 1) jumped into the river.
- 2) said "We'll die here'.
- 3) hated Hawkeye.
- 4) ran awny.

- 5) pulled the girls outside from the cave.
- 6) saved Alice.
- 7) got into a canoe.
- 8) killed an animal.

Задание 2.

Correct the following statements if they are wrong.

- 1) Uncas stayed with the girls.
- 2) Duncan, Cora and Alice sat in a canoe.
- 3) The girls were frightened.
- 4) The Hurons pulled Duncan outside but they didn't see the girls.
- 5) The Hurons looked for Chingachgook.
- 6) Duncan told Magua where to find Hawkeye.
- 7) An Indian wanted to scalp Alice.
- 8) Uncas saved Alice.
- 9) The Indians took Duncan and the girls to the wood.
- 10) They had nothing to eat.

Задание 3.

Answer the questions.

- 1) What did Cora want Uncas to do?
- 2) Why didn't Uncas want to leave the girl?
- 3) Who was in the cave?
- 4) The Hurons hated Hawkeye didn't they? What did they want to do?
- 5) Whom did Duncan see outside the cave?
- 6) Why did the Indians smile?
- 7) Who spoke with Duncan? What language did they speak?
- 8) Why didn't a young Indian scalp Alice?
- 9) Did the Indians take the girls to the river or to the woods?
- 10) Did they eat fish or meat?

Задание 4.

Fill in the adjectives from the text.

- 1) Uncas looked sadly at her
- 2) Suddenly they heard cries.face.
- 3) Her ...eyes opened wide.
- 4) Duncan saw the face of Magua.
- 5) The Indians smiled: "They had the...man."
- 6) The Hurons looked with ...__ and angry eyes at the girls.
- 7) Suddenly a ...__ hand pulled Alice's ...hair.
- 8) It was again a__ river.__ trip down the

№8 "Falcon eye!"

"Where's Hawkeye?" Magua asked Duncan, He is not here," answered the Major. "Tell us. Where is he? Is he dead?" "He isn't dead. He went away." "Is he a bird? Could he fly away? Or is he a fish? Could he swim across the river? The Hurons are not stupid," said Magua angrily. He's not a fish, but he can swim. He swam down the river, but you didn't see him," answered Duncan. He was angry but not really ally afraid. 'Why did you stay? Do you want to lose your life?' 'A white man doesn't leave women.' "And where are Chingachgook and Uncas? Did they swim down the river, too?" "Yes," Duncan answered. The Hurons watched their conversation and waited. Then Magua told them about the conversation in their language. They shouted loudly and looked with wild and angry eyes at the girls and Duncan. Suddenly a dark hand of a young Indian pulled Alice's long hair. Duncan wanted to stop him. He pulled out his knife, but an old Indian stopped the young man. "Wait! Don't scalp

her!" he said. He turned to Duncan and the girls. 'Go!" he said. Magun and two Indians took them down to the river, and they got into a canoe. It was again a dangerous trip down the fast river, but the Hurons knew the river well. Then they got out of the canoe and walked for a long time through the thick woods. At night they stopped. A young Huron killed an animal and they sat down and ate

Задание 1.

Make up 4 sentences each with the helpful words of chapters 3 and 4 and give them to other pupils to translate.

Задание 2.

Fill in one of the modal verbs from the box.

must / mustn't / have to /
don't have to / will have to

- 1) You... drive too fast. It's dangerous.
- 2) For some operations doctors ...make a blood transfusion
- 3) Schoolchildren get up early during vacations.
- 4) If you lose Mary's disc, you buy a new disc for her.
- 5) You ___... know the formula if you want to write the math test well.

Задание 3.

- 1) Imagine that you are Alice. Describe your adventures of this day.
- 2) Retell the end of the chapter after the conversation between Duncan and Magua.

Задание 4.

Act out the conversation between Duncan and Magua.

№9 «It's time for Magua to tell her story to the girl»



Then Magua said to Duncan, "Go to the girl with dark hair. Bring her here. I want to speak to her." Duncan brought Cora to him and then left. Cora asked, "What does the Huron want to say?" She looked strong and not afraid of him. Magua took her hand, but she pulled it away. "I was born in a family of a chief of the Huron tribe," he said, "I did not see a white man before I was twenty years old. Then the white man came. He gave me fire-water. It made me stupid and the Hurons didn't want to have me in their tribe. They told me to leave them, so I went south through the woods. I had to live with another tribe," he said angrily. "Your people did this to me!" "So you hate me, too?" she asked quietly. "No," he answered, "you're different,

but I fought for the British. I worked for your father and your father was angry and hit me many times in front of his men. See!" said Magua and he showed his back with red scars on it. "A Huron does not forget."

Задание 1

Exercises

Complete these sentences.

- 1) Magua wanted Duncan to ...
- 2) Magua had to ...
- 3) He fought for ...
- 4) Magua's father ...
- 5) Magua showed Cora ...
- 6) "Come with me," said Magua ...
- 7) Magua's heart ...
- 8) Magun told the Hurons .
- 9) "The Hurons made a fire and were going to ...

10) 'I have to ... said Cora.

Задание 2

Answer the questions.

- 1) At what nge did Magua see a white man for the first time?
- 2) Why didn't Hurons want to have him in their tribe?
- 3) Did Magua hate all white men?
- 4) What was there on his back?
- 5) What did he want Cora to do?
- 6) Did Magua love Cora or did he want to revenge (отомстить) upon her father?
- 7) Cora didn't tell Alice about Magua, did she?
- 8) How were the Hurons going to kill the daughters of Colonel Munro?
- 9) Why did Cora agree to go with Magua?
- 10) Whom did she ask for help?

Задание 3

Match the words from the left column with the words from the right column.

- | | |
|--------------|------------------|
| 1) heart | a) взволнованный |
| 2) scar | b) другой |
| 3) excited | c) ударить |
| 4) hit | d) забыл |
| 5) different | e) сердце |
| 6) hatred | f) земля |
| 7) forgot | g) шрам |
| 8) land | h) ненанисть |

Задание 4

Fill in the words from the box.

different / heart / hit / scars / hatred /
land / skin / excited / brought / ate

- 1) My brother visited London and ...me many ...__ souvenirs.
- 2) The people at the meeting were very__ and angry.
- 3) 'Why are you beating the dog?' I asked a man angrily. -"I am not beating him," he said, "I just (ТОЛЬКО) ...
him once because he__ some thing from the ground."
- 4) The hearts of the Indians were full with... for white men who took their
- 5)...can be not only on the... but on the ...too.

№10 «The story of the girls in prison»

Cora said quietly, 'An Indian can forget. You can be a good man. Please, take me and my sister to our



father." 'No," answered Magua."What do you want?" Cora asked. "I want good for good and bad for bad," said Magua with a smile. 'You will kill us because my father hit you? Kill me but not my sister. Kill only me. "I won't kill you if you come with me," said Magua. "Live with me and be my wife. " Cora's eyes opened wide. 'But why? You don't love me. You don't want a white woman." "You will work in my house. You will cook for me and bring the water. Munro will sleep with his guns. His daughter will sleep with me." Cora was very angry. "Go away!" she shouted. He smiled and walked away to the other Indians. Cora came back to Alice and Duncan. 'What did he want? Tell us," nsked Alice. Cora put her arms around Alice, "Wait and

see," she sald. Magua spoke to the Hurons about white men who took the land of their grandfathers.

His heart was full of hatred and his tribe felt this hatred, too. "We will scalp more white men!" they shouted. They were excited and angry and they wanted to kill. They pulled out their knives and tomahawks and ran to Duncan, Cora and Alice. Major Duncan quickly jumped in front of the girls. He wanted to stop the Hurons, but they pulled him away. Magua shouted, "Don't scalp him. Make a fire. We will put them in it!" The Indians broke the trees and brought wood for the fire. They were excited. Magua looked at the daughters of Colonel Munro. "The daughter of Munro does not want to live with me? She wants to die?" he said to Cora. "If you follow me, I can send your sister to her father. Look! She is crying. Send her to her father." "What did he say?" asked Alice. "Can I go to father?" You and Duncan can go to father. But I have to go with him! I have to be his wife! What can I do? Duncan, please, tell me," cried Cora.

Задание 1.

Fill in prepositions from the box if necessary.

about / to / for / with / of / away

- 1) Cora pulled her hand ...
- 2) Magua fought ...__ the British.
- 3) Magua told... white men. the Hurons
- 4) His heart was full ...__ hatred.
- 5) Munro will sleep ...__ his guns.
- 6) If you follow ...__ me, I'll send your sister __ her father.

Задание 2.

Put the verbs in brackets in Present Simple or Present Continuous.

- 1) Look out. It (to snow). It often (to snow) this year.
- 2) Whom you (to wait) for, Ann? -I (to wait) for George. He is often late and I always (to wait) for him.
- 3) Do you understand what this man (to say)? I don't understand a word.
- 4) We (to leave) Moscow tomorrow.
- 5) - What (to look for), granny? – My glasses. I always (to lose) them.

Задание 3.

Imagine that you are Magua. Tell us your story.

Задание 4.

Act out a conversation between Magua and Cora beginning with the words "... What do you want?"

№11 «Uncas and Duncan had saved the girls.»

"You will not go with Magua!" shouted Duncan. Alice was quiet for some time but then she shouted, too. "Don't go with Magua! We are ready to die!" "Then die!" shouted Magua. He threw his tomahawk and it cut off some of Alice's yellow hair. But it stopped in the tree above her head. Then one of the Indians wanted to scalp Alice. But Duncan jumped on him and they began to fight. The Indian was on top of Duncan and his tomahawk was ready to scalp him. Suddenly, they heard a loud sound of a gun. The Indian's eyes opened widely and he fell dead next to Duncan. Uncas, Chingachgook, and Hawkeye ran out from the trees and attacked the Hurons. They fought hard and killed five men with their knives and tomahawks. Uncas fought with Magua and cut him with his knife. Magua fell. "He's dead!" said Hawkeye. But Magua jumped up and ran into the woods. "Let him go," said Hawkeye. "He's not dangerous now." "You saved us!" cried out the girls. "Thank you, oh, thank you!" Uncas and Duncan looked at the sisters and felt happy. "But how did you find us?" Duncan asked them. "We didn't go a long way down the river, We couldn't leave you, so we watched from across the river." "Did you see everything?" asked Duncan. "No, but we heard. Now we have to go north. We have to

find Fort William Henry. Come on. It's dangerous here - more Hurons may come." All six of them walked quickly through the woods.

Задание 1

Exercises

Put the sentences in the right order.

- 1) Uneas cut Magua with his knife.
- 2) Magua threw his tomahawk and cut some of Alice's hair.
- 3) The Mohicans and Hawkeye climbed to the top of the mountain and saw Fort William Henry.
- 4) Uncas, Chingachgook and Hawkeye ran out from the trees.
- 5) The girls rushed to their father.
- 6) Suddenly somebody called out in French, "Who's there? Stop!"

Задание 2.

Answer the questions.

- 1) Do you think that Alice was a good sister? Why?
- 2) Why didn't Magua kill Alice?
- 3) Who helped Alice?
- 4) How many Hurons did Hawkeye and Chingachgook kill?
- 5) Magua ran away, didn't he?
- 6) Where did the girls and their friends go then?
- 7) Did Hawkeye and Duncan decide to go through the French or around them?
- 8) Where did Corn and Uncas run?
- 9) Who ran after them?
- 10) Was Colonel Munro glad to meet his daughters? Prove it.

Задание 3

Translate the words in brackets.

- 1) Magua (-) томаганк and (-) Alice's hair.
- 2) The alpinists were happy when they (-) to the top of the mountain.
- 3) (-)! It's already late. We must hurry.
- 4) The children (-) to their mother and she (-) them.
- 5) The tourists spend a night
- 6) Be careful. Don't (-)
- 7) - How many people were there at the last meeting? (-) 40-50 people.
- 8) It's better not to drive a car in a (-).

№12 «The conversation between Hawk and Duncan»

Everybody was tired, but they climbed to the top of the mountain and looked down. From there they saw Fort William Henry and across the river were Montcalm's men about 10,000 of them. "Let's go to Father," said Cora. "You aren't afraid to die?" asked Hawkeye. "The French and the Hurons may kill us." They went down the mountain. The weather was very bad and they couldn't see much. At the bottom of the mountain they stopped. Hawkeye and the Mohicans left the woods and looked around. They came back soon. "We can't walk through them," said Hawkeye. "Can we walk around them?" asked Duncan. "I think we can. Let's try," answered Hawkeye. Suddenly somebody called them out in French. "Who's there? Stop!" and guns fired at them. Hawkeye and Uncas fired back and the French shot again. Cora and Alice ran to the fort. The French ran after them. Then suddenly they heard a command in English, "Wait!" It was Colonel Munro! "Father, father! That's well!" shouted Alice. "Save your daughters!" They rushed to him. The old Colonel put his arms around them and cried.

Задание 1

Find the antonyms in the text.

- 1) Alice was excited.
- 2) They heard a low sound.
- 3) Magua ran out of the woods.
- 4) He's alive.
- 5) How did you lose us?
- 6) We have to go south.
- 7) It's safe here.
- 8) All six of them walked fast.
- 9) To the bottom of the mountain.
- 10) The old Colonel laughed.

Задание 2

Fill in prepositions from the box if necessary.

up / into / across / above / next to /
to / down / around / in / through

- 1) The tomahawk stopped head ___ Alice's
- 2) He fell dead ... ___ to Duncan.
- 3) Magua jumped ... the woods.
- 4) We couldn't leave ... and ran ___ you so we watched from ___ the river.
- 5) They climbed ... ___ the top of the mountain and looked ...
- 6) We can't walk ... ___ them.
- 7) Suddenly somebody shouted French.
- 8) The old Colonel put his arms ... them.

Задание 3

Put the verbs in brackets in Present Simple or Future Simple.

- 1) a) Do you know (что?) when he (to come)?
b) When Bill (to come) (когда?) ask him to call me, please.
- 2) a) If the weather (to be) fine tomorrow (при каком условии?), we'll go to the country.
b) I wonder (интересно) (что?) if the next summer (to be) hot.
- 3) a) I wonder if we (see) the waterfall.
b) If you (climb) to the top of the mountain, you (see) the sea.

Задание 4

Imagine that you are:

- 1) Cora. Describe what you felt when Magua wanted you to go with him and what happened then (up to the words: ... the Indian ... fell dead next to Duncan").
- 2) Uncas. Describe how you fought with the Hurons.
- 3) Hawk-eye. Describe what you saw from the top of the mountain and what you did then.

Задание 5

Retell the end of the chapter.

№13 «Attack of Fort William Henry on the British»



For five days the French attacked the British at Fort William Henry, General Webb's men didn't come: it was too dangerous and Colonel Munro's men had to fight without them. Hawkeye went to Fort Edward and spoke to General Webb. On the way back the French caught him. He had with him a letter from General Webb for Colonel Munro and the French took it from him. On the fifth day Major Duncan went to Colonel Munro, 'It's very dangerous here and our men are tired,' he told the Colonel. Colonel Munro said, "Montcalm wants to talk to me." So the fighting stopped and Montcalm and Munro met. The Frenchman was with three of his men and the chiefs of some Huron tribes. Munro stopped suddenly when he saw

Magun but then he turned to Montcalm. The Frenchman spoke in French and Major Duncan translated into English. Montcalm started, 'We can fight with you and kill you. I have many men here.' "Yes, you have many men,' said Munro, but we have many men, too." "But they aren't here," answered Montcalm. He gave Munro Webb's letter and Munro read it. His face changed. The letter said, 'I cannot send any men to you. Give Fort William Henry to the French.' Montcalm said, "You have to give up. Take your men and guns and go back to England. Then we won't fight you.

Задание 1

Exercises

1. Choose the correct answer.

1) To whom did Colonel Munro go?

- a) to Marua
- b) to General Webb
- c) to Montcalm

2) Who had to give up?

- a) the French
- b) the British
- c) nobody

3) How many Hurons ran out of the woods?

- a) more than one thousand
- b) more than two thousand
- c) more than five hundred

4) By whom were the British killed?

- a) by the Hurons
- b) by the Mohicans
- c) by the French

5) What did Magua do?

- a) He carried Cora into the woods.
- b) He carried Alice into the woods.
- c) He rode alone into the woods.

Задание 2.

Put the sentences in the right order.

1) Colonel Munro had to give up and leave the fort.

2) The girls went on horses with David Gamut.

3) Montcalm and Munro met and had a conversation.

4) The British walked out of the fort and went down the road.

5) Gamut began to sing and the Indians stopped.

6) Suddenly 2,000 wild Indians ran out of the woods and attacked the British.

7) Magua put the girls on a horse and rode through the woods.

8) Cora refused to go with Magua.

Задание 3.

Competition. Divide the group into two teams. Put questions to the first part (team 1) and the second part (team 2) of the text. Mark correct questions with + on the blackboard. At the end of the competition sum up the results.

№14 «French and the British»

The French and the British will be friends." The old Colonel had to give up. Sadly he came back to his fort and told his men, "We have to leave Fort William Henry in the morning." The next morning, Munro and his men left the fort. There were about 3,000 men. Some were sick and they walked slowly behind the other men. There were some women and children and they walked behind everybody. Munro looked tired and old. "Your father wants to walk with his men," Duncan told Cora, "You and your sister will ride on the horses with David Gamut, You'll be safe with him. ' David Gamut was a singer in the church and a music teacher. Cora and Alice liked him because he was a good man. The French arrived at the fort and watched the British, The British walked out of the fort and went down the road. Suddenly Cora saw Magua There was hatred in his eyes, but he didn't move. Then suddenly he made a famous Indian war cry. More than two thousand wild and angry Hurons ran out of the woods with knives and tomahawks. In minutes hundreds of the British men, women and children were dead on the ground and their blood was everywhere. Some Hurons drank it. The British tried to fight, but the attack was sudden. Munro quickly got on a horse because he wanted to see Montcalm. Only Montcalm could stop the Hurons. Magua's dark eyes looked for Colonel Munro. He wanted to scalp him. Alice saw her father and cried loudly, 'Father! We're here! Come to us, father, or we'll die!' Munro looked at his daughters but he couldn't help them. Alice fell on the ground. Gamut said, "Let's go. Come with me. ' "You can't save us," cried Cora, Gamut began to sing, An Indian came up behind them and held up his knife. He wanted to scalp Gamut and his girls, But he heard Gamut's song and stopped. "This man is not afraid," thought the Indian. "I won't kill him now. I'll come for him later." And he ran away. Then suddenly Magua was there again. He took Cora's arm. "You don't have to die. You can come and live with me!" His hands were red with blood. "I hate you!" shouted Cora. 'Magua is a great chief!" he shouted angrily. "Will you go with me?" "Never! You can kill me!" cried Cora, Suddenly Magua took Alice in his arms and carried her into the woods. Cora ran after them and Gamut ran after her. He didn't stop singing. The other Indians didn't stop them. They were hypnotized with his song. In the woods Magua put the two girls on a horse and rode through the woods. Gamut followed them.

Задание 1

Fill in the helpful words in a proper form.

- 1) An Indian rushed to the Colonel and... up his knife.
- 2) Nick doesn't study enough. He is always... the class.
- 3) Our train ...at the station on time.
- 4) Our friend is seriously We often visit him.
- 5) My brother doesn't car, He a motor-cycle.
- 6) A young soldier had to fight with three enemies but he didn't ...
- 7) A doctor __sick people and most of them fell asleep.
- 8) My neighbour often goes to a and she says that it helps her to after the death of her husband.

Задание 2.

Match the adjectives from the left column with the nouns from the right column. Give some variants if possible.

Adjectives

- 1) tired
- 2) loud
- 3) sudden
- 4) old

- 5) angry
 - 6) sick
 - 7) serious
 - 8) high
- Nouns
- a) attack
 - b) church
 - c) mountain
 - d) men
 - e) sound
 - f) cries
 - g) child
 - h) illness

Задание 3

Put the verbs in brackets in Past Simple or Past Continuous.

- 1) When we (to arrive) at the station, it (to rain).
- 2) My friend (to come) when I (to play) computer games.
- 3) Many people (to sleep) when an earthquake (to begin).
- 4) At this time last year we (to travel) in the mountains.
- 5) Yesterday from 3 to 5 o'clock I (to learn) English.

Задание 4

Explain why:

- 1) the British had to leave Fort William Henry.
- 2) some people had to walk behind every-body.
- 3) Colonel Munro couldn't help his daughters.
- 4) Magua looked at Cora with hatred.
- 5) the British couldn't fight with the Hurons.
- 6) the Indian didn't scalp Gamut.

Задание 5.

Describe how the British were leaving the fort (from the words "The next morning" up to the words 'Some Hurons drank it').

Задание 6.

Imagine that you are Cora. Tell the class about your meetings with Marua and Gamut.

№15 «The scene when Munro returns»



Munro came back to the place of a terrible fight. He was with Duncan, Hawkeye, Chingachook and Uncas. It was quiet now. They walked around the dead men but they didn't find Cora or Alice. 'Maybe they're not dead,' they hoped. Suddenly Uncas saw a green big bag near a tree in the wood. It was Cora's bag. "My child!" cried out Munro, "Give me my child!" "Uncas will try," said the young Mohican, Hawkeye looked at the ground. "Uncas, look!" he said. "Perhaps Cora ran into the woods. Perhaps we can find her. " They ran as fast as they could into the woods. "Look here, on the ground, said Uncas after some time. What is it?" asked

Hawkeye. "Somebody walked here, and this was not a white man's shoe." He looked very carefully. "It was Magua." "Magua! One day my gun will stop him," said Hawkeye angrily. "Let's follow him. "

To the Mohicans wild woods and mountains were a map, and they could read every tree and every change on the ground. Hawkeye and Munro followed Chingachgook and his son. They went slowly and carefully. At night the men stopped and made a fire. Then they slept. In the early morning they started again, Uncas said, 'Look! Gamut walked here. He has big feet.' "Were my daughters here, too?" asked Munro. 'Magua is not clever but he is not stupid,' answered Uncas. 'He could carry them.' The men walked for a long time and then stopped because they saw a man near the river. It was Gamut. 'Where are the girls?' Hawkeye asked the singer quickly, "The "They're with the Hurons," answered Gamut, "Are they safe?" "Yes. They're tired and unhappy but they're well," said Gamut. "Why are you here?" asked Hawkeye.

Задание 1

Exercises

1. Correct these statements.

- 1) Colonel Munro and his friends saw many living people at the place of the fight.
- 2) Uncas saw a white man's shoe on the ground.
- 3) For the British wild woods were a map.
- 4) Munro and his friends saw Magua near the river.
- 5) Gamut didn't run away because he wanted to be with the Hurons.
- 6) Hawkeye put some paint on Uncas's face.
- 7) The Indian children got frightened when they saw Duncan and Gamut.
- 8) The Hurons put Uncas into the fire.

Задание 2.

Complete the sentences.

- 1) Munro and his friends came back to ...
- 2) Suddenly Uncas saw ...
- 3) Munro hoped that ...
- 4) Mohicans could ...
- 5) To the Hurons Gamut was
- 6) Duncan wanted to go to the Hurons because .
- 7) Hawkeye put some paint on the faces of Duncan and Gamut in order to
- 8) When the Indians saw their faces, they ...
- 9) One of the Hurons ...
- 10) "Tomorrow you ... ," the chief told Uncas.

Задание 3

Fill in the helpful words.

- 1) Be __ there are many snakes here.
- 2) - Do you know when Daniel will come back? I'm not sure but ...next Sunday.
- 3) Be Mum is sleeping.
- 4) The clowns were so... that the children laughed all the time.
- 5) The girl was walking along a dark street when somebodyher by the arm.
- 6) We are going to ...__ the walls of our flat, We need a good ...

№16 «A trap for the Hurons»

"To the Hurons I'm strange. I'm not a man. So, I can come and go. They don't stop me." "Why don't you run away?" "The girls are here. I have to stay here with them, answered Gamut. 'Go to them quickly. Give them hope, We will save them,' said their father. 'I'll go,' said Gamut. 'I'll go, too,' said Duncan. Do you want to die?" asked Hawkeye. "I love Alice and I want to save her." Then Hawkeye said to Duncan. 'We'll put red and blue paint on your faces. The Hurons will laugh. They'll think you're funny. It's a very dangerous plan but perhaps you'll be able to save the girls.' The Indian children saw Duncan and Gamut first. They began to shout and laugh. More Indians came and looked at them. They laughed, too. Then suddenly, there was a loud cry and two Hurons ran out of the woods. They held the arms of a man, All Hurons began to shout and run wildly. They had knives and

tomahawks in their hands. Suddenly the man pushed the Hurons, jumped and ran away, He ran very fast. A wild animal couldn't run faster. The Hurons couldn't catch him. Then the man stopped high above them, near Duncan, and Duncan saw his face. It was Uncas! But at that moment one of the Hurons came from behind the tree and quickly seized Uncas by the arm. He took him to the chief. "You will spend this night in a cave," said the chief. "But tomorrow you'll be thrown into the fire."

Задание 1

Find the synonyms in the text.

- 1) the place of horrible fight
- 2) it was calm now
- 3) a big bag
- 4) they ran as quickly as they could
- 5) the forests
- 6) I'm fond of Alice
- 7) we'll put red and blue colors on their faces
- 8) they began to cry
- 9) a Huron caught Uncas by the arm
- 10) he led him to the chief

Задание 2

5. Competition. Divide your group into two teams. Find in chapter 8 as many examples of conversion as possible. A team that will have more pluses (+) will win. (maximum 10)

Задание 3

6. Put the verbs in brackets in Present, Past or Future Passive.

- 1) This book (to sell) everywhere.
- 2) These letters (to send) yesterday,
- 3) A new stadium (to build) in Moscow next year.
- 4) Every year our pupils (to give) new text-books. (2 variants)
- 5) When this book (to write)?
- 6) The children (to tell) to be quiet.

Задание 4

7. Make a chain story (each student adds 2-3 phrases from chapter 8)

Задание 5

Imagi Imagine that you are:

- 1) Uncas, Speak about your travelling in the woods and how you were seized by the Hurons.
- 2) Hawkeye, Describe how you travelled in the woods and how you painted Duncan and Gamut's faces.
- 3) Gamut. Speak about your adventures.

№17 «Dungan I'm looking for girls in Canute»

Duncan carefully went to Uncas and said quietly. "Where are your father and Colonel Munro?" They are safe. Hawkeye's does not sleep,' said Uncas very quickly and quietly. "Go away now. We cannot talk." Duncan and Gamut left because they wanted to find the girls. The fires slowly died and nobody stopped them. Suddenly they saw Magua but Magua did not see them, Duncan and Gamut moved quietly. They found a cave and went carefully inside it. There they saw Cora and Alice, "It's me -



Major Duncan. I'll save you!" Duncan said quietly. The happy minute came to a sudden end when Magua appeared behind Duncan and Gamut. Then they heard the growl of an angry animal. There was a wild bear behind Magua. Magua looked at it and laughed. "Go away, you stupid thing' he said. "Go to the women and children. Men must talk." The wild bear was not a real bear and Magua knew it. It was a man in an animal's skin and Magua knew this. Sometimes Indians wore the skins of animals and did strange things. Suddenly the animal seized Magua in his strong arms. Magua couldn't move. The animal hit him on the head and he fell on the ground, unconscious. Then the man took off the animal's head and showed his face. It was

Hawkeyel Duncan, Alice, Cora and Gamut were very happy, "We have to go quickly!" Hawkeye said to his friends. 'Put Alice and Cora in the bags and we'll carry them.

Задание 1

Exercises

Complete the sentences.

- 1) Nobody stopped Duncan and Gamut when they went ...
- 2) They found the girls ...
- 3) After the animal hit Magua on the head he ...
- 4) In the woods the girls ...
- 5) Gamut took Hawkeye ...
- 6) The Hurons were angry because ...
- 7) Magua was not dead - he ...-
- 8) Hawkeye couldn't fight because ...

Задание 2.

Answer the questions.

- 1) Why did Duncan and Gamut leave?
- 2) They found the girls, didn't they?
- 3) Was it a real bear? Who was it?
- 4) Was Magua afraid of the animal? Why?
- 5) Were the girls carried to the woods in bags or on the back?
- 6) Where was Uncas? What did Hawkeye give him?
- 7) Was Magua dead or alive?
- 8) What did he promise to do?

Задание 3.

Fill in the words from the box.

appeared / disappear /unconscious /
rushed / growled / hit

- 1) When an ambulance arrived at the place of fight, two men were __
- 2) A bear and ...on the head. a man
- 3) Every year many wild animals ...from our planet.
- 4) There was a storm of applause when famous film-stars__ on the scene.
- 5) Somebody shouted "Fire" and everybody to the exit.

№18 «The Hurons won't stop us.».

Duncan and Hawkeye carried the girls into the woods. There the girls got out of the bags and walked.

Hawkeye asked Gamut to take him to Uncas, 'It's very dangerous,' said Gamut, but I'll try to do it." "Wait for us here. We'll come back," Hawkeye said to Duncan and the girls. Uncas was in a cave. He was alone. Hawkeye in the animal skin and Gamut came up to him and Hawkeye gave him a knife. He also put his gun near a tree. Quietly the three of them left the cave and went back to Duncan and the girls. Suddenly they heard the loud war cry of the Hurons, They didn't find the young Mahican in the cave and got very angry. At that time Magua came to life. He wasn't dead. He rushed to the Huron chief. "They won't run away this time!" he shouted angrily. 'Magua will find them. And they will die!' The Hurons ran wildly into the woods, Hawkeye, Uncas, Duncan, Gamut and the girls could not find a safe place. There was no hope. The Hurons came nearer and nearer and among them they saw the dark face of Magua. There were Hurons all around them, and this time Hawkeye didn't have his gun - he left it near a tree.

Задание 1

Fill in prepositions from the box if necessary.

inside / away / around /for / up / to /under

- 1) Don't come ...__ to this dog: it's growling.
- 2) They quietly left ...the cave.
- 3) It was very cold a cave.
- 4) "They won't run ...__ this time!" shouted Magua.
- 5) There were Indians all them.
- 6) You will find my gun ...__ the tree.
- 7) 'Wait me here,' he said__ the girls.
- 8) 'Follow me, ' he told the girls.

Задание 2

Translate these sentences with a dictionary paying attention to the meaning of the italicized words.

- 1) n) She held out her hand.
- b) A manager had to employ new hands.
- c) 'Can you give me a hand? I can't do this sum,' asked a boy.
- d) The clock is fast. Let's move the minute hand.
- e) "All hands on deck!" shouted the captain.
- 2) a) Where can I change some dollars?
- b) My school-mate changed so much that I couldn't recognize him.
- c) She came home to change for the theatre.
- d) There is no direct bus from here, so we'll have to change.

Задание 3

Put the verbs in brackets in Passive Voice.

- 1) This work must (do) carefully.
- 2) This book can (find) only in the Internet.
- 3) The bear became aggressive so it had to (shoot).
- 4) The names of war heroes mustn't (forget).
- 5) Children's laughter and shouts could (hear) even outside the house.

Задание 4.

Imagine that you are:

- 1) Duncan. Tell your friends about an episode with the bear.
- 2) Hawkeye. Tell your friends about your meeting with Uncas and your feelings when you were surrounded with the Hurons.
- 3) Alice. Describe the events (события) of that day,

№19 «Warrior Uncas»

Magua took Cora's arm and pulled her away. 'She's mine!' he shouted. "Don't take the girl!" cried out Duncan, "We can give you money. Your tribe will be rich!" "Magua does not want white men's money!" the Huron shouted. Hawkeye looked at Uncas and said, 'I loved you and your father. Our

skins are not the same colour, but we are brothers. You'll find my gun under the tree. Take it and remember me." Then he turned to Magua and said, "Leave the girl and take me, Magun." "No," answered the Huron. "I want the girl! I want Cora! Go with me or I'll kill your sister!" "Thank you, Hawkeye," said Cora. "You wanted to give your life for me." She sadly put her arms around Alice and looked at Duncan. Love her and make her happy, she said. Then she turned to Magua, "Go, I will follow you." And she walked away with the Huron. Suddenly the great fighter, Uncas, jumped up and ran after Cora, "Stop!" he shouted. Cora turned round and looked at Uncas, She loved this young Mohican and wanted to be with him. "I won't go with you!" she shouted at Magua.

Задание 1

Exercises

Say whether these statements are right or wrong. Correct the wrong statements.

- 1) Magua wanted more money.
- 2) Hawkeye went with Magun.
- 3) Cora agreed to go with Magua.
- 4) Uncas saved Cora.
- 5) Cora wanted to stay with Magua.
- 6) Magun killed Cora with his knife.
- 7) When Hawkeye ran up to Uncas, the Indian was still alive.
- 8) Magua jumped from the top of the cliff. He wanted to die.
- 9) Hawkeye wanted Uncas to become his son.
- 10) Uncas was the last of the Mohicans.

Задание 2.

Complete the sentences,

- 1) Magua refused ...
- 2) Hawkeye told Uncas ...
- 3) 'Go with me ... ,' shouted Magua.
- 4) Hawkeye was ready ...
- 5) Cora went away ...
- 6) Uncas loved ...
- 7) Hawkeye ran up to Uncas but ...
- 8) Magua jumped ...
- 9) Duncan carried ...
- 10) Chingachgook's son was ...

Задание 3.

Competition. Divide the group into two teams - 1 and 2. Group 1 asks questions to the first part of the chapter, group 2 to the second. For every correct question a team receives + on the blackboard. At the end of the competition the teacher sums up the pluses and announces the team-winner.

Задание 4.

Revision of chapters 1-10. Fill in the words from the box.

hit / heart / climbed / fired / pulled out / ground / top / scar / unconscious / excited / quiet / safe / throw

- 1) Major Duncan ... at an Indian but he ran away.
- 2) During a fight a criminal knife and ___ a man in his
- 3) Be ... You are ___ here.
- 4) The Indians were angry and ...
- 5) A monkey ... ___ to a ... of a high tree and began to eat on the ___ ba-
- 6) When a biker was brought to a hospital, he was ...

«Victory of Uncas Magua»



Woman, live with me or die!" shouted Magua angrily. Cora looked at Uncas and cried, 'I will go with Uncas or die! Kill me!' Magua pulled out his knife but he could not kill her. But another Huron ran quickly to Cora with his knife in his hand and killed her. Uncas rushed to Cora but she was on the ground - dead. He began to fight Magua. Hawkeye ran to his friend but it was too late. Uncas's blood was on Magua's knife. He was dead, too, Magua looked at the dead Cora and Uncas and laughed. Then he jumped to the top of a cliff on the side of a mountain but fell down and died. Gamut, Hawkeye, Duncan and Alice went to find

Chingachgook and Colonel Munro. Hawkeye carried the body of Uncas in his arms and Duncan carried the body of Cora. Gamut helped Alice to go through the woods. At last they found Chingachgook and Colonel Munro and told them what happened. All of them were very unhappy. Hawkeye took Chingachgook's hand and said, 'I have no family. Uncas was your son and your blood. Now he is my brother and I will never forget him.' That was the end of the last of the Mohicans.

Задание 1.

Revision. Put the words in brackets in the right form.

- 1) It's (warm) today than it was yesterday I hope the weather (change) for the(good).
- 2) What you (look) at, Kate? - I (look)at the river. I often (look) at it. I think that it's one of the (beautiful) rivers in the world.
- 3) If you (paint) the walls in your bedroom in red colour, it (look) funny.
- 4) When I (walk) with my dog in a part yesterday, somebody (seize) me by the arm.
- 5) Some wild animals (bring) to our Zoo next year.
- 6) The sick children had to (take) to a hospital at once.

Задание 2.

Choose a personage from the book and speak about him (her).

Задание 3.

Act out one of the scenes from chapters 9 and 10.

Задание 4.

Draw a picture of one of the episodes of the book and describe it.

Сборник заданий по развитию читательской грамотности средней сложности

Unbroken texts

Text № 1

Sacrifice for survival?

This is the story of two ambitious mountaineers (limbers, Joe Simpson and Simon Yates), whose story was later turned into a film. Touching the Void, and it started with an outstanding success. Joe and Simon managed to climb the West Face of Siula Grande in the Peruvian Andes.

1 _____ After reaching the summit, Joe and Simon decided to go back down via the North Ridge, on extremely risky but faster route. Their ascent had already taken much longer than they had intended because of bad weather.

2 _____ So it wasn't possible for them to melt ice and snow for drinking water any more. It was getting dark too, and they knew they needed to descend quickly to the glacier, about 1,000 metres below.



3 _____ Joe slipped and landed awkwardly, breaking his leg. Both Simon and Joe were in shock. They were at a height of 6,000 metres.

4 _____ They were freezing. They had no communication with the base camp, and there was no chance of a rescue helicopter or any other form of outside help. The situation was really dangerous, not just for Joe, but for both of them. As an enormous snowstorm was building up around them, Simon tied two ropes

together, tied them around Joe, and started lowering his injured friend. Suddenly, the knot got stuck between two rocks and Joe was left hanging from a cliff, in mid-air over a huge crevasse.

5 _____ He tried desperately for more than an hour to pull his friend up, but without success. The situation was absolutely hopeless. Simon imagined both himself and his friend dying in the snow and ice. He didn't want to leave his friend alone, but the more he thought about it, the more he began to understand that there was no way he could save both his own life and that of his friend. For a moment, Simon felt like giving up. But then he decided to cut the rope and save his own life. Joe fell away, right down to the bottom of the crevasse. The next day, when Simon continued down the mountain and passed the area where Joe had landed, he saw nothing, and assumed he was dead. But he wasn't. Joe had survived the fall.

6 _____ For the next three and a half days, he continued to descend the mountain, crawling and hopping on one leg under extremely difficult conditions. He even managed to cross a glacier with no safety equipment or rope assistance whatsoever.

7 _____ The others were thrilled and amazed to see him especially because they had been preparing to leave. Joe's incredible determination and the fact that he hadn't given up under the most desperate conditions had helped him to save his own life.

1. Read the article again. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence.

- A Then something dramatic happened.
- B Simon couldn't talk to him or see him.
- C Several teams had tried before, but they had all failed.
- D Both men knew that it would be almost impossible to survive the situation.
- E Despite his extreme injuries, he had managed to crawl out of the crevasse.
- F And they had run out of fuel for their stove.
- G When he finally arrived at base camp, he was absolutely exhausted.
- H The weather conditions were dreadful.

2. Which of the following facts were relevant for Simon in making his decision to cut the rope? Put ticks:

- 1. Siula Grande is part of the Andes region of Peru.
- 2. The two climbers had already reached the summit.
- 3. Joe had a broken leg.
- 4. There was no way they could get help from anywhere.

5. Their way back down was via the North Ridge.
6. The rope got stuck and it was completely impossible to pull Joe out of the crevasse

3. Read the sentences and write T (True), F (False), NS (Not Stated):

1. Joe and Simon's ascent had already taken much longer than they had intended because of their tiredness. T/F/NS.
2. Joe slipped and landed awkwardly, when they were at a height of 4,000 metres. T/F/NS.
3. Simon called the emergency service, but without any result. T/F/NS.
4. The situation became more dangerous because there were wild wolves in the area. T/F/NS.
5. Simon decided to leave his injured friend and save his own life. T/F/NS.
6. For the next three and a half days, he continued to descend the mountain, crawling and hopping on one leg under extremely difficult conditions. T/F/NS.
7. After the successful return Joe and Simon were interviewed by local journalists. T/F/NS.

Text № 2

Runners

Feel good in your runners

For 14 years the Sports Medicine Centre of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention ... and good shoes.



Knocks, falls, wear and tear...

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a footballer's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10–12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as

a result of falls or collisions. According to the study, footballers who have been playing for more than ten years have bony outgrowths either on the tibia or on the heel. This is what is known as "footballer's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

Protect, support, stabilise, absorb

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria: Firstly, it must provide exterior protection: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining. It must support the foot, and in particular the ankle joint, to avoid sprains, swelling and other problems, which may even affect the knee. It must also provide players with good stability so that they do not slip on a wet ground or skid on a surface that is too dry. Finally, it must absorb shocks, especially those suffered by volleyball and basketball players who are constantly jumping.

Dry feet

To avoid minor but painful conditions such as blisters or even splits or athlete's foot, the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be waterproofed to prevent the shoe from getting

soaked the first time it rains.

1. What does the author intend to show in this text?
 - A. That the quality of many sports shoes has greatly improved.
 - B. That it is best not to play football if you are under 12 years of age.
 - C. That young people are suffering more and more injuries due to their poor physical condition.
 - D. That it is very important for young sports players to wear good sports shoes.

2. According to the article, why should sports shoes not be too rigid?

3. One part of the article says, “A good sports shoe should meet four criteria.” What are these criteria?

4. Look at this sentence from near the end of the article. It is presented here in two parts:
“To avoid minor but painful conditions such as blisters or even splits or athlete’s foot (fungal infections),...” (first part)

“...the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in.” (second part)

What is the relationship between the first and second parts of the sentence?

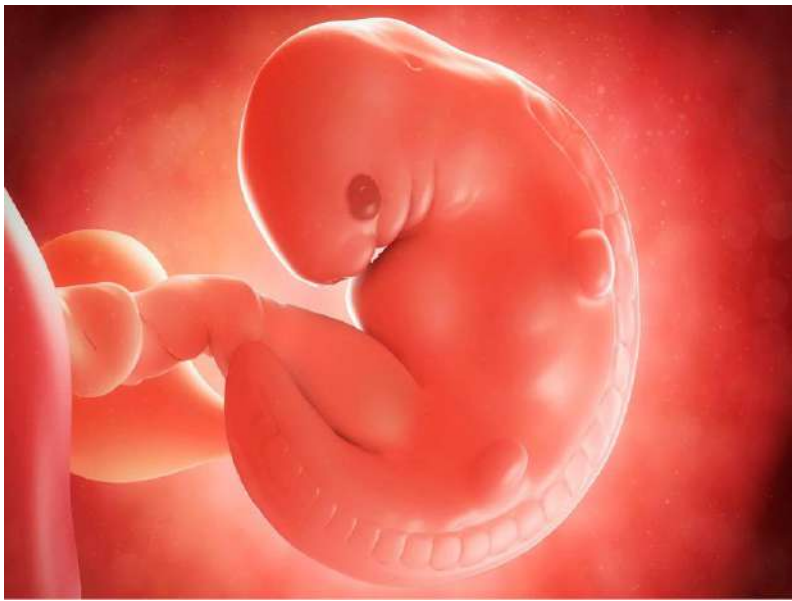
- A the second part contradicts the first part.
- B. repeats the first part.
- C. illustrates the problem described in the first part.
- D. gives the solution to the problem described in the first part

Text № 3

Technology creates the need for new rules

SCIENCE has a way of getting ahead of law and ethics. That happened dramatically in 1945 on the destructive side of life with the atomic bomb, and is now happening on life’s creative side with techniques to overcome human infertility.

Most of us rejoiced with the Brown family in recently the births of healthy babies that had once been embryos frozen to await the proper moment of implantation in the mother-to-be.



It is about two such frozen embryos in Australia that a storm of legal and ethical questions has arisen. The embryos were destined to be implanted in Elsa Rios, wife of Mario Rios. A previous embryo implant had been unsuccessful, and the Rioses wanted to have another chance at becoming parents. But before they had a second chance to try, the Rioses perished in an airplane crash.

What was the Australian hospital to do with the frozen embryos? Could they be implanted in someone else? There were numerous volunteers. Were the

embryos somehow entitled to the Rioses' substantial estate? Or should the embryos be destroyed? The Rioses, understandably, had made no provision for the embryos' future.

The Australians set up a commission to study the matter. Last week, the commission made its report. The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the "producers," and no such consent had been given. The panel also held that the embryos in their present state had no life or rights and thus could be destroyed.

The commission members were conscious of treading on slippery legal and ethical grounds. Therefore, they urged that three months be allowed for public opinion to respond to the commission recommendation. Should there be an overwhelming outcry against destroying the embryos, the commission would reconsider.

Couples now enrolling in Sydney's Queen Victoria hospital for in vitro fertilization programs must specify what should be done with the embryos if something happens to them.

This assures that a situation similar to the Rioses won't recur. But what of other complex questions? In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband's frozen sperm. How should such a request be handled? What should be done if a surrogate mother breaks her child-bearing contract and refuses to give up the infant she had promised to bear for someone else?

Our society has failed so far to come up with enforceable rules for curbing the destructive potential of atomic power. We are reaping the nightmarish harvest for that failure. The possibilities of misuse of scientists' ability to advance or retard procreation are manifold. Ethical and legal boundaries need to be set before we stray too far.

1. Underline the sentence that explains what the Australians did to help decide how to deal with the frozen embryos belonging to a couple killed in the plane crash.
2. List two examples from the editorial that illustrate how modern technology, such as that used for implanting frozen embryos, creates the need for new rules.

3. Choose the right answers A, B or C:

1) The author site the example of Brown family to illustrate

A the progress of science

B the the side effects of implantation

C the high cost of medical service

2) Mario and Elsa Rios didn't manage to become parents because

- A they didn't have enough money
- B they had a fatal accident
- C they moved abroad

3) What caused the public outcry?

- A the decision to sell embryos
- B the decision to use a mother-to-be
- C the decision to destroy the embryos

4) What is the main problem which can arise with surrogate mother?

- A she can refuse to give up the child
- B she may begin smoking
- C she can refuse the contract after receiving the money

5) What we can conclude according to the last paragraph?

- A Medicine should receive a good financial support.
- B Ethical and legal issues should be made into account in advance.
- C Staff for medical organisations should be chosen thoroughly.

Text № 4

The ultimate survivor

When he was 20, he broke his back in three places in a parachuting accident. He climbed Mount Everest at the age of 23. Shortly afterwards, he led a trek across the frozen North Atlantic.

In 2007, he set another world record by flying over Mount Everest in a powered paraglider. This helped to raise one million dollars for the Global Angels Foundation, a charity that supports children in Africa.



His first book, Facing the Frozen Ocean, got shortlisted for the UK's 'Sports Book of the Year'. Since then he has written more than 15 books, including the No 1 Bestseller: Mud, Sweat and Tears.

His name is Bear Grylls, and he was the host of Discovery Channel's famous TV show, Man vs Wild. In the show, he was left stranded in remote

locations in order to demonstrate survival techniques. Millions of viewers watched, breathless, as he killed the most poisonous snakes and ate them, climbed extremely dangerous cliffs, parachuted from helicopters and balloons, performed amazing ice climbing stunts, ran through a forest fire, and ate all kinds of insects.

Grylls continues to impress with both his amazing shows, and his incredible charity work. And he has set up his own company, Bear Grylls' Survival Academy, where everyone can learn survival skills from him and his team of highly trained experts. Recently, Grylls founded Young Survivors -

training courses for teenagers, comprising a combination of survival skills and adventure tasks designed to teach the fundamentals of outdoor survival and self-rescue. Those who complete the course are given a Young Survivors Award. Techniques taught include how to build and light a fire, how to navigate in both day and night, building a shelter, extreme weather survival, tracking and hunting and tying knots. A key focus of the course is getting young survivors back in touch with nature and away from technology.

In Grylls' own words: 'The thing I love about the Young Survivor Course is that it is designed to put young adults in just the sort of challenging, character-building and practical situations that help define and distinguish people as adults. So often, youngsters can feel almost over-protected and are stopped from experiencing some of the best things in life - but the Young Survivor Award will challenge and empower them in an incredibly dynamic and fun environment.'

Which of these things do you think you could learn from Bear Grylls? Read the article and put the ticks:

- how to build a fire
- how to use GPS effectively
- how to build a shelter in the wild
- how to survive outdoors in bad weather
- how to set up your own survival website
- how to tie knots

Answer these questions based on your own opinions. Use evidence from the text to support your ideas.

1) What do you think motivates Bear Grylls?

2) Why are his TV shows so popular?

3) Do you think Bear Grylls is successful? Why (not)?

4) What does Bear Grylls think of the way many young people grow up these days?

3. Read the sentences and correct the mistakes:

- 1) This helped to raise one million dollars for the Global Angels Foundation, a charity that supports disabled people in Africa.
- 2) In the show, Bear was left stranded in tropical rainforests in order to demonstrate survival techniques.
- 3) He has set up his own company, Bear Grylls' Survival Academy, where everyone can learn driving skills from him and his team of highly trained coaches.
- 4) Techniques taught include how to put a tent, how to navigate in both day and night, building a hut, extreme weather survival, tracking and hunting and fishing.
- 5) The thing I love about the Young Survivor Course is that it is created to put young adults in just the sort of education.
- 6) A key focus of the course is getting young survivors back in touch with parents and away from computers.

Text № 5

ACOL VOLUNTARY FLU IMMUNISATION PROGRAM



As you are no doubt aware the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks. The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus. ACOL has decided to offer staff the opportunity to be immunised against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunisations at ACOL, during a half-

day session in work hours in the week of May 17. This program is free and available to all members of staff. Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects. Medical advice indicates that the immunisation does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.

Who should be immunised?



Anyone interested in being protected against the virus. This immunisation is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions. In an office environment ALL staff are at risk of catching the flu.

Who should not be immunised?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women. Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection. If you would like to be immunised in the week of May 17 please advise

the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunised for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers. For further information please contact Fiona on ext. 5577.

Good Health

1. Read the text. Where can we find this kind of text?
 - in a travel journal
 - in a coursebook
 - in a medical brochure
2. What is the main aim of the article?
 - inform readers about a new virus

- inform readers about vaccination
- involve people into a new political program

3. Read the statements and choose the answers A, B, C or D:

1) Which one of the following describes a feature of the ACOI flu immunisation program?

- A. Daily exercise classes will be run during the winter.
- B. Immunisations will be given during working hours.
- C. A small bonus will be offered to participants.
- D. A doctor will give the injections.

2) This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

- A. more effective than exercise and a healthy diet, but more risky.
- B. a good idea, but not a substitute for exercise and a healthy diet.
- C. as effective as exercise and a healthy diet, and less troublesome.
- D. not worth considering if you have plenty of exercise and a healthy diet

3) According to the information sheet, which one of these staff members should contact Fiona?

- A. Steve from the store, who does not want to be immunised because he would rather rely on his natural immunity.
- B. Julie from sales, who wants to know if the immunisation program is compulsory.
- C. Alice from the mailroom who would like to be immunised this winter but is having a baby in two months.
- D. Michael from accounts who would like to be immunised but will be on leave in the week of May 17

4. We can talk about the content of a piece of writing (what it says). We can talk about its style (the way it is presented). Fiona wanted the style of this information sheet to be friendly and encouraging. Do you think she succeeded? Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics

Text № 6

A kind of loving



Vic Brown is a young draughtsman at an engineering works in northern England in the 1950s. He lives with his mother and father. He is attracted to one of the secretaries at the engineering works - Ingrid Rothwell - and one day, as they leave work, they run into each other and start walking to the bus stop together.

I 'm going your way,' she says. I hold the door open for her and get a gorgeous whiff of her scent as she goes by. We say good night to the commissionaire and walk off down the lane. [...] It seems there's a lot I don't know and she starts to bring me up to date. I don't have to

make the conversation tonight; she just rolls it out. She's as full of scandal as the Sunday papers and by the time we get to the bus stop I know more about the people who work at Whittaker's than

I've learned all the time I've been there. I get both fares into town and she says, 'That makes us quits,' and smiles.

She picks up where she left off and starts chattering again; but I'm not really listening now. My mind's working like mad on how I can make the most of this chance. I try to think of a way to get started and all the time the bus is tearing down the road into town. When I see the Grammar School sail by I kind of panic because I know we'll be in the station any minute now. 'Look, there's something I -' And she starts talking again at the same time.

We both stop. 'Go on,' I say. 'I was just going to ask you if you'd seen that new musical Rise and Shine at the Palace,' she says. 'I was wondering what it was like.' I haven't a clue what it's like, to be honest, but I say, 'I think it's good,' and I'm thinking, Now, now, now: what are you waiting for? 'I was thinking of going to see it myself one night this week, as a matter of fact,' I say. This is another fib, but I don't care. I have to clear my throat.

'P'raps ... er, mebbe you'd like to come with me ... see it together She says, 'Oh!' just as if it was the last thing she'd have thought of and I begin to think how I can pass it off if she turns me down. 'Well, when?' I can hardly sit still in the seat. I want to jump up and shout, I'm that excited. 'I'd thought of going tomorrow, but any night 'ud suit me really.' 'Tomorrow's New Year's Eve,' she says, 'and I'm going to a party. Can you make it Wednesday?' 'All right.' Wednesday, Thursday, Friday, Saturday or Sunday. I can make it any night or all of them. I just want it to be soon. 'Wednesday, then,' she says, and I nod. 'Wednesday.' Before the bus pulls into the station we've fixed up what time we'll meet and where and everything. And to think, only this morning wouldn't have given a bent penny for my chances. But that's how things work out sometimes. Wednesday ... I just don't know how I'll live till then. But course I do, and now here I am waiting on the corner at twenty-five to eight. She's late, but only five minutes, and I was here ten minutes early to make sure I didn't miss her so that makes it seem more.

By Stan Barstow

1. Read the extract. Answer the questions.

- 1 What does Ingrid talk about as she and Vic walk to the bus stop?
- 2 What is Vic thinking about as the bus approaches the station?
- 3 What two things does Vic say to Ingrid that aren't really true?
- 4 Why does Vic want 'to jump up and shout'?
- 5 Why does it seem to Vic that Ingrid is later than she is?



2. Match the highlighted words and phrases in the extract with the definitions.

- 1 a lie; something someone says that's not true
- 2 agreeing that no one owes anything to another person
- 3 things about other people that are shocking
- 4 be available (to meet or to do something)
- 5 someone who does drawings of machines, new buildings, etc.
- 6 a slight smell
- 7 going very, very fast
- 8 talking a long time about not very important things

3. Read the sentences and write T (True), F (False), NS (Not Stated):

1. Vic Brown is in love with Ingrid Rothwell. T/F/NS.
2. Ingrid Rothwell is a shy young girl. T/F/NS.
3. Ingrid wants to have a party on Friday. T/F/NS.
4. Vic Brown was waiting on the corner at twenty-five to five. T/F/NS.

Text № 7

<p>Compliment to the ocean</p> <p>I'm persuaded, only you, my blue almighty giant, Can wash away all murky thoughts And make my mood flamboyant.</p> <p>Leaving blurred spots on the rocky shore Your waves call me for peace. Blissful calmness and serenity increase (I have never felt it before).</p> <p>I would like to fall asleep in your fresh salty hugs, Set about a refreshing makeover And forget daily hustle and fuss, All grueling work I pored over.</p> <p>I'll never get tired of contemplating This orange mild sunset - an evening art. I'll never give up till ever-changing waves be playing With a tiny boat of my heart.</p> 	<p>Lonely fountain</p> <p>In the silent secluded part of the town It offers all cool splatters to us. And takes urban noises lying down, This swatch of sparkling freshness without fuss.</p> <p>It prompts our worn-out bodies to life, And we realize we stay still alive. It brings back our forces hijacked by the heat, Increases excitement and vital heartbeat.</p> <p>It scatters its drops to caress a tired mind And takes care of a mental ailment. Its wet coolness helps us not to run wild When we feel our wishes unfulfillment.</p> <p>We have a special perk to feel its fresh affinity Which returns us maxed-out emotions. So, sit on the bench next to me, Let's relish this water infinity.</p> 
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1. Read the poems. Read the sentences and write T (True), F (False), Not Stated (NS):
- a) Both poems are about nature. T/F/NS.
 - b) The author compares the ocean with a sportsman. T/F/NS.
 - c) The author would like to swim in the ocean because she wants to learn the swim. T/F/NS.
 - d) The author admires the ocean in the evening. T/F/NS.
 - e) The author compares the sunset with a completed work. T/F/NS.
 - f) According to the autor the fountain can improve human mood. T/F/NS.
 - g) You can admire the fountain only in the evening. T/F/NS.

2. Make a cluster “emotions and mood”

3. Find the synonyms for the following words:

persuaded – excited, convinced, frightened

calmness – tranquility, darkness, excitement

grueling – interesting, difficult, dangerous

secluded – positive, murky, isolated

hijacked – kidnapped, boring, dull

infinity – boundlessness, warmth, strength

Text № 8

POLICE

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him... The police and the judge are convinced that he is not telling the truth. But how to prove it?



Scientific Police Weapon

At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibres from fabrics, hairs, finger marks, cigarette ends... The few hairs found on the victim's jacket are red. And they look strangely like the suspect's. If it could be proved that these hairs are indeed his, this would be evidence that he had in fact met the victim.

Every individual is

unique

Specialists set to work. They examine some cells at the root of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls. Imagine that these pearls come in four different colours and that thousands of coloured pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card. Geneticists are therefore able to compare the suspect's genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence

More and more often in cases of sexual assault, murder, theft or other crimes, the police are having genetic analyses done. Why? To try to find evidence of contact between two people, two objects or a person and an object. Proving such contact is often very useful to the investigation. But it does not necessarily provide proof of a crime. It is just one piece of evidence amongst many others.

We are made up of billions of cells

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

Genetic what?

DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect's DNA is then compared with that of the hairs found on the victim.

1. Read the questions and choose the answers A, B, C, D:

1 To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

- A. They vary in length.
- B. The order of the pearls is different.
- C. The number of necklaces is different.
- D. The colour of the pearls is different.

2 What is the purpose of the box headed "How is the genetic identity card revealed"? A To explain

- A. what DNA is.
- B. what a bar code is.
- C. how cells are analysed to find the pattern of DNA.
- D. how it can be proved that a crime has been committed.

3 What is the author's main aim?

- A To warn.
- B. To amuse.
- C. To inform.
- D. To convince.

4 The end of the introduction (the first shaded section) says: "But how to prove it?" According to the passage, investigators try to find an answer to this question by

- A. interrogating witnesses.
- B. carrying out genetic analyses
- C. interrogating the suspect thoroughly.
- D. going over all the results of the investigation again

2. Where we can find this text?

- in a school wall paper
- in an educational magazine
- in a travel guide

3. Read the sentences and correct the mistakes:

1) If it could be proved that these hairs are indeed his, this would be statement that he had in fact met the officer.

2) DNA is like beads made of two twisted strings of pearls. Imagine that these pearls come in four similar colours and that thousands of coloured pearls (which make up a gene) are strung in a very specific order.

3) Given the number of pearls strung in this way, there is very big chance of two children having the same DNA, with the exception of identical twins.

4) It can also be said to be tiny because it can only be seen making a microscope which magnifies it many times.

5) The geneticist takes the few grains from the base of the hairs found on the murderer, or from the saliva left on a cigarette end.

6) After a few hours, this produces spots similar to a bar code (like the ones on things we buy) which are visible under a special light.

Text № 9

A b o u t a B o y



Marcus is a schoolboy who lives with his mum, who is depressed. Marcus has a bad time at school - he gets bullied quite a lot, especially because of the clothes his mum makes him wear. Marcus has met Will, a rich lazy man who makes friends with Marcus and buys him new trainers. Here, Marcus and his mum are going home after visiting Will at his flat.

'You're not going round there again,' she said on the way home.

Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway. '

'Mmm..Why not?' 'If you've got anything to say, you say it to me. If you want new clothes, I'll get them.'

'But you don't know what I need.' 'So tell me.'

'I don't know what I need. Only Will knows what I need.'

'Don't be ridiculous.'

'It's true. He knows what things kids wear.'

'Kids wear what they put on in the mornings.'

'You know what I mean.'

'You mean that he thinks he's trendy, and that [...] he knows which trainers are fashionable, even though he doesn't know the first thing about anything else.' That was exactly what he meant. That was what Will was good at, and Marcus thought he was lucky to have found him.

'We don't need that kind of person. We're doing all right our way.' Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.

'If you are having trouble it's nothing to do with what shoes you wear, I can tell you that for nothing.'

'No, I know, but - ' 'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing.' Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she didn't have a clue either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as straightforward, something like, say, driving: most people could do it, and you could mess it up by doing something really obvious, by driving your car into a bus, or not telling your kid to say please and thank you and sorry (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan. If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...] Or he could decide that, actually, she was off her head [...] Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve? He could tell himself to say please and thank you and sorry, that was easy, but he didn't know where to start with the rest of it. He didn't even know what

the rest of it was.

by Nick Hornby

1. Read the extract again. Find the part of the text which tells us that Marcus...

1 is 12 years old.

2 and his mother are not walking home.

3 thinks that both he and his mother have problems.

4 begins to see his mother differently.

5 doesn't think very highly of some of the kids at his school.

6 is happy that he has met Will.

2. Match the highlighted words in the extract with the definitions.

1 up-to-date with modern fashion

2 do it in a really bad way

3 knows nothing at all

4 simple; not complicated

5 give advice for free

6 used bad words (words that people think are rude)

7 crazy

8 no matter how

3. Read the sentences and write T (True), F (False), NS (Not Stated):

1. Marcus has bad relations with his classmates. T/F/NS.

2. In Marcus's class all pupils are from rich families. T/F/NS.

3. Marcus mother is happy that her son found Will. T/F/NS.

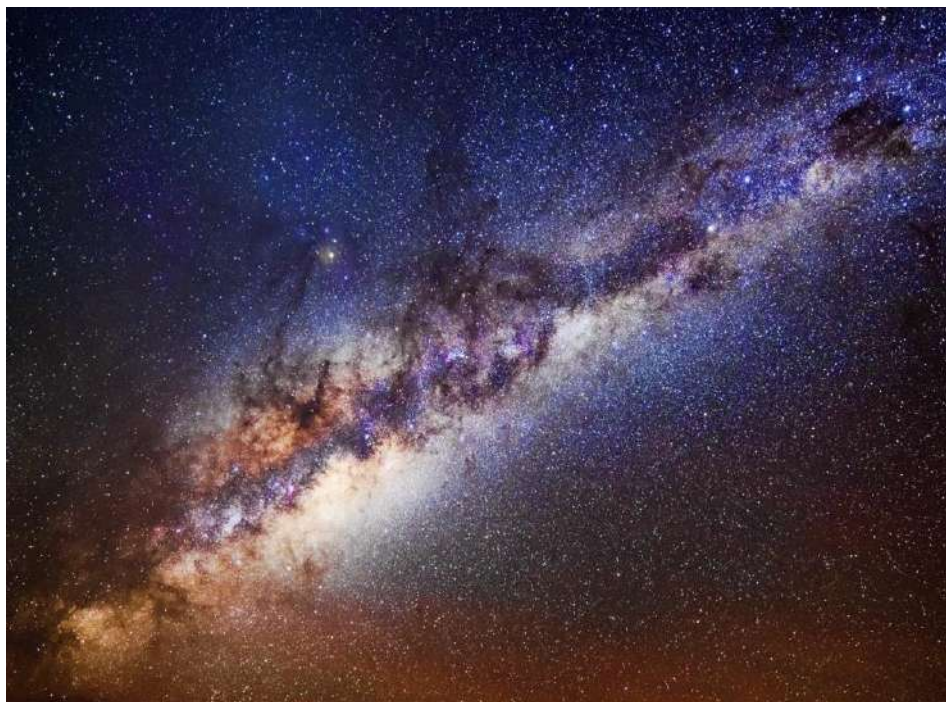
4. According to Marcus mother human problems don't depend on clothes they wear. T/F/NS.

5. From the text we knew that Marcus quarrel a lot with his mum. T/F/NS.

6. Marcus thought that it is easy to be a parent. T/F/NS.

Text № 10

They might not come in space



Whether or not there is life on other planets is one of the great mysteries of our time. Some people are sure that other life forms exist and say they may have already paid us a visit. Others believe that aliens must have built things like the pyramids because of the technology involved. A significant number of people claim to have seen strange spaceships in the sky, and some even claim

that they have been abducted by them.

Of course there are also many people who believe that other life forms can't exist and that Earth is the only inhabited planet in the whole universe. One man who thinks that other forms of life are almost certain to be 'out there' is one of the world's most famous scientists, Stephen Hawking. And

he thinks we should be worried, very worried. He has suggested that aliens are very likely to exist - but that instead of trying to find them, we should be doing everything we can to hide from them. He thinks they might not be quite as friendly as we imagine.

The universe, Hawking says, has 100 billion galaxies. Each one of them contains hundreds of millions of stars. In such a big place, Earth can't be the only planet with life on it. Most life forms, he thinks, will be simple - the sort of life that has lived on Earth for most of its history. But with so many different life forms out there, some could be intelligent and some could even be dangerous.

And if they are out there, Hawking believes that contact with them might be the end for us. If they have the technology to travel the extensive distances required to reach us, then in his opinion they are bound to have the technology needed to build better weapons than us. They might only see Earth as a place of valuable resources. They may simply come to Earth, take what they want and destroy the rest and then leave again. He argues: 'We only have to look at ourselves to see how intelligent life might develop into something we wouldn't want to meet.'

Hawking warns that trying to make contact with other life forms might be 'a little too risky'. He said: 'If aliens ever visit us, I think the result will be like when Christopher Columbus first landed in America, and that didn't turn out very well for the Native Americans.' Hawking is not the only one who believes in intelligent life from outer space. Lord Rees, another famous scientist, recently asserted that aliens could be so advanced that they might exist in forms that are too complicated for us to understand. So maybe it's time to forget our ideas of little green men who 'come in peace', turn off the radio signals we're sending into space: forget about sending rockets outside of our solar system, and try and pretend that we really are alone in the universe.

1. Read the article. Mark the statements T (true) or F (false). Then work with a partner and correct the false statements.

- 1) Whether there is life on other planets is a question that divides people.
- 2) Stephen Hawking is completely sure that we are not alone in the universe.
- 3) Hawking believes that all life forms on other planets will be very basic.
- 4) He says that any alien visitors to Earth would clearly have more advanced technology than we have.
- 5) He believes alien visitors might try and make Earth their new home.
- 6) He uses an example from history to illustrate

2. Complete the sentences with right answers A, B or C:

1. Some people are sure that other life forms exist and say
they live among humans.

they may have already paid us a visit.

they hide on the Moon

2. A significant number of people claim to have seen strange spaceships in the sky, and some even claim that

they have been abducted by them.

they have been examined

they received useful information about aliens

3. According to Stephen Hawking we should

try to find a contact with aliens

try to hide from them

try to learn more about them

4. Hawking is persuaded that most of life forms outside our planet

are intelligent

are simple

are well-educated

Hawking thinks that aliens treat our planet as

a good place for living

a place of valuable resources

a place to protect

6. How can we compare the visit of aliens with Christopher Columbus's discovery of America in order to

show how fruitful this visit might be

show how risky this visit can be for humans

show what consequences this visit might bring

Text № 11

The Remains of the Day

Stevens has spent his life as a butler, working for Lord Darlington. He is now an elderly man. At the end of the book, he finds himself sitting alone on a bench, on a pier at the seaside. A stranger begins to talk to him, and Stevens starts to tell the man about his life and his feelings about Lord Darlington.



You must have been very attached to this Lord whatever. And it's three years since he passed away, you say? I can see you were very attached to him, mate.'

'Lord Darlington wasn't a bad man. He wasn't a bad man at all. And at least he had the privilege of being able to say at the end of his life that he made his own mistakes. His lordship was a courageous man. He chose a certain path in life, it proved to be a misguided one, but there, he

chose it, he can say that at least. As for myself, I can't even claim that. You see, I trusted. I trusted in his lordship's wisdom. All those years I served him, I trusted I was doing something worthwhile. I can't even say I made my own mistakes. Really - one has to ask oneself - what dignity is there in that?'

'Now, look, mate, I'm not sure I follow everything you're saying. But if you ask me, your attitude's all wrong, see? Don't keep looking back all the time, you're bound to get depressed. And all right, you can't do your job as well as you used to. But it's the same for all of us, see? We've all got to put our feet up at some point. Look at me. Been happy as a lark since the day I retired. All right, so neither of us are exactly in our first flush of youth, but you've got to keep looking forward.' And I believe it was then that he said:

'You've got to enjoy yourself. The evening's the best part of the day. You've done your day's work. Now you can put your feet up and enjoy it. That's how I look at it. Ask anybody, they'll all tell you. The evening's the best part of the day.' [...]

It is now some twenty minutes since the man left, but I have remained here on this bench to await the event that has just taken place - namely, the switching on of the pier lights. As I say, the happiness with which the pleasure-seekers gathering on this pier greeted this small event would tend to vouch for the correctness of my companion's words; for a great many people, the evening is the most enjoyable part of the day. Perhaps, then, there is something to his advice that I should cease looking back so much, that I should adopt a more positive outlook and try to make the best of whatever remains of my day. After all, what can we ever gain in forever looking back and blaming ourselves if our lives have not turned out quite as we might have wished? [...] What is the point in worrying oneself too much about what one could or could not have done to control the course one's life took? Surely it is enough that the likes of you and me at least try to make our small contribution count for something true and worthy. And if some of us are prepared to sacrifice

much in life in order to pursue such aspirations, surely that is in itself, whatever the outcome, cause for pride and contentment.

by Kazuo Ishiguro

1. Read the extract quickly and choose the best ending for the statement.

Stevens thinks that perhaps he should stop ...

- a) talking to people he doesn't know
- b) thinking about the past so much
- c) going out in the evening.

2. Read the extract again. Correct these sentences by referring to the extract.

- 1. Lord Darlington died five years ago.
- 2. Stevens thinks that Lord Darlington made the right decisions.
- 3. The stranger is a young man.
- 4. The people on the pier aren't happy when the lights come on.
- 5. Stevens thinks that it's useful to reflect on what he could have done better in his life.

Match the highlighted words in the extract with the definitions:

- 1. a feeling of self-respect, or behaviour that shows self-respect
- 2. people who are looking for fun
- 3. the time when you are young
- 4. an important male servant in a large house
- 5. feeling pleased with your situation, and not wanting it to change or improve
- 6. not correct because it's based on wrong information or beliefs
- 7. the things you hope to achieve
- 8. support the idea that something is true, or someone is honest

Text № 12

Everybody's Tweeting

When Twitter co-founder Jack Dorsey posted his first Tweet on his newly created website even he couldn't have imagined that just a few years later over 200,000,000 people would be doing the same thing at least once a month. With the words 'just setting up my twttr', Jack launched a site that would change how we communicate forever. Twitter was originally created as a messaging system for a podcasting website, but it took on a life of its own as people realised it offered them the power to connect with millions of people instantly. Suddenly everyone had a voice, as long as it wasn't longer than 140 characters. But what are we using it for, and just how is Twitter changing the way we do things?



Oh no! I've just heard about Robin Williams - so sad. Astor, 16

1 Perhaps the greatest impact Twitter has had is on breaking news. Before Twitter, news had to get the attention of a journalist, who then had to make sure the news was accurate and true before finally broadcasting it on the radio or TV. These days anyone who happens to be in the right place at the right time with a Twitter account can post news the second it happens. With retweets it can be halfway around the world in seconds. A perfect example of this was when a US flight made an emergency landing in the Hudson River in New York City. 'There's a plane in the Hudson. I'm on the ferry going to pick up the people. Crazy' is how eyewitness Janis Krums broke the story to the world with this Tweet and a photo of the extraordinary event.

OMG I've just seen Ariana Grande down town. Can't wait for the concert tonight. Rita, 14

2 Young people have always loved to follow their pop idols, and Twitter has made it a whole lot easier. Before the Internet, teenagers used to join the fan clubs of their favourite bands and write letters to their heroes. If they were lucky, two weeks later they'd get a reply written by the club secretary. A few times a year they'd receive a magazine updating them on all the band's 'news'. Today's teenagers don't need to wait. By following their idols on Twitter they get all the news the minute it happens. They get to hear what they had for breakfast, what they did the night before, what they're thinking as they sit waiting for a plane, and what they're going to do the next day. They get to hear it directly from the bands themselves.

Save our cinema. Join us tonight 8 pm outside the mayor's house. Dexter, 17

3 Twitter allows people who think the same way to get together and do something about the things they care about. They can share information, organise campaigns and put pressure on governments and big businesses to change. It allows people to stand up to things such as cyber bullying, sexism and racism. Twitter has given the man and woman on the street the power.

1. Read these statements about Twitter. Match them with the person you think said them. Which do you think is the least trustworthy? Why?

1 a psychologist

2 a politician

3 a linguist

4 an IT expert

5 an advertising executive

a We have noticed that people use fewer abbreviations on Twitter than in texting, and tweets seem to show more creative word use.

b Young people sometimes make things public that they regret later. This can cause emotional problems and frequently a feeling of helplessness.

c We're trying to develop a system that will help people to upload multiple photos faster.

d We use social media in order to spread our key messages more efficiently.

e Twitter - quite simply the most effective way to reach our target consumers.

2. Read the sentences and write T (True), F (False), NS (Not stated):

Twitter was originally created as a messaging system for a podcasting website. T/F/NS.

Thanks to twitter we can keep in touch with our friends abroad. T/F/NS.

People should pay for Twitter. T/F/NS.

The invention of Twitter made the life of fans easier. T/F/NS.

Twitter contributes to the development of education. T/F/NS.

Twitter helps people to protect their rights. T/F/NS.

3. Complete the sentences with a right word:

1) With the words 'just setting up my twttr', Jack launched a site that would change how we study forever.

2) Unfortunately everyone had a right, as long as it wasn't longer than 140 characters.

3) These days anyone who happens to be in the right place at the right time with a Twitter account can speak about events the second it happens.

4) By admiring their idols on Twitter they get all the news the second it happens.

5) Twitter allows people who think the same way to organize the clubs and do something about the things they care about.

6) They can share information, organise clubs and put pressure on authorities and big businesses to change.

Text № 13

BECOMING AN EXPERT LANGUAGE LEARNER

Aureliano Verdi, 22, has spent much of his life studying languages for fun. He's fluent in 16 of them, including Farsi, Arabic, Lithuanian and Korean, and here he describes the five principles he uses in order to master new vocabulary quickly and effectively in any language.



Young children are often said to be the real experts when it comes to language learning. Up until the age of about seven, they are able to pick up the language they are exposed to, without the need for a teacher to explain the difference between the tenses, or between subject and object pronouns. Somehow, they just manage to get it, and they do so unconsciously, in other words without making any real effort. So perhaps it's unsurprising that so many courses, apps and language teaching materials claim to get you learning a foreign language as an adult in the same way you acquired your first language as a child. But is that feasible?

Or even desirable? Adult learners should not be underestimated. It might take a child seven years to become reasonably proficient (albeit with a restricted vocabulary), whereas an adult can reach an advanced communicative ability in one year. That might sound like a bold claim, but I am living proof, having attained

intermediate to advanced level in 16 of them – and most of those were as an adult. For me, the key to learning so many languages has been the ability to combine the unconscious methods we used as children with the conscious methods used by adults. We can achieve the best of both worlds by following my five principles, in order to become expert vocabulary learners, whatever the language.

1 _____

A language such as English has something in the region of one million words. But who knows that many? Or, more to the point, who wants to know that many? The ability to filter out what you don't need is a key skill for any language learner. If you don't do this, and you try to look up every single word in a text, well, that's like reading an entire newspaper just to get to the sports page! Don't make this mistake. Opt instead for the most useful words in a language. Focus on what's going to be of use for you. So, if you're a doctor, you might need to know that another word for 'skull' is 'cranium'. But if you're not, odds are that you can get by without knowing this word, so go for a more useful one instead!

2 _____

Identifying words to learn is key, but if you try to absorb these words out of context, you'll have a hard time fitting them all in. So what I advise is that you connect new information in your head to existing information. Let's say you already know the adjective confidential (meaning secret), and then one day you learn the multi-word verb keep something to yourself (meaning not share information): you could link these two items of vocabulary in your mind. You can think of keeping something to yourself as being what you would do with confidential information. Or the other way round: confidential information is something you would keep to yourself. The words fit together into a context like pieces of a puzzle.

3 _____

In the 1880s, German psychologist Hermann Ebbinghaus established that when we learn something, we initially retain it quite well. But over time, that memory deteriorates; Ebbinghaus termed this phenomenon the forgetting curve. But he also discovered that this tendency to forget can be combatted. If you revisit newly learnt information at time intervals, it becomes less and less easy to forget. What this means for vocabulary learners is that each day, you should take another look at the words you learnt yesterday, the day before, and the day before that. That way, they should make it into your long-term memory.

4 _____

The ancient Romans had a saying: ‘Verba volant sed scripta manent’ – ‘Spoken words fly away, but written words stay’. What they were trying to tell us is that you need to have a way of permanently recording words in order to retain them in memory. For some people, the physical act of writing something down aids their ability to remember it. Just scribbling it on the back of an envelope isn’t enough – it’s got to be in a place where you’ll be able to access it later, maybe on your phone or in a notebook.

5 _____

Of course, having the words in your head so that you can think about them isn’t enough – you need to say them. But just saying them to yourself isn’t enough either, according to Boucher and Lafleur, two researchers at the University of Montreal. To effectively memorise new words, you’ve got to repeat them out loud to another person. When you’ve read a text and found some words to learn, try to summarise for a friend what you’ve read, making sure to incorporate the new words into your conversation. If you’re a learner of English yourself, why not try it with this text? So, there you have it: the five principles which I have followed to learn several languages to a pretty decent level. But hey – there’s nothing special about me. You can do it too!

1. Complete the blog post by putting the headings in the correct places (1–5).

Storage Use Association Selection Review

2. Find words in the text which mean:

1 learn completely (introduction)

2 realistic (introduction)

3 achieved (introduction)

4 select (paragraph 1)

5 gets worse (paragraph 3)

6 continue to keep (paragraph 4)

7 writing quickly and without care (paragraph 4)

8 make one thing become part of something else (paragraph 5)

3. Decide what point Aureliano was making about effective language learning when he mentioned the following:

1 children aged up to seven

2 his own success as a language learner

3 the sports page of a newspaper

4 the forgetting curve

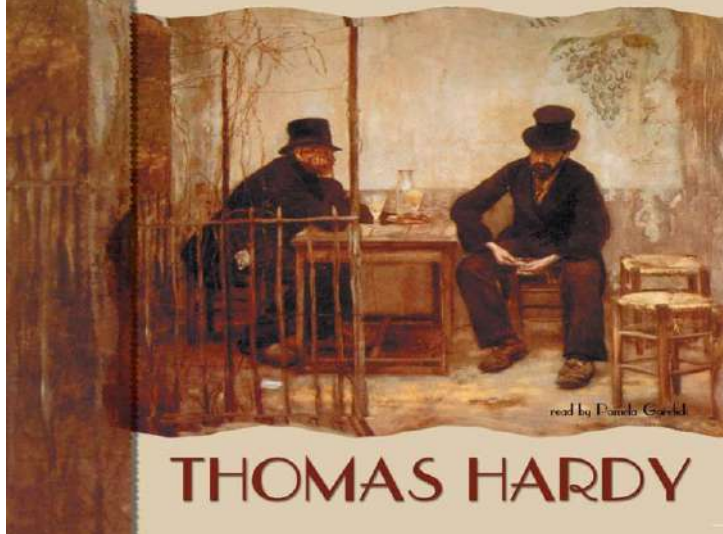
5 an envelope

6 Boucher and Lafleur’s research

Text № 14

Looking for work

THE MAYOR OF CASTERBRIDGE



A man and a woman carrying a little girl in her arms slowly approached the village of Weydon-Priors on foot. It was a late summer evening and the man hoped to find work in the surrounding farms. England and in the early part of the nineteenth century a young man could always find work if he was prepared to look for it.

The man, Michael Henchard, was young and tall, he had a rather serious-looking face and he was very suntanned from long hours spent working in the fields. His wife, Susan, was also young and her face might once have been attractive, but it now had the bitter look of a woman who had been badly treated by life. Although they walked side by

side and they were clearly a small family, there was no sense of closeness or fondness between them. He was reading something on a sheet of paper and he seemed almost not to notice her. She, having nothing to say to him, spoke quietly and softly to her little daughter.

* * *

As they got closer and closer to the village, they heard the sounds of a fair. They walked towards it and came across a number of large square tents, which were selling different kinds of food and drink. Hungry after their long walk, they decided to eat something and went into one of the tents. Inside they found people sitting at long, narrow tables that went along each side of the tent. In the middle was a red-faced woman who was serving 'furmity' from a big pot over a fire. This was a hot mixture of corn, milk, raisins and other ingredients. The young woman ordered three bowls of furmity and they sat down to eat.

Despite being hungry, Michael Henchard did not like the mixture and wished it was a glass of beer instead. As he was thinking this, he noticed that, for a little extra money, the old woman added alcohol to the furmity of some of the others in the tent. She poured it quickly and quietly from a bottle, which she kept under the table. So he passed his bowl to her and, with a little nod and a smile, she added some alcohol to his too. Now he found the furmity a much tastier mixture. In fact, it was so tasty that he soon asked for more.

After the first bowl he felt relaxed and with the second he was sharing amusing stories with other men in the tent. The third made him a little aggressive and with the fourth he was looking for trouble. The young woman saw, too late, that it was going to be difficult to change her husband's mood. Their little daughter, who had been quiet up to that point, was now tired and beginning to complain. 'Michael, it's time to leave. We have to find a place to spend the night,' she reminded him, trying to pull him away from the table.

* * *

But Henchard was not listening to her. The conversation amongst the men had turned to the high ideals of youth and the low realities of later life. 'I got married when I was eighteen, like a fool,' said Henchard, with bitterness. 'I could have been someone important – I could have made my fortune. But instead, here I am, with only fifteen shillings in my pocket and two extra mouths to feed.' It was getting late and outside the tent the fair was coming to an end. The shouts of men wanting to sell their last few animals could be heard. 'Who'll take this last horse?' shouted one man. 'She's a fine animal, just a little over five years old, but there's nothing wrong with her at all. Who'll give me forty shillings for her? You won't get a better price than that.'

* * *

Hearing these shouts from inside the tent, Henchard said in a loud voice, 'Those men out there

get rid of their horses when they don't want them. Why can't we do that with our wives too?' One or two men laughed. 'I wouldn't be surprised if there was someone who would buy your wife from you. She looks like a fine woman,' said one of them. Now was a good time to stop this joke: to continue with it would not be sensible. But Henchard was in no mood to be sensible. 'Well, here's your chance. What will you offer me for this rare beauty?' he said, pointing at Susan. 'Michael, you have said things like this before, but this joke is no longer funny,' said the young woman. 'I know I've said it before and I meant it. All I want is a buyer,' he replied. Raising his voice he said, 'Well, is anyone interested? If you are, now's your chance.' Again there were a few laughs. Susan begged him to leave the tent, 'Come on Michael, it's getting dark and I've had enough of this nonsense. If you don't come now, I will leave without you.' But Henchard did not move; it was almost as if he didn't hear her. This time his voice was even louder, 'This woman is no good to me. Who among you will buy her?'
from "The Mayor of Casterbridge" by Thomas Hardy

1. Read the sentences and write T (true), F (false), or ? (the answer isn't in the text).

- 1) Susan doesn't know that the woman is putting alcohol into Henchard's furmity.
- 2) Henchard starts by asking a higher price for Susan.
- 3) Henchard has been married to Susan for three years when he sells her.
- 4) Susan and Elizabeth-Jane walk to Casterbridge.
- 5) An old friend tells Susan where Henchard is.
- 6) There are only men at the dinner.

2. Answer the questions.

- 1) Why is Susan surprised when she sees Henchard again?

2) What do the people in Casterbridge know about Henchard's past?

- 3) What change is Henchard going to make to his business?

3. Choose the right answers for A, B or C:

1. From the first paragraph we knew that
A man and a woman were looking for a new house
There was a terrible weather
The man was looking for a job.

2. From the second paragraph we get information about
- the financial state of the family
- their appearance
- their relations with relatives

3. From the third paragraph we knew that furmity is
- a kind of food
- an illness
- a remedy

4. Why the woman was made to persuade her husbands to leave the tent?

- because she wanted to do some shopping
- because their daughter became naughty

- because they promised to visit some friends

5. What the main information we knew from the chapter?

- a poor family was looking for their relatives
- a poor family was looking for a better life
- the husband and the wife were going to divorce.

Text № 15

Our undiscovered world

Over the centuries, we have discovered more and more about our world, and it's easy to think that everything that could be discovered already has been. But that's not true - the world holds many more secrets, secrets that are waiting to be revealed. Here we discuss five places that have yet to be opened up completely.

Caves

Deep, dark, cold and often uninhabitable: caves remain one of the least explored and least documented places on Earth. The deepest known cave in the world is Voronya Cave in the central Asian country of Georgia, which is so inaccessible and inhospitable that very little is known about it. The exact number of caves on Earth is yet to be determined. Caving is a very popular activity in Europe, Australia, and the United States, so most of the caves currently documented are from those parts of the world. However, thousands of caves are also thought to exist in China. Most of these remain unexplored.

The Mariana Trench

The deepest and darkest place in the ocean is the 11,000-metre-deep Mariana Trench. Due to freezing temperatures and immense water pressure, the deep ocean is totally hostile to humans. Although technological advances have led to the discovery of many new varieties of deep-sea creature on the ocean floor, there is a lot more to be learnt. In fact only 2% of the ocean floor has been explored. More is known about our solar system than about our oceans. But of course, as further studies are conducted, we will understand more about life in harsh ocean conditions.



The Amazon rainforest

The Amazon rainforest is said to comprise around 50% of all of the rainforests in the world. Its vast biodiversity supports a huge number of species of plants, and over 2.000 species of birds and mammals are known to live there. Interest in its climate and resources has resulted in many large exploratory expeditions. However, due to its inaccessibility, full exploration of the region has been almost impossible. Up to now, something in the region of 2.5 million insect species and 400.000 plant species have been officially

documented, but tens of thousands more are believed to live there, waiting to be found.

Greenland

About 81% of Greenland is covered in ice, so it is almost completely unpopulated and the relatively small number of people who do live there tend to live only on the ice-free coast. Greenland has only been explored to a limited extent, as the climate is quite unsuitable for human life. Although research expeditions are currently being carried out in the northern parts of the country, the most interesting research in Greenland might tell us more about the past than the present. Tubes of ice have been drilled out of the deepest ancient ice, giving scientists a record of the Earth's environment that goes back thousands of years.



Deserts

Although we know where all the Earth's deserts are, they are among the most unwelcoming environments for human beings, so very few explorations have been conducted. It is virtually impossible to survive long periods of time in the desert, and consequently desert explorations have frequently had tragic outcomes - many people are known to have died on such expeditions. It's unclear whether anything of particular interest would be uncovered by further investigations into deserts, although

there are animal and plant species there which are distinctive because they have developed to survive very high temperatures and with very little water.

1. Read the article and answer the questions:

1 Why has the Voronya Cave not been completely explored?

2 Why is more known about the caves in Europe, the USA and Australia than those in other parts of the world?

3 For what two reasons is the deep ocean difficult for people to explore?

4 How much of the ocean floor remains unexplored?

5 Why is the Amazon rainforest of such great interest to biologists?

- 6 What can exploration of Greenland help with?
- 7 What are the 'tragic outcomes' of some desert expeditions?
- 8 What's special about the animals and plants that exist in deserts?

2. Find the right endings for the sentences:

Voronya Cave in the central Asian country is

- inaccessible and inhospitable
- isn't explored enough
- attracts a lot of tourists

2. The caves currently documented are from

- Antarctica
- Europe, Australia and the United States
- Australia and South America

3. We will understand more about life in harsh ocean conditions if we

- will study this topic better
- will protect marine life
- will get the support from authorities

Full exploration of Amazon rainforests has been almost impossible due to

- to its inaccessibility
- to the lack of the financial support
- to the lack of scientists

5. Greenland has only been explored to a limited extent as

- it is n't interesting for scientists
- the climate is quite unsuitable for human life
- the flora and fauna of the island is in danger

6. Deserts are among the most unwelcoming environments for human beings, so

- people use special transport
- very few explorations have been conducted
- scientists decide not to explore them

3. What type of text is it?

a story

a scientific article

an advertisement

Use this text to make a cluster:

Broken texts

Text № 1

BIG DATA

Keeping The Wheels Of Business Turning

These findings are from the **UK & Ireland** results of the 2012 IBM and Saïd Business School study 'Analytics: the real world use of big data'. They give insight into how companies use big data, from levels of engagement to the sources of information, for a better understanding of today's market.

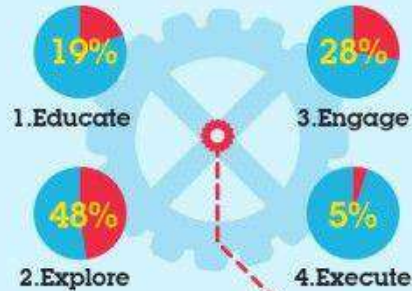
More companies are recognising the competitive advantage associated with Big Data:

2010*
34%

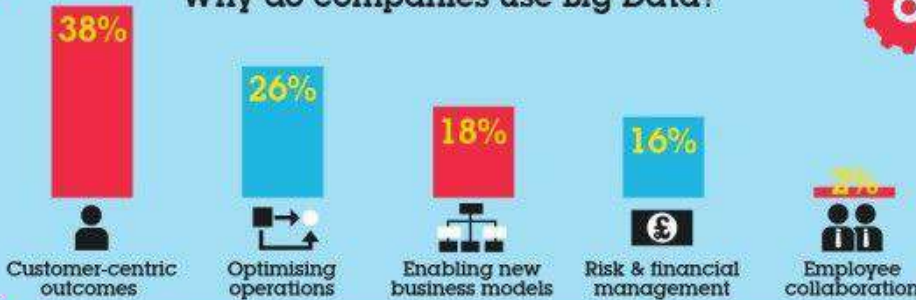
of UKI respondents agreed

2012
63%

There are four stages of Big Data, let's track where companies are:



Why do companies use Big Data?



Only **5%** of UKI companies are using Big Data in the fullest sense, whilst almost **70%** of businesses are still operating within the first two stages.

Where do people gather their data?



41% of UKI companies cite a **lack of understanding** of how to use big data to impact business as the no.1 reason for not engaging with it.

IBM

*Data taken from 2010 dataset © Massachusetts Institutes of Technology

- Where can we find this kind of text?
 - in a school magazine
 - in a business journal

- in a medical leaflet

2. What is the aim of the poster?

- show the readers how business companies use the internet
- provide the information about the use of the resource the big data in business
- attract the readers attention to the problems of the environment


3. Read the sentences and write T (True), F (false), NS (Not Stated):

- 1) There is a significant increase of success of the Big Data during the last 2 years. T/F/NS.
- 2) There are five stages of Big Data. T/F/NS.
- 3) Companies use Big data to find new contacts abroad. T/F/NS.
- 4) Big Data is useful when it is necessary to help companies which went bust. T/F/NS.
- 5) Only 5 % of companies use Big Data in the fullest sense. T/F/NS.
- 6) Almost all companies have a good understanding how to use Big Data efficiently. T/F/NS.
- 7) Companies should pay for the use of Big Data. T/F/NS.

Text № 2

WORKER FATIGUE

COSTLY COMPANY KILLER



AN ESTIMATED 40 PERCENT OF U.S. WORKERS WILL EXPERIENCE WORKER FATIGUE IN THE NEAR FUTURE

SYMPTOMS

- WEARINESS
- TIREDNESS
- LACK OF ENERGY
- DEPRESSION

4.1 HOURS on average per week are lost due to fatigue

\$136.4 BILLION Research estimated that workers with fatigue cost U.S. employers per year in health-related Lost Productive Time

Percent of American Workers That Report Fatigue

Status	Percentage
Affected	38
Unaffected	62

Hours Awake similar to Drinking alcohol

Blood Alcohol Equivalent	Hours Awake
.15%	24 hrs
.1%	21 hrs
.05%	15 hrs

Percent of Workers That Get Enough Sleep

Status	Percentage
Affected	33
Unaffected	67

PREVENTION TIPS TO COMBAT FATIGUE

- KEEP THE LIGHTS TURNED ON. MAKE SURE THE LIGHTS ARE ON ALL THE WAY. DIM LIGHTING WILL INCREASE YOUR FATIGUE WHILE A BRIGHTLY LIT ROOM WILL HELP YOU STAY ALERT.**
- TURN THE HEAT DOWN. A LITTLE CHILL IN THE ROOM WILL WORK WONDERS TO KEEP YOU AWAKE. WHEN YOUR BODY IS WARM IT NATURALLY BEGINS TO FEEL SLEEPY.**
- GET UP AND MOVE AROUND. SITTING IN A CHAIR OR DOING ONE TASK ALL DAY WILL MAKE YOU FEEL EVEN MORE TIRED THAN YOU ALREADY ARE.**
- EAT BUT DON'T OVER EAT. SOME FRESH FRUIT OR A LIGHT SNACK WILL HELP BOOST YOUR ENERGY WITHOUT GIVING YOU THE GROGGY FULL FEELING OF A LARGE MEAL.**
- AVOID DRINKING CAFFEINE. WHILE IT WILL MAKE YOU AWAKE AND ALERT FOR A SHORT TIME, BUT SHORT LIVED AND YOU WILL BE MORE TIRED THAN BEFORE.**
- IF YOU HAVE WINDOWS IN YOUR OFFICE OPEN THEM. THE FRESH AIR AND NATURAL SUNLIGHT ARE GREAT STIMULANTS. WILL INSTANTLY BOOSTING MOOD AND ENERGY**

DESIGN BY ANDY RAMON • WWW.ANDYDESIGNER.COM

1. What is the main aim of this poster?
 provide the information how to improve relations on work

inform readers about the negative impact of fatigue and how to prevent it
explain the rules of a healthy lifestyle

2. Who is the target reader of this text?

students

workers

teachers

politicians

3. Read the sentences and correct the mistakes:

There are 4 main symptoms of fatigue: weariness, tiredness, lack of appetite and depression

Researchers estimate that workers with fatigue cost U.K. employers 135.4 billion dollars per year.

- To prevent fatigue you should keep the light dim.
- Some fresh fruit or a light snack will help boost your mood.
- If you keep the window shut in your office the fresh air and natural sunlight will be good stimulants.
- 4.1 hours of work per month are lost due to the fatigue.
- Avoid drinking tea while it will make you awake for a short period of time.

4. What the main conclusion we can make:

employers should raise the salary

we should avoid extreme fatigue because it may cause problems at work

companies should pay attention to the schycological health of workers.

business companies should provide comfortable conditions for workers.

Text № 3

8 TOP TIPS TO BOOST YOUR LEARNING

SPACED REPETITION

Break up and distribute your study rather than doing it in a single block.

EXERCISE

Beyond general fitness, break up your study with light, regular exercise.



RETRIEVE

Actively recall your memories through tests and/or reflective conversations.



SLEEP

Invest in regular sleep to strengthen & consolidate memories.



FOCUS

Focus your attention for up to 25 minutes followed by a break.



CONTEXT

Vary your environment rather than sticking to the same study setting.



METACOGNITION

Keep learning about learning, know your strengths & embrace a 'growth mindset'.



MENTAL MODELS

Start with the big picture to create a framework before filling in the detail.



your incredible brain

an infographic by *arun* | www.YourIncredibleBrain.com

1. What is the main aim of this text?
 - a) inform the readers about difficulties with studying
 - b) give useful advice on the improvement of studying
 - c) offer some ideas about future career.

2. Where can you find this kind of text?

- a) in a newspaper
- b) in an educational journal
- c) in a travel brochure

3. Read the sentences and write T (True), F (False), NS (Not Stated):

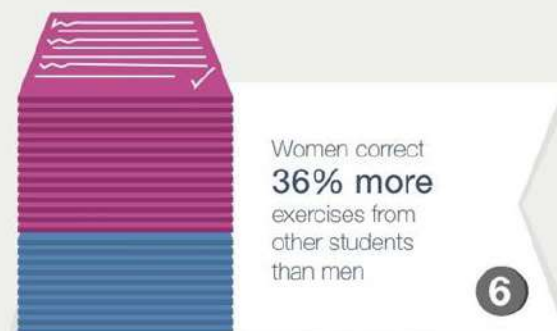
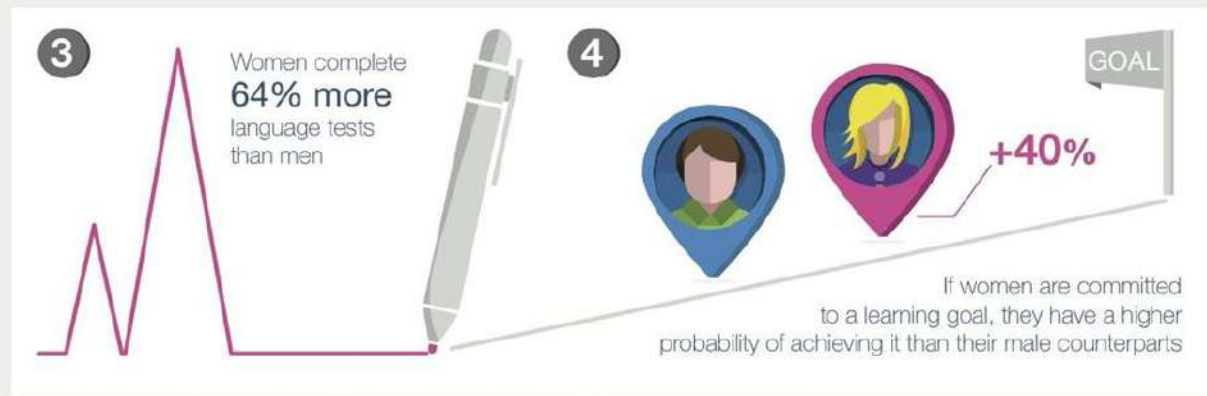
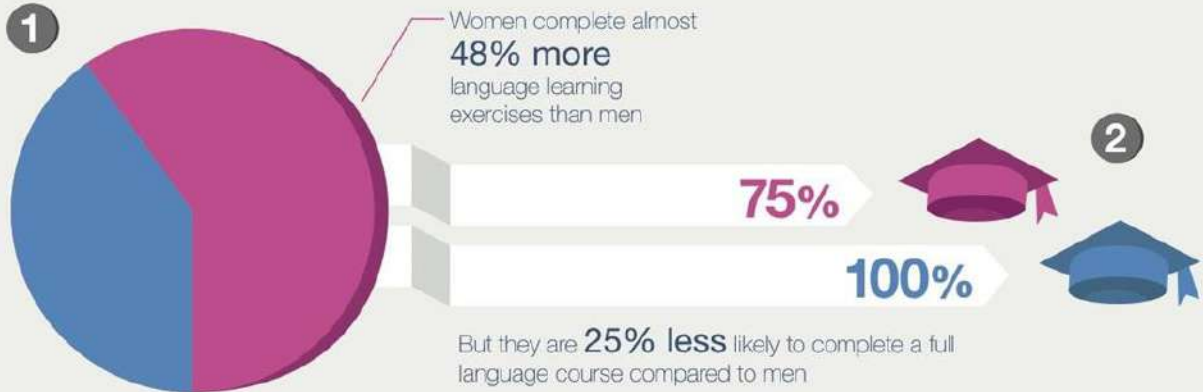
- 1. If you want to improve your memory you should sleep enough. T/F/NS.
- 2. If you want to boost your learning find a partner to study together. T/F/NS.
- 3. You should make breaks every 25 minutes. T/F/NS.
- 4. You should attend a swimming pool, because it will help you to be more productive. T/F/NS.
- 5. Participation in speaking lessons and tests will help you not to forget things you learnt. T/F/NS.
- 6. You should write a strict plan for your studies and follow it. T/F/NS.
- 7. You shouldn't change your place of study because it will cause the lost of concentration. T/F/NS.

4. Make an alternative cluster “How to boost your learning” using your experience.

Text № 4

» HOW *Women* LEARN LANGUAGES «

BUSUU REVEALS **7** DIFFERENCES BETWEEN WOMEN AND MEN



busuu
 busuu is the world's largest social network for language learning! Join over 35 million users and start learning a language today! Register for free on www.busuu.com

1. Read the poster and correct the mistakes in sentences:

- 1) Women complete almost 58 % more language learning exercises than men.
- 2) Women 25 % more likely to complete a full language course compared to men.
- 3) If women are committed to a learning goal, they have a higher chance of achieving it than their male counterparts.
- 4) Women communicate 6 times more with native speakers than men.
- 5) Women are 75 % more likely to reward themselves for their learning progress.
- 6) Women correct 46 % more exercises from other classmates than men.
- 7) Women complete 64 % more listening exercises than men.

2. Where can we find this text?

- in medical leaflet
- in a history journal
- in an educational magazine
- in a coursebook

3. What is the main purpose of this text?

- show how men and women are different in terms of career
- prove that women are more successful in learning languages
- compare women and men leisure activities
- explain the readers why men are more successful in business.

4. What conclusion we may draw from this text?

- the women success in learning languages is based on their stamina
- women are luckier because they are more intelligent than men
- women obtain better results in languages because they are more diligent.
- men are concentrated more on business than on studying.

Text № 5

The New Path Forward

Creating Compelling Career Paths
for Employees and Organizations



Today's careers fail
employers and employees.

Only 30% of employees are
satisfied with their future
career opportunities at
their organizations.



Employees stay in role 30%
longer, and 46% of transitioning
leaders underperform.



73% of heads of HR do not plan
to add management layers back
into the organization in the
next 5 years.

Organizational delayering has
decreased the number of promotion
opportunities, limiting vertical
career growth.



Almost 66% of organizations
will face an internal skills shortage
in the next 3-5 years.



7 out of 10 CHROs have not yet implemented
a growth-based career strategy.

Organizations must shift from
a promotion-based to a
growth-based culture that
benefits both the organization
and employees.



Growth-based culture
can improve employee
engagement (+30%)
and reduce the
likelihood of an
internal skill
shortage (~20%).

TO SHIFT FROM A PROMOTION-BASED TO A GROWTH-BASED CULTURE



- ✓ Design careers around experiences.
- ✓ Motivate employees with employability.
(Make them more valuable internally and externally.)
- ✓ Use push marketing strategies to build awareness
of internal opportunities.
- ✓ Create a talent brokerage for managers to share talent.

Register for an upcoming CEB Corporate Leadership Council™ event
to learn more about creating a growth-based culture.

In-Person Meeting: ceburl.com/1kmj

Webinar: ceburl.com/1kmk

1. Who is a target reader of the poster?
students
employers

politicians
scientists

2. Mark (□) the purposes of this poster:

to show that employees get less interested in the career _
involve financial support in business from the government _
attract the public attention to the problems of employability _
prove that employees who got the education abroad are more successful. _
invite the target audience to a meeting _
to inform about leisure activities for employees. _
to show that we should refuse promotion-based culture and opt for growth-based culture in
business. _

Complete the sentences with a correct word:

- Almost 66 % of (companies/enterprises/organisations) with will face an internet skills of
transitioning leaders underperform.
Organizational delayering has (improved/decreased/spoiled) the number of promotion opportunities,
limiting vertical career growth
Organizations must (change/opt for/shift) from a promotion-based to a growth-based culture that
benefits both the organization and the employees.
Growth-based culture can (develop/improve/change) employee engagement and reduce the
likelihood of an internal skill shortage.
73 % of heads of HR do not plan to (add/exclude/delay) management layers back into the
organization in the next 5 years.

Text № 6

TEACHERS EMBRACE DIGITAL RESOURCES TO PROPEL LEARNING

74% of Teachers Say

"Educational Technology is a Student-Motivator"

More than **two-thirds** of teachers want more classroom technology



And up to **75%** of teachers in low-income schools



Most beneficial uses of tablets and e-readers for teaching

71% Educational applications

64% Educational websites

60% Educational e-books/textbooks

Benefits of Educational Technology

74% Reinforce and expand content

74% Motivate students to learn

73% Respond to a variety of learning

69% "Do much more than ever before" for my students

65% Demonstrate something I can't show in any other way

Available Technologies in the Classroom

90% Personal computer or PC

59% Interactive Whiteboards

36% Handhelds (including cell phones, smart phones)

35% Tablets/electronic readers

Most Commonly Used Tech Resources

48% Online lesson plans

45% Web-based interactive games and activities

44% Websites to deliver class information

43% Online video, images and articles

Study Methodology

The survey spanned 503 web-based interviews with US pre-K-12 teachers. The survey was conducted January 15-20, 2013, by VeraQuest, Inc. and has a margin of error of +/- 4.4% at a 95% confidence level.

More than **one-third** of teachers said they use a tablet or e-reader in their classroom, up from **20%** a year ago.



PBS LearningMedia™

pbslearningmedia.org

1. Where can you find this poster?

in a business journal
in an educational magazine
in a travel brochure
in a coursebook

What can we learn from the poster? Tick the correct sentences.

- a) There are five main benefits of Educational technologies. ____
- b) The majority of teachers want more classroom technology. ____
- c) Among most used resources tech resources there are online webinars for teachers. ____
- d) Teachers say that current educational technology doesn't correspond to social needs. ____
- e) From the poster we can see what are the most beneficial uses of tablets and e-readers. ____
- f) Pupils use educational resources more often than students. ____
- g) We can learn what technologies are available in the classroom. ____

3. What conclusion can we draw from this poster?

The importance of educational technology is growing.

Teachers don't want to use modern educational technologies because they have a negative impact on physiological health of students.

The use of educational technology is expensive

Technology can be used only in High schools

Text № 7

THE 6,000 HOUR LEARNING GAP

By the time they reach 6th grade, middle class kids have likely spent **6,000** more hours learning than kids born into poverty.

Jack's family has the means to help him explore all kinds of learning opportunities.

Mike was born into poverty, with fewer chances at every turn to discover and grow.

220 HOURS PARENTS
That's how much more time Jack's family members are likely to have spent reading to him, compared to Mike's.

1,395 HOURS PRE-SCHOOL
That's the difference between having and not having Pre-K education, which kids like Mike access at significantly lower levels.

3,060 HOURS AFTER-SCHOOL & EXTRA-CURRICULARS
Kids like Mike lose more ground in grade school. They're significantly less likely to be able to enroll in enriching activities.

1,080 HOURS SUMMER LEARNING
Children like Jack are eight times more likely than Mike to enjoy camp or another summer learning opportunity.

245 HOURS FIELD TRIPS
That's how much more time Jack has likely spent than Mike visiting zoos, museums or other such places during summers.

6,000 HOURS DIFFERENCE BY THE 6TH GRADE.
Learning time is a resource that is unequally distributed, and disadvantaged students suffer the consequences. While middle class children learn to read, create, persist and problem-solve at home and through after-school and summer experiences, parents stressed by poverty are far less likely to be able to ensure those opportunities for their children.



SOURCES: Hofferth and Sandberg (2000) / Bureau of Labor Statistics (2012) / Barnett and Nores (2012) / Barnett, et al. (2012) / Wimer, et al. (2002); Afterschool Alliance (2013) / Gutiérrez, K. D., et al. (2010) / Wimer, et al. (2006) / McLaughlin & Pitcock (2009) / Meyer, D., et al. (2004) / Institute of Museum and Library Services (2008) / Balfanz, R. (2009) / PBS Frontline, (2012)



What is the main problem that is explained in this poster?
- the mental difference between children from different countries

- the difference of educational level between rich and poor children
- the problems which poor people face when they begin studying

2. Read the poster and write T (True), F (False), NS (Not stated):

- a) Jack's parents spent much more time reading to his son than Mike's parents. _____
- b) Mike received a good pre-school education. _____
- c) Jack attended football after school. _____
- d) Summer learning opportunities are equal for children from poor and rich families. _____
- e) Jack visited museums, zoos more often during the summer. _____
- f) Children from poor families have less opportunities because their parents are under the stress of poverty. _____
- g) Jack parents hired professional teachers for his son. _____

3. What conclusion can we draw from this poster?

poor and rich children are equal in terms of education.

children from rich families have more opportunities to receive a good education.

children from poor families are not interested in education

children from poor and rich families study separately.



GOALS & OBJECTIVES

Define your goals and objectives. What do you want to achieve from Digital Marketing?



MEASURE

See what all works well for your campaigns. Plan for improvement. Revise your strategy if needed!



IDENTIFY YOUR CUSTOMERS

Do proper research to find out your customers and audience



IDENTIFY YOUR COMPETITORS

Perform research to find out your competitors. Figure out what's their strategy towards digital presence?



E-MAIL MARKETING

- Grow your contact list
- Compose great emails
- Create a schedule

Measure the above. See what works, keep doing better. If something isn't working, plan an alternative approach.



MOBILE MARKETING

- Define the goals
- Choose right platforms

Measure the above. See what works, keep doing better. If something isn't working, plan an alternative approach.



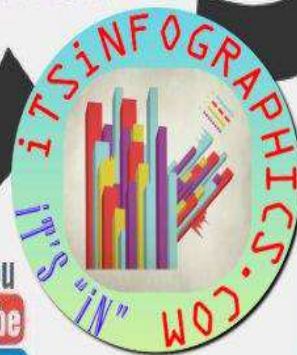
CONTENT MARKETING

Blogging, Infographics, Press Releases, Forums, Articles, Videos, Podcasting, Webinars, Documents, LinkedIn & Guest Blogging

Measure the above. See what works, keep doing better. If something isn't working, plan an alternative approach.



DIGITAL MARKETING STRATEGY



SOCIAL MEDIA

- Select appropriate channel
- Plan and optimize your social content

Measure the above. See what works, keep doing better. If something isn't working, plan an alternative approach.



DECIDE THE ROLE

Assign the role and decide who will be responsible for which tasks. **Skill set** is the key factor.



SEO & SEM

- Perform Keyword Research
- SEO - On Page and Off Page
- Paid Search Ads
- Paid Search Advertisement
- Pay Per Click (PPC)

Measure the above. See what works, keep doing better. If something isn't working, plan an alternative approach.

LITERACY IN INDIA

"Literacy is a bridge from misery to hope" - Kofi Annan

Literacy rate in India jumped by 10% in a decade!

More than 1/3rd of households in India have at least 4 literate members above the age of 7

LITERACY

in 2001






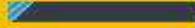
38.42% (9.56 crore) have at least 4 literate members while 9.74% (2.42 crore) do not have even 1 literate member.

in 2014

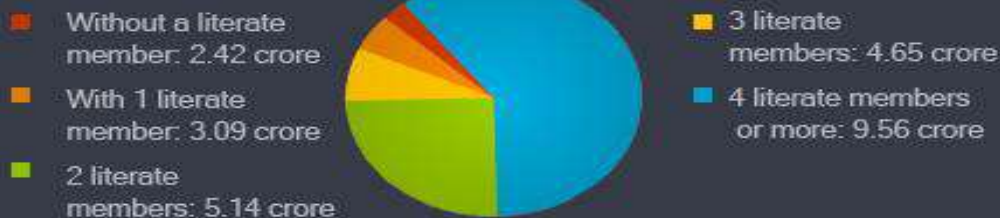
35.28% of the households had at least four literate members and 14.4% had nonliteracy rate of people aged 7 years and above was 64.84%

Literacy rate of people aged 7 years and above is 74%

But, India has the highest population of illiterate adults in the world-287 million

- Rural areas  68%
- Urban areas  84%
- Least literate state-Bihar  (63.82%)
- Most literate state-Tripura  (94.65%)
- The state with maximum number of households without a literate member - Bihar  33.59 lakh (17.79%)
- The state with minimum number of households without a literate member - Kerala  1.21 lakh or 1.6%

Total no. of households: 24.88 crore



Steps taken by Government of India to improve literacy rate

- Launch of schemes such as Sarva Shiksha Abhiyan.
- Setting up new school and colleges at district and state levels.
- Committees formed to ensure proper utilization of funds allotted to improve literacy rate.

1. Where can you find this poster?

- in a medical brochure
- in a business magazine
- in a coursebook
- in a scientific journal

2. Read the sentences and find the right ending for the them:

- a) Literacy rate in India jumped by
 - 15 per cent in a year
 - 10 per cent in a decade
 - 20 per cent in a month

- b) More than 1/3d of households in India have at least
 - five literate members above the age of eight
 - six illiterate members above the age of seven
 - four literate members above the age of seven

- c) India has the highest population
 - of illiterate adults in the world
 - of clever students in the world
 - of single men in the world

The state with maximum number of households without a literate member is

- Tripura
- Bihar
- Kerala

3. What conclusion can we draw from this poster?

Population in India is the most literate in the world

Although the situation with literacy in India improves this country has the biggest number of illiterate adults in the world.

Only rich people in India are literate

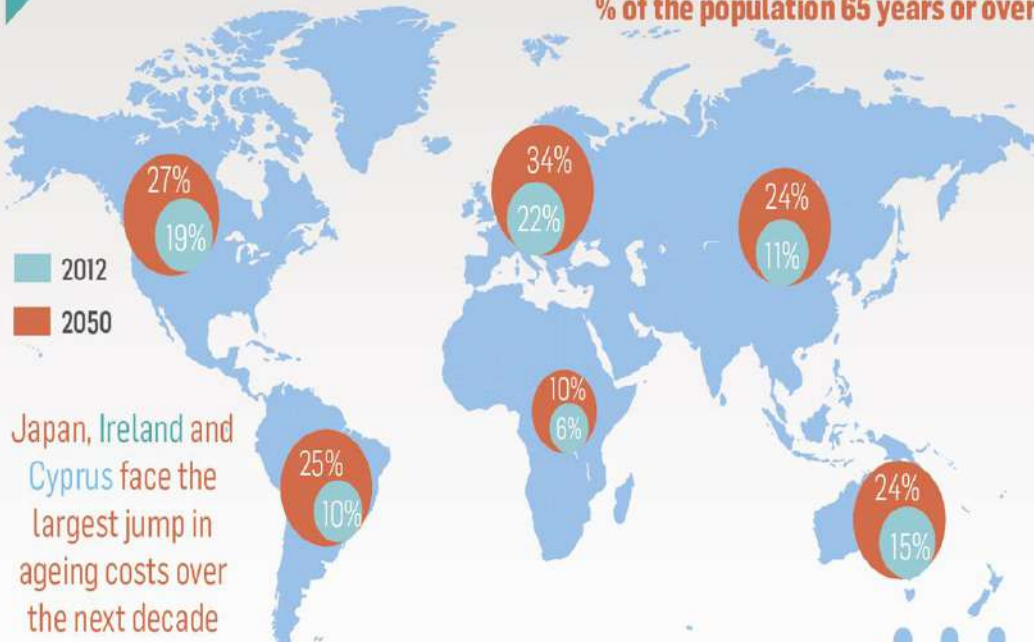
Text № 10

THE WORLD'S AGEING POPULATION

% of the population 65 years or over

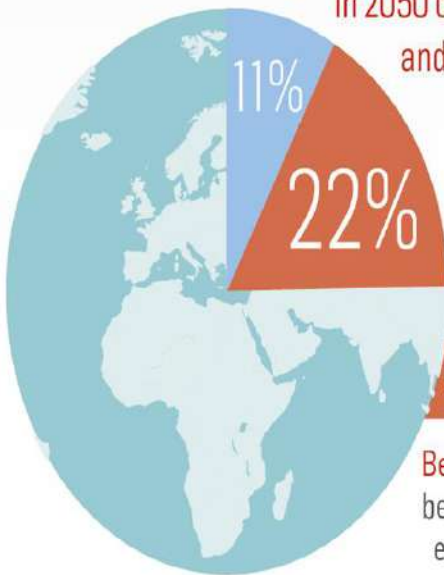
% of over 50's in overall population

2006 2011 2016



Japan, Ireland and Cyprus face the largest jump in ageing costs over the next decade

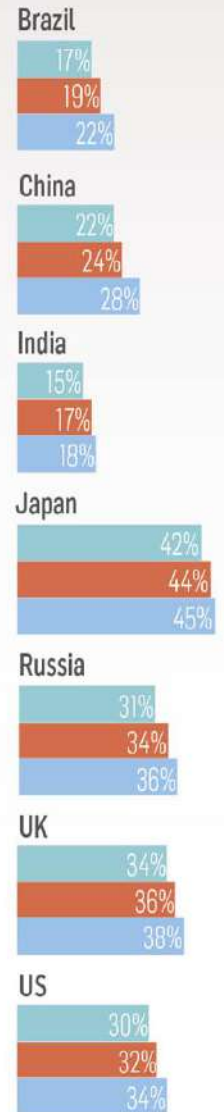
In 2050 one person in three will be over 65 and one person in ten will be over 80



2012 - 11% of the world's 6.9bn people are over 60

2050 - 22% of the world's 9bn people will be over 60

Between now and 2050 the fiscal burden of the crisis will be 10% of the ageing-related costs. The other 90% will be extra spending on pensions, health and long-term care



1. Where we can find this poster?

- a) in a newspaper
- b) in a coursebook
- c) in a travel brochure
- d) in a fashion magazine

2. Read the sentences and correct the mistakes:

- a) Japan, Ireland and Cyprus suffer from the largest jump in ageing costs over the next year.
- b) In 2050 one person in five will be over 60 and one person in nine will be over 80.
- c) Between now and 2050 the fiscal burden of the crisis will be twenty per cent of the ageing-related costs. The other will be 90 % will be extra spending on salaries, health and long-term care.
- d) In China the overall population of over 50's is 28 %.
- e) In UK the overall population of over 50's is 60 %.

3. What is the main idea of this poster?

- give information about the health of the population in the world
- explain why there are more old people now in the world than before
- inform target readers that the number of old people increase
- offer the possibilities to improve the system of medical care in the world

Text № 11

INFOGRAPHIC



Teen Health

THE DANGERS OF SOCIAL MEDIA

"TEENS WHO SPEND FIVE OR MORE HOURS A DAY ON THEIR DEVICES ARE 71 PERCENT MORE LIKELY TO HAVE ONE RISK FACTOR FOR SUICIDE."

~ LULU GARCIA-NAVARRO



Social Media transformed traditional methods of communication with negative results for teen girls.



PEOPLE RELY ON SOCIAL MEDIA TO FEEL VALIDATED ABOUT THEIR LIVES.



87%
of teenage girls in 2015 used social media every day.



Girls were 14% more likely to suffer from depression than those who used social media less frequently.



From 2009-2015, use of mobile electronic devices, for 5+ hours per day, doubled from 8%-19%.

Teens impacted were 70% more likely to have suicidal thoughts or actions than their peers who reported 1 hour of device use daily.



SCAN HERE FOR MORE DETAILS!



1. What is the main aim of this poster?
 - a) engage teenagers into social nets
 - b) prevent teenagers from spending too much time using social nets
 - c) inform teenagers about the possibilities for successful studying with internet resources

2. Read the sentences and write T (True), F (False), NS (Not Stated):

- a) Teens who spend five or more hours a day on their devices are happier than their contemporaries.
- b) People rely on social media to feel validated about their lives.
- c) Housewives use social media every day.
- d) Girls who use social nets less frequently are more successful.
- e) From 2009 to 2015, use of mobile electronic devices for 5 + hours a day, doubled.
- f) Teens who often use social nets have a more successful private life.
- g) Overuse of social nets have a negative impact on teenagers self-esteem.

3. What conclusion can we draw from this poster?

teenagers should use the social nets only for studying

teenagers should use social nets less because it is dangerous for mental health

social nets should be prohibited

teenagers should pay for the use of social nets

Text № 12

Customer views of their water & sewerage services England & Wales 2015



Satisfaction with services

Remains very high.



Value for money

Is at a five year high.



Maintenance of water pipes...

Most homeowners know it's their responsibility.

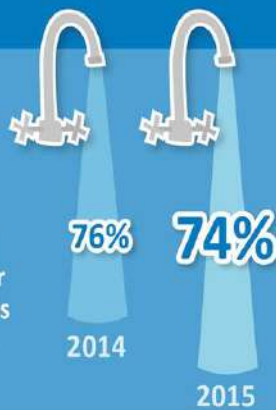


Householder responsible

79% 72% 2014

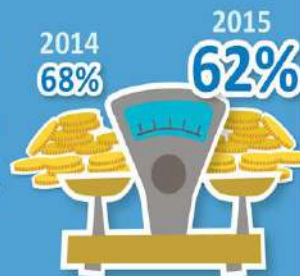
Affordable bills

Slightly fewer customers feel that their water & sewerage bills are affordable.



Fairness of bills

And fewer customers think their charges are fair.



...and sewer pipes

A third of homeowners know that their sewerage company is responsible for shared sewer pipes.

water/sewerage company responsible
34% 33% 2014

Results based on a sample size of 5,964 customers of 23 water/water & sewerage companies in England & Wales.

Research conducted by djsresearch.co.uk



1. Where can we find this poster?

- in a newspaper
- in a school magazine
- in a scientific journal
- in a business brochure

2. Read the sentences and write T (true), F (False), NS (Not Stated):

- a) People are completely satisfied with water and sewerage services. T/F/NS.
- b) Maintenance of waterpipes is the responsibility of the government. T/F/NS.
- c) Fewer customers think their charges are fair. T/F/NS.
- d) More customers think that they began to pay more. T/F/NS.
- e) Sewerage and water companies became more responsible. T/F/NS.
- f) People with a low income pay only for water and they don't pay for sewerage. T/F/NS.
- g) Householders became are more responsible for the maintenance of their pipes T/F/NS.

3. What conclusion can we draw?

people should waste less water

water sewerage companies became more trustworthy

the bills for water and sewerage have increases

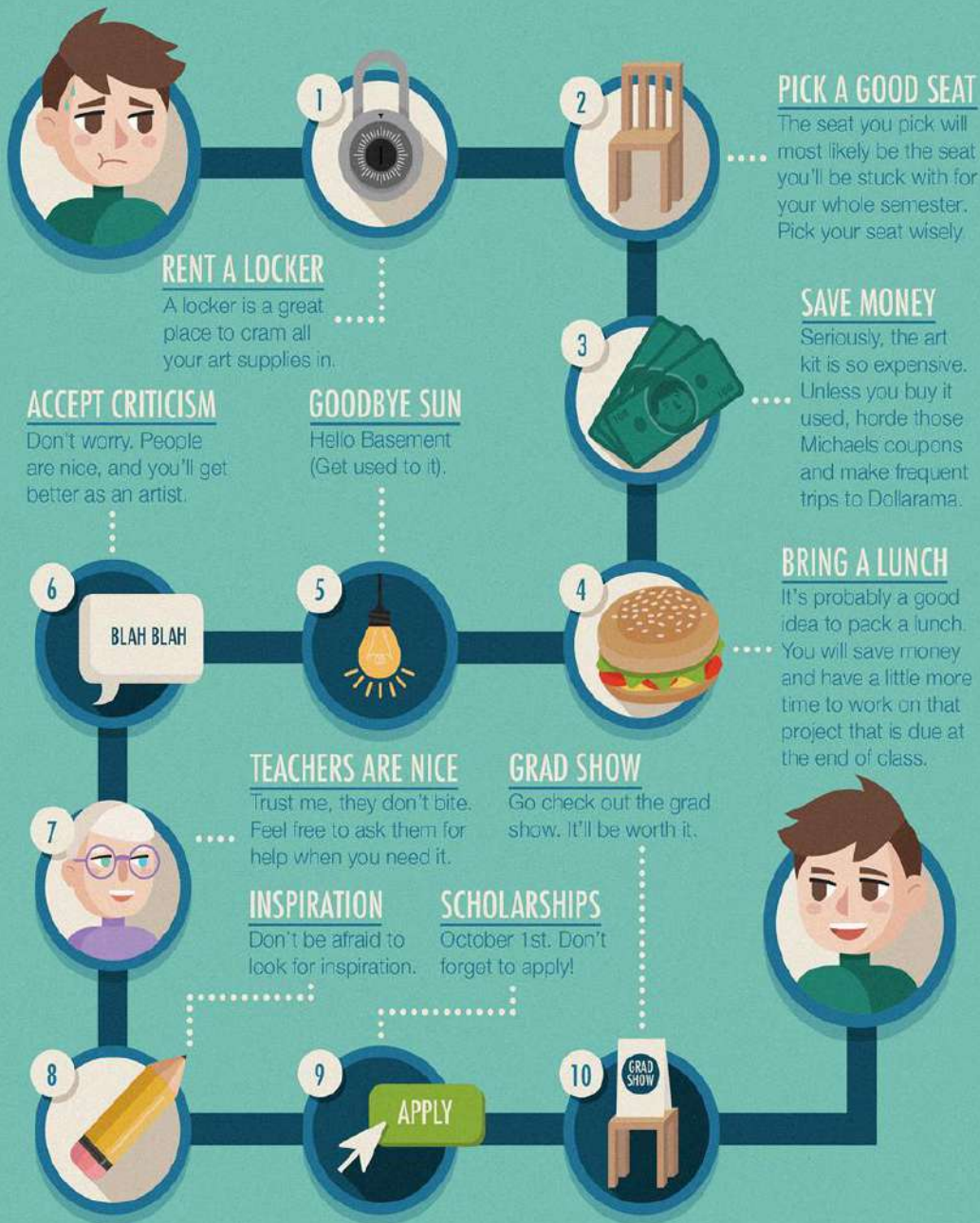
people can choose water and sewerage companies themselves

Text № 13

SURVIVING

FIRST YEAR

graphic design



1. What is the aim the poster?

- explain why graphic design is useful in future
provide a future student with useful information which can help him to study graphic design
offer some tips how to save money during the graphic design course
give useful information about teachers of the course

2. Read the sentences and correct the mistakes:

- a) Don't worry. People are friendly and, and you'll get better as an artist.
- b) The seat you pick will most likely be the seat you'll be stuck with for your whole year.
- c) Trust me, teachers don't bite. Feel free to ask them for help when you need it.
- d) Don't be afraid to look for admiration.
- e) Go check out the teachers show. It'll be worth it.
- f) It is probably a good idea to pack a breakfast. You will save money and have a little more time to work on that poster that is due at the end of class.

3. What conclusion can you draw from this poster?

the course of graphic design is difficult
the first year of graphic design course is not as gruelling as it seems to be
the grads of graphic design can find work easily
the teachers of this course are high-qualified



Canadian EdTech TEACHER SURVEY

Inspiration { As part of the 5th anniversary celebration of the MindShare Learning Report and commitment to pushing the 21st Century envelope we launched Canada's first-ever teacher technology survey to better understand the emerging needs of classroom teachers across Canada }

Only **58%** of teachers said they have sufficient Internet access in the classroom



47% of teachers indicated they received the ICT* plan from the district or school

* Information and Communication Technology



41% of teachers' schools/districts do not have a BYOD** policy

**Bring Your Own Device

Top 3 Tech Tools in the Classroom

- 70%** Projector
- 63%** Interactive White Board
- 37%** Document Camera



} Top eLearning Platforms



} Top Social Media Sites

“ Student engagement is exponentially increased when technology is used in the classroom. ”
- Anonymous teacher



77% of teachers attribute **resources/funding** as to the main barrier to using technology in the classroom

40% lack of professional development

24% lack of support

Good news! Teachers are more tech savvy than ever before.

Teachers surveyed rated themselves in the Adaption to Infusion phase of the **ISTE NETS Standards for Teachers**

564 survey responses. Infograph analysis completed Sept. 2012 in association with York University IRLT
For further information, please contact: robert@mindssharelearning.com

www.mindssharelearning.com



You are free to Share - to copy, distribute and transmit the work.

YORK UNIVERSITY **IRLT**
INSTITUTE FOR RESEARCH ON LEARNING TECHNOLOGIES

1. Where can we find this poster?

in an educational magazine
in a historical coursebook
in a travel journal
in a newspaper

2. Read these sentences and write T (True), F (False), NS (Not Stated):

- a) There are five tech tools in the classroom. T/F/NS.
- b) Only 58 % of teachers said they have sufficient internet access in the classroom. T/F/NS.
- c) Top social media sites are twitter, You Tube and telegram. T/F/NS.
- d) Student engagement is low when technology is used in the classroom. T/F/NS.
- e) 40 % of teachers lack of professional development. T/F/NS.
- f) The majority of teachers are sure that lack of qualification is the main barrier to using technology in the classroom. T/F/NS.
- g) 30 % of teachers lack of support T/F/NS.
- h) There are three main eLearning platforms. T/F/NS.

3. What main conclusion can we draw?

The use of the internet is harmful for education

The use internet resources play an important part in education

Teachers and students have difficulties with using the internet due to the lack of access and knowledge.

Text № 15

7 ESSENTIALS FOR ENGLISH FLUENCY

© FLUENCYMC.COM



Have a genuine purpose and motivation for learning and using English.



Notice English around you, and engage with English that really interests you.



As much as possible, read and listen to English that is easy and comfortable for you.



© FLUENCYMC.COM

Practice English in deliberate and meaningful ways.



Communicate and collaborate often with others, in person and through media.



Plan and set realistic goals for yourself.



Try out new things without worrying about mistakes.

© FLUENCYMC.COM

1. What is the purpose of this poster?

offer the readers tips for the improvement of the fluency
explain why pupils make mistakes in speaking
provide useful information about the preparation for exams

2. Complete the sentences with a right word:

- a) Have a genuine _____ and motivation for learning and _____ English.
- b) Notice English _____ you and engage with English that really _____ you.
- c) As much as _____, read and listen to English that is _____ and comfortable for you.
- d) Practice English in _____ and meaningful _____.
- e) Communicate and _____ often with others, in person and _____ media.
- f) Plan and set _____ goals for yourself.
- g) Try out new _____ without worrying about _____.

3. Who is the target reader of this poster?

students
elderly people
children
teachers

4. Where can we find this poster?

in an educational journal
in a fashion magazine
in a coursebook
in a travel brochure

Resources

Hardy T. The Mayor of Casterbridge. - Cambridge University press. - 2021.

Puchta H., Think 4 SP. - Cambridge University press. - 2016

Take the Test sample. Questions from OECD's PISA Assessments. - OECD PUBLISHING. - 2009.

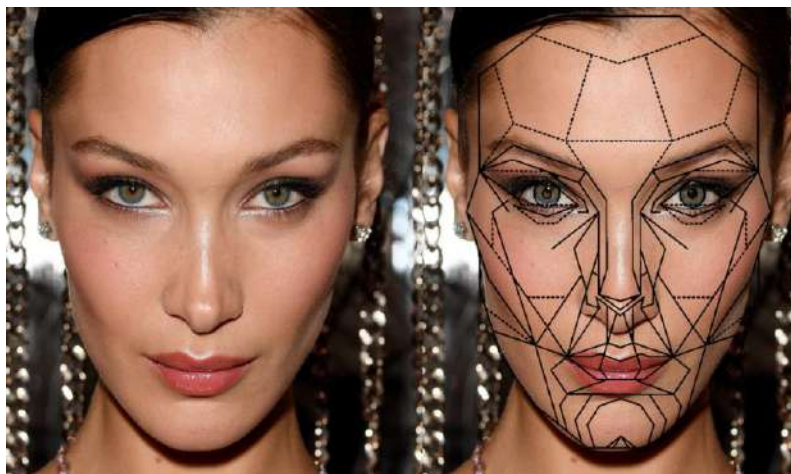
Сборник заданий по развитию читательской грамотности высокой сложности

Text № 1

THE MASK OF BEAUTY

1. _____

The green ocean sparkles in the sunshine and tall palm trees wave gently in the wind. Young women roller-skate along the pavement, a young sun-tanned lifeguard walks along the beach. This is Huntingdon Beach, just south of Los Angeles, where everyone seems to be young and beautiful.



2. _____
It is also the home of successful surgeon, Dr Stephen Marquardt, who believes that he has discovered a scientific formula for measuring beauty. And in a city like Los Angeles, where being attractive means everything, this kind of knowledge could be worth a fortune.

3. _____
He is by no means the first person to try to discover exactly what makes people

attractive. The ancient Greeks were among the first to look into the question. Plato believed that it should be possible to define a beautiful face in terms of mathematics. Over the centuries, others continued the hunt for the formula, but without any real success.

4. _____
Dr Marquardt, however, says he has now found the answer. He has developed a practical way of measuring beauty, which he calls “the mask”. This is the series of lines and shapes making up a face. There are specific, set distances between all the features and the outside shape, and it shows the exact proportions that the ideally beautiful face should have.

5. _____
By laying the mask over a photograph of a face, it is possible to see how attractive someone is – the more a face fits the mask, the more beautiful it is said to be. The fact that the mask can measure the beauty of men, women and people, of different races makes it a particularly useful instrument.

6. _____
It is alarming to think that, if we all start changing the way we look, there may soon be thousands of individuals wandering the streets of Los Angeles looking exactly the same. But it is even more alarming that people may begin to think they are unattractive if their face does not have the proportions of Dr Marquardt's mask.

7. _____
This would be a great mistake, because there are two sorts of beauty – one is the beauty of the mask, the measurable beauty of the face. The other sort is the kind that we see when we love someone, a much more powerful, enduring beauty that comes from the heart. This is the beauty expressed by poets, the beauty that does not fade, and it is something that no plastic surgeon on earth can give you.

1. Read the text and choose the headings for each paragraph.

- a. An adaptable tool
- b. The latest solution
- c. An unsuccessful search
- d. Forever beautiful
- e. An important discovery?
- f. The face without lines
- g. Worrying thoughts
- h. Land of youth and beauty

2. Read the sentences and write T(true), F (false), NS (Not stated):

- a. You can see attractive people on the beaches of Los Angeles. T/F/NS.

- b. To be attractive is a crucial point in the career in movies. T/F/NS.
- c. Roman people were first to think about how beauty is important for success. T/F/NS.
- d. Dr Marquardt invented a set of rules to measure the beauty of face. T/F/NS.
- e. The mask can measure the beauty of all human faces. T/F/NS.
- f. Dr Marquard's mask can be harmful for human self-esteem. T/F/NS.
- g. There are three sorts of beauty. T/F/NS.

3. Correct the mistakes in the sentences:

a. Dr Stephen Marquardt believes that he has discovered a scientific formula for measuring health.

b. Plato believed that it should be possible to define a beautiful face in terms of biology.

c. Dr Stephen Marquardt has developed a practical way of measuring beauty, which he calls "the coat".

d. By laying the mask over a photograph of a face, it is possible to see how clever someone is – the more a face fits the mask, the more beautiful it is said to be.

e. But it is even more alarming that people may begin to think they are stupid if their face does not have the proportions of Dr Marquardt's mask.

f. There are two sorts of beauty – one is the beauty of the mask, the undescribable beauty of the face. The other sort is the kind that we see when we love someone, a much more intelligent, enduring beauty that comes from the heart.

Text № 2

THINGS THAT GO BUMP IN THE NIGHT

Are you interested in ghosts? Do you need any advice about where to find them? Here's some information about ghosts in Britain. We're not promising you'll find any ghostly activities, but if you have time, you might like to carry out your own investigation!

A Glasgow

The Theatre Royal is haunted by the spirit of a cleaning lady, Nora.

B Preston

The 13th-century Chingle Hall, three miles north west of Preston, is said to be England's most haunted house.



C Manchester

The Grey Man of the Great Western Hotel wears a grey sweater and is apparently most often seen in the cellars.

D Birmingham

The beautiful Jacobean mansion of Aston Hall has a heap of ghosts due to a murderous 17th-century owner. With any luck, you'll see a housekeeper in a green dress with a white collar, a grey lady and a servant who died in the attic.

E Gloucester

People say the courteous spirits at the Bishop's House help visitors on with their coats.

F Swansea

The Grand Theatre has a White Lady who leaves a scent of violets. She is thought to be the spirit of a young actress who left the theatre to board the ill-fated Titanic.

G Cardiff

Cardiff Castle has a giant ghost that is 3 metres tall.

H Bristol

Leigh Woods, by Clifton Gorge, is said to be haunted by Clifton Suspension Bridge builder, Isambard Kingdom Brunel.

I Torquay

Torre Abbey has the ghost of a brightly-lit coach and horses, driving a smiling Lady Cary down the avenue.

J Brighton

Brighton's seaside is home to the spectral 10th-century galley, the Nicolas, which sank with all hands (and pilgrim passengers) returning from Constantinople.

K Eastbourne

The Devonshire Park Theatre is haunted by a violinist in evening dress.

L Balcombe Tunnel

This Tunnel is haunted by four soldiers killed there during the First World War.

M York

The Treasurer's House is haunted by Roman soldiers

N Edinburgh

A demonic drummer has banged about the castle since the 17th century and Holyroodhouse has the majestic apparition of Mary, Queen of Scots.

O Cupar

The Royal Hotel is haunted by a hooded monk.

Read the text and complete the frame:

Find words for someone:	Find words for a place:
1. who plays a violin	1. where things are kept underground
2. who fights in wars	2. which is an underground passage
3. who possesses something	3. where people with a lot of money live
4. who plays a loud instrument	4. where a royal family might live
5. who makes a religious journey	5. where plays are performed
6. who constructs something	6. where religious people live
7. who can be the ruler of the country	7. at the top of the house
8. who stays in your house for a short time	8. where people often go on holiday
9. who is a religious person	9. which is covered with trees
10. who works in someone's house	10. which is wide and lined with trees or buildings

2. Answer questions 1-12 by choosing from sections A-O of the article. Some of the sections may be used more than once:

Which section tells you that
you have more chance of seeing a ghost here ? _____
these ghosts are not British ? _____
this ghost is religious ? _____
this ghostly vision carries one passenger ? _____
this ghost played a stringed instrument ? _____

this ghost wears a pleasant perfume ? _____
this ghost is enormous ? _____
former employees haunt these places? _____
you are treated kindly by these ghosts ? _____
this ghostly image is a ship ? _____
you have to go underground to see this solitary ghost ? _____
this ghost was a construction engineer ? _____
this ghost was a monarch ? _____

3. Complete the sentences with right words:

- a) The Grey Man of the Great Western Hotel wears a grey _____ and is apparently most often seen in the _____.
- b) With any luck, you'll see a _____ in a green dress with a white _____, a grey lady and a servant who _____ in the attic.
- c) The Grand Theatre has a White Lady who _____ a scent of violets _____.
- d) The Devonshire _____ Theatre is haunted by a _____ in evening dress.
- e) The Treasurer's House is _____ by Roman _____.
- f) A demonic _____ has banged about _____ since the 17th century and Holyroodhouse has the majestic _____ of Mary, Queen of Scots.
- g) The Royal Hotel is _____ by a hooded _____.

Text № 3

DESERT ISLAND DREAM



Andrew Martin has been living totally alone on a desert island off the coast of Australia for over thirty years. It wasn't easy to set up a meeting with someone who has no telephone and only gets letters every three months, but we finally got in touch and he invited me to visit.

As helicopter approached, I found myself looking down on the kind of space that people dream of. Percy Island which is covered in tropical jungle, has golden beaches

lined with coconut trees and is set in clear blue sea. When we landed, Andrew Martin was there to greet me, wearing only an old pair of swimming trunks and flip-flops.

As we walked to the house, I found out more about him. After visiting his sister in Japan thirty years ago, he travelled to Australia, where he bought a boat. While a friend was teaching him to sail, they stopped by chance at Percy Island. Which was for sale for 16 000 pounds. Andrew, whose boat was worth the same amount, immediately decided to buy it.

Originally he planned to stay for a few months and sell it at a profit, but he found that he wanted to stay. Now, even though he could probably sell the island for 20 million pounds, he is not interested. It's too good to sell to a developer who is going to treat it as some kind of toy. To me it's like the most precious jewel in the world.

After a forty-five minute walk through the dense jungle, we got to the house, where we were surrounded at once by dogs, chickens, geese and peacocks. The building was not much more than an old wooden hut with a tin roof. He showed me round, and gave me the time to unpack. The room which he gave me had a marvellous view, but the first thing I noticed was the largest spider I had ever seen. I tried to stay calm, but I got really nervous when I also learned that the whole island was full of poisonous snakes. Andrew told me not to worry. He said that the only ones I was likely to meet were the boa constrictors that hung in the trees near the outside toilet.

Over the next few days, I began to see what it was really like to live on a desert island. Percy Island is as beautiful as any exotic holiday advertisement, but Andrew does not spend his time sunbathing and swimming; it is much more dangerous to go in the sea, which is full of sharks and stonefish. He has to work more than most people to provide the things he needs, and makes a little money by selling fruit to boats that come to visit from time to time.

He says he never planned to live alone, but it just happened that way. Now he is used to it, and does not miss other people at all. What he enjoys is the feeling of being completely free. Nobody can tell him what to do, and if he does not like anyone who comes to the island, he asks him to leave.

On my last day, as I sat on the beach waiting for the flight back to mainland, I was desperately looking forward to getting back to the comforts of modern life. It was a great relief when the helicopter landed and took me away.

Soon Percy Island was just another green dot in the deep blue sea. To me, it did not feel at all as if I was leaving paradise; it was like being rescued from hell.

1. Read the text. From questions 1-7 choose the best answers A, B, C, or D:

1) It was hard to arrange a meeting with Andrew because

- A he rarely answered the phone
- B he lived a long way away
- C he did not like visitors
- D his post was not delivered very often

2) Andrew first came to Percy Island

- A because he had heard it for sale
- B while he was on his way to visit his sister
- C because he wanted to see a friend
- D while he was learning to sail

3) Why was the writer worried?

- A There were spiders in the bedroom
- B The house was surrounded by animals
- C There were a lot of snakes on the island
- D The toilet was outside the house

4) Life on the island is not very relaxing because

- A he knows it is unsafe to swim in the sea
- B he spends most of his time running the small shop
- C he has to work very hard to survive
- D he gets large numbers of visitors

5) What does the word it in line 89 refer to?

- A the hard work
- B living by himself
- C feeling free
- D what happened

- 6) When the writer left the island,
A he was glad to leave
B he wanted to go back again
C he was tired of being alone
D he was nervous about the flight

2. Read the text and write T(true), F (false), NS (not stated):

- a) Andrew Martin has been living with his family on a desert island off the coast of Australia for over twenty years. T/F/NS.
b) When we landed, Andrew Martin was there to greet me, wearing only an old pair of swimming trunks and flip-flops. T/F/NS.
c) Andrew decided to buy the island and build a hotel on it. T/F/NS.
d) Andrew's friends come to visit him twice a year. T/F/NS.
e) Andrew learned that the whole island was full of poisonous snakes. T/F/NS.
f) Andrew spend all his time on the beach. T/F/NS.
g) Andrew likes living on the island because nobody tells him what to do. T/F/NS.
h) The author would like to stay on the island forever. T/F/NS.

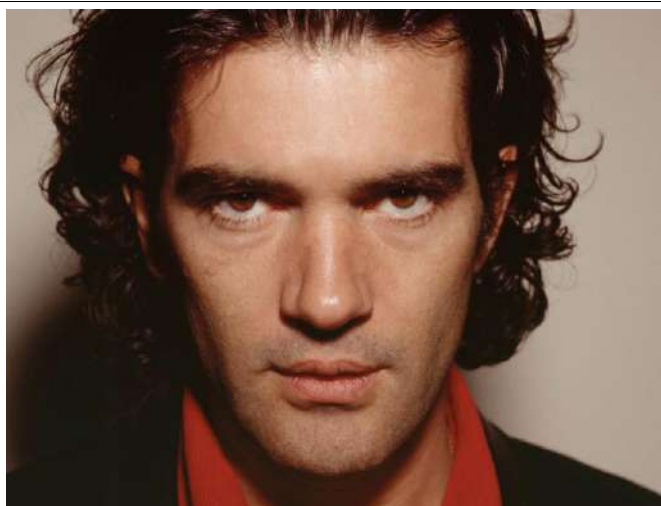
3. Complete the sentences with right words:

- a) It wasn't easy to set up a _____ with someone who has no _____ and only gets letters every three months.
b) After visiting his _____ in Japan thirty years ago, he _____ to Australia, where he bought a boat.
c) Andrew, whose _____ was worth the same amount, _____ decided to buy it.
d) Over the next few days, I _____ to see what it was really like to live on a _____ island.
e) Nobody can tell Andrew what to do, and if he does not like _____ who comes to the island, he asks him to _____.
f) It was a great relief when the _____ landed and took me _____.
g) Soon Percy Island was just _____ green dot in the deep blue _____.

Text № 4

FROM THE HOT STREET OF MALAGA
TO HOLLYWOOD'S HOTTEST PROPERTY

It was a face only mother could love. His skin was bad, his teeth were worse and his nose was far too big for his face. "When I was young I had a lot of spots and one tooth that stuck out. I wasn't a good looking teenager. I _____



It's impossible not to ask him if he realizes just how handsome he is. It's not just the looks, of course. It's the Spanish accent and more importantly the Mediterranean charm which made Antonio a box office attraction that everyone seems to be crazy about. 2 _____

He was brought up in a lower middle-class family. His father, Jose, worked for the police; his mother, Ana, was a teacher and he has a younger brother called Francisco. Apparently, everything was perfectly happy and straightforward until, at the age of 14, he took up acting and joined a local theatre group. 3 _____

In the beginning it was difficult for them to understand. They told him he had to have a normal career and made him feel as if he was doing something terrible. Ana was soon won over, however, and started a scrapbook, carefully, pasting his reviews into it. 4 _____

In between, he married a Spanish girl, the actress Ana Leza. But eight years later, the marriage was over and Antonio fell in love with Melanie Griffith. They married in 1996 and at first it was difficult introducing an American star into the family. 5 _____

His biggest wish now is to spend more time with his friends and family in Spain. "You know, something curious happens when you leave your own land", he says. "It's like looking at the painting – you have to be at a certain distance to appreciate it. Then you start feeling lonely and missing where you really belong and those who are close to you. 6 _____

He hasn't been able to do this lately because of work but he intends to devote more time to doing what he calls all the "normal things" in life – seeing friends, spending some time alone, having dinner, talking about movies – that's what he likes to do best of all!

1. Read the missing sentences A-G below and then read the text again. Choose the sentence which best fits each gap 1-6.

- A. He says he was the first one to do so in his family and they didn't approve at all.
- B. However, after their daughter Estella del Carmen was born his parents were, once again, won over.
- C. His parents are old and he needs to take an active part in their lives now.
- D. Banderas was born in 1961 with lots of this, as the family photograph albums, back home in his native Malaga, reveal.
- E. All was forgiven until, at the age of 19, he decided to head for the bright lights of Madrid and then, which was far worse, leave Spain to try his luck in Hollywood.
- F. He's flattered by the reviews for his work in films like Philadelphia and Evita.
- G. What a difference time makes – for today, sipping tea in the lobby of the elegant Ritz-Carlton hotel in Los Angeles, Banderas now looks even better in real life than he does on the screen.

2. Read the text and write T (True), F (False), NS (Not Stated):

- a) As a teenager Banderas was very attractive. T/F/NS.
- b) His special voice makes Antonio attractive. T/F/NS.
- c) Antonio family had a lot of children. T/F/NS.
- d) At the age of 14 Antonio joined a local theatre group. T/F/NS.
- e) His biggest wish now is to spend more time with his friends and family in Spain. T/F/NS.
- f) Antonio would like to part part in Italian films. T/F/NS.
- g) Antonio would like to spend more time with his family and friends. T/F/NS.

3. Read the sentences and choose the right word:

- a) When Antonio was young he had a lot of (scars/spots/whinkles) and one tooth that stuck out.
- b) It's not just the looks, of course. It's the Spanish (voice/name/accent) and more importantly the Mediterranean charm which made Antonio a box office attraction that everyone seems to be (mad/worried/crazy) about.
- c) His father, Jose, worked for the police; his mother, Ana, was a (nurse/housewife/teacher) and he has a younger brother called (Nicolas/Thomas/Francisco).
- d) But eight years later, the marriage was over and Antonio (met/married/fell in love) with Melanie Griffith.
- e) Antonio says that if you are far from your relatives you start feeling (sad/excited/lonely) and missing where you really belong and those who are close to you.

Text № 5

MEGABUCKS AND MEGABYTES

Computer software has made Joyce and Larry Lacerte and their family rich enough to build their dream house – an enormous computer-controlled mansion complete with swimming pool, baseball pitch, miniature estate cars for racing round the grounds, and tennis court, in a leafy Dallas suburb. There are so many rooms in the house itself that to send messages to family members they need intercoms, absolutely essential in a house where it could take half an hour to find somebody.



It is morning in the kitchen. Sitting in line at the huge breakfast bar in order of age from two to eleven are their seven children. The daily printout from the master computer in the attic with its five gigabytes of memory has already told them what the day holds for them by producing a list of activities for each member of the family. The computer has

also recorded the outside temperature, the air pressure, the wind direction and speed. Inside the house it controls the lights, the room temperatures, each child's computer, the back-up generator, the TV sets and the massive security system which protects the property. In addition to the main computer, each child has his or her own computer station, complete with laser printer, just like Larry's.

It takes an army of helpers, dozens of machines and clockwork precision to make it all work. But then precision is something the family knows all about, for this is a house that computers have designed. Larry is a founder of the company which has built up its business providing computer software for small firms. Larry talks as he takes us on a four-hour tour of the mansion.

"I've always been fascinated by computers. In fact, I was brought up with them – worked with them since the age of fourteen! I've been lucky, though, because I've always had good people to work for me. But I think my real strength is that I've done every single job in the company myself, so I know just what's evolved in each one.

We've got three hundred and fifteen employees at the moment and we've still taking people on. That's not to say that we haven't had some scary moments, of course. Like when we had to borrow money to pay the bills. I really hated being in debt, but it's actually worked out well for us. We're also bought four or five other small companies along the way. I suppose we came to Dallas mainly for the children's sake, because the schools here are wonderful... and I've also worked out that I get a couple of hours a day more with the children – you see, the office is so close to home!"

The children are very important to Larry and Joyce. Particularly when Larry thought that he might not live to see them grow up. Three years ago the doctors thought that he had a brain tumour and the future looked grim. "It's changed the way I think about my family, the way I look at life, even though everything seems to be all right now", says Larry. "I don't want to give up my job, but I don't want to work as hard as I did before!"

1. Read the text and choose the correct answer A, B, C or D for questions 1-7:

a) What disadvantages is mentioned about living in a big house like Larry's?

- It is very expensive to provide lighting and heating
- It is easy for someone to try and break in
- It can be difficult to communicate with family
- It takes too long to walk from one room to another

b) What does what the day holds for them in lines 26-27 mean?

- what problems might arise during the day
- what arrangements have been made for that day

- what they must achieve during the day
- what they have been advised to do that day

c) What does Larry do for a living?

- He works for several small companies
- He makes electrical goods
- He designs dream houses
- He has his own computer business

d) What does Larry think is the secret behind his successful career?

- his educational background
- his knowledge of the business
- his friends and family
- his strong financial position

e) What does one refer to in line 69?

- each member of staff
- each company
- each type of job
- each computer

f) Larry said that he moved to Dallas

- to manage some smaller companies
- to be nearer the office he works in
- to build a dream house for the family
- to give the children a good education

g) What changed Larry's outlook on life?

- having children
- being ill
- working away from home
- moving to Dallas

2. Read the sentences and correct the mistakes:

a) There are so many bathrooms in the house itself that to send messages to family members they need telephones, absolutely essential in a house where it could take half an hour to find somebody.

b) The weekly printout from the master computer in the wardrobe with its five gigabytes of memory has already told them what the day holds for them by producing a list of poems for each member of the family.

c) The computer has also recorded the outside moisture, the air pressure, the wind direction and speed. Inside the house it controls the lights, the room heating, each child's computer, the back-up generator, the TV sets and the massive electricity system which protects the property.

d) We've got two hundred and fifteen servants at the moment and we've still taking people on.

e) I suppose we came to London mainly for the children's sake, because the parks here are wonderful... and I've also worked out that I get a couple of minutes a day more with the children – you see, the office is so close to the swimming pool!”

f) Three years ago the shop assistants thought that he had a brain tumour and the life looked grim.

3. Read the sentences and write T (True), F (False), NS (Not stated):

a) Computer software has made Joyce and Larry Lacerte and their family rich enough to build their hotel at the seaside. T/F/NS.

b) There are so many rooms in the house that it could take half an hour to find somebody. T/F/NS.

c) Larry is a founder of the company which has built up its business providing computer software for foreign online shops. T/F/NS.

d) Larry decides to move to Dallas because he wanted to find a new job. T/F/NS.

e) Larry changed his attitude to his family because he had problems with money. T/F/NS.

f) Larry has been fond of computers since he was 7 years old. T/F/NS.

g) Larry bought his first computer at the age of 15. T/F/NS.

Text № 6

THRILLS AND SPILLS

You thought that sport had anything to do with health, then think again. Here are some of the latest sports people have invented to scare themselves to death. Any of these sports will give you a thrill, but we've awarded them 1 to 5 broken legs to show just how dangerous they are.

A Jet Belting

If para-gliding seems to be a bit safe to you, why not do what James Bond did on screen 20 years ago and take to the skies in a jet belt? They were originally invented in the 1960s, but new materials and fuels have now made the jet belt much more practical. You may remember seeing one at the Los Angeles Olympics. The Texas Flying Belt company have made the latest version that uses a jet of super-heated air to give lift-off. Take-off and flying are fairly safe, but it's probably worth mentioning that you might have a few problems when you get round to landing. You can't afford to make a mistake.

At the moment, flight times are short, but the makers are thinking of selling a version that can fly for well over an hour, so jet-belting is bound to become a big hit in the near future. Prepare yourself for the thrill of a lifetime.



B Air chair

We'd suggest taking up the air chair if you're either lazy or useless at sport. Basically the equipment is a water ski with a seat on top, and the whole thing lifts out of water. You are strapped to the seat.

The air chair can give so much lift in one jump that the results are spectacular – when you're learned to do it, jumping out of the water, twisting the chair and trying to land again in a real challenge and a real thrill.

If you ever feel like giving up because it's too hard, then just remember this. The air chair was designed by Mike Murphy, whose 77 year-old mum loves doing it. You don't intend to be

beaten by a pensioner, do you?

C Street Luge

You're up in the hills above Hollywood, and you're about to race, feet first, down a steep road. You can't help feeling scared. That's OK. Street luge has that effect. It's a version of the skateboard, but is longer and more stable. This is a good thing when you realize that you can expect to go over 150 km an hour.

Street luge appears to be a great way to hurt yourself unless you do it at official meetings that are properly run and supervised – don't even consider doing it on ordinary road. You'll need a decent race suit and special shoes, because your boots are your brakes. What does it feel like? Well, just imagine being in a bed that someone has turned into a powerful motorbike!

B.A.S.E. Jumping

There's one thing you need above all else when you go B.A.S.E. Jumping – nerves of steel. B.A.S.E. Stands for Buildings, Antennae, Span, Earth. Which is another way of saying jumping off high objects. If you aren't used to skydiving, then forget it – you need to have incredibly fast reflexes because you have to open the parachute at exactly the right moment. It's easy to see why B.A.S.E. jumping is so exciting – you really do risk being seriously injured.

B.A.S.E. jumping is against the law in the UK and America, so you'll have to go to France or Norway if you want to try it where you're allowed to jump. And think very carefully before you decide to have a go – more than 20 people have already died looking for this kind of thrill.

1. Read the sentences and put missing words:

- a. The Texas Flying Belt company have made the latest _____ that uses a jet of super-heated air to give _____.
- b. At the moment, flight times are _____, but the makers are thinking of selling a _____ that can fly for well over an hour, so _____ is bound to become a big hit in the near future.
- c. Basically the _____ is a water ski with a seat on top, and the whole thing lifts out of _____.
- d. If you ever feel like _____ up because it's too hard, then just _____ this.
- e. The air chair was _____ by Mike Murphy, whose 77 year-old mum _____ doing it.
- f. Street luge has that _____. It's a version of the skateboard, but is longer and more _____.

2. Which statement refers to which sport (A-D):

- a. You do not need great athletic skills to do this. _____
- b. Some people have been killed doing this. _____
- c. You need to have very fast reactions. _____
- d. This sport involves going downhill very fast. _____
- e. This sport is forbidden in some countries. _____
- f. You require special clothing. _____
- g. This can be enjoyed by a wide age range. _____
- h. Only do this if you have had experience of a similar sport. _____
- i. This sport was in a film a long time ago. _____
- j. This sport should only be done at organized events. _____
- k. This sport will soon become more popular. _____
- l. This sport becomes more exciting as you get more experienced. _____
- m. Better technology is still being developed for this sport. _____

3. Find a word or phrase from the text that means:

- Section A
1. in a film _____
 2. a great success _____

- Section B
3. no good at _____
 4. a difficult task _____

- Section C
5. afraid _____
 6. organized _____

- Section D
7. very quick reactions _____
 8. forbidden _____

WHAT WON'T BE AROUND IN 50 YEARS' TIME

1. _____

A combination of larger population and greater demands on resources will result in water becoming scarcer and all households will have water meters. There will, however, be a number of water-saving ideas, such as low-water washing methods. Dirty crockery and cutlery will be put in an ultrasound machine – from which they will come out spotless. Newly developed materials will not only be dirt-shedding but will also be crease-resistant and self-pressing.



2. _____

In some countries only one in two marriages lasts, so marriage will almost certainly become less popular in the future. Instead of marrying for life, the majority of people will enter into voluntary partnership and sign an agreement for a specific period of time. At the end of that time, it will be possible to renew the agreement if both partners want to. The rise of single-parent families will continue and, as the population increases, we may even introduce a tax system which encourages people to have no more than one child.

3. _____

The sea may be fashionable but the sun will be a definite no-no. The ozone hole is now an accepted fact and is expected to get worse – even if we stop producing all the CFCs which are thought to be causing it, there are already enough in the atmosphere to continue their deadly work for another 75 years. A suntanned skin will be a sign of ill-health and no-one will lie on beaches risking their lives for that important suntan.

4. _____

As the average age of the population increases, medical costs will also go up. In future, we won't visit doctors. Family doctors will no longer exist, and, in their place will come self-examination by computers. You'll be able to carry out most of your own medical tests and check-ups at home and you'll be able to transmit the results, with a description of any symptoms, to a medical centre. Any medicines needed will be sent by post or special delivery.

5. _____

With fewer jobs and many people available for work, job-sharing will be common. The working week could be only 15 hours, and most of those who are in full-time jobs will have short-term contracts. Welfare benefits will disappear as governments cut back on spending. So start saving for your private pension and redundancy insurance now.

6. _____

People in the next century won't have to deal with the congested roads of today. Cities and towns centres will increasingly be car-free with hundreds of moving walkways to assist an ageing population. Public transport will become more popular and, within 10 years from now, most electric cars will offer the same performance as petrol and diesel vehicles.

7. _____

Enjoy the feeling of coins jingling in your pocket while you can, as one day they'll be nothing but a distant memory. Notes and coins will gradually disappear and be replaced by a central computer system. The local high street bank will vanish, and all our personal banking will be done on special telephone lines.

A-H for each part (1-7) of the article.

- A. Convenient health care.
- B. Don't rely on others to look after you.
- C. Say goodbye to traffic jams.
- D. Forget the annual seaside holiday
- E. A return to traditional values
- F. Until we get fed up with each other
- G. No more purses and wallets
- H. New ways of cleaning things

2. In pairs, find words and expressions in the text which mean the same as those below. The words are listed according to the paragraphs in which they appear.

- in shorter supply/plates, cups, etc./knives, forks, etc./very clean
- done willingly/put your name to something
- something not advised/fatal
- send/signs of illness
- usual/having lost your job
- blocked/getting older/cars, lorries, etc.
- little by little/become impossible to see (2 words)

3. Find the right ending for the sentences:

a. There will be a number of water-saving ideas, such as

- increase of the payment for water
- low-water washing methods
- reduction of the number of sinks in the house

b. Instead of marrying for life, the majority of people

- will enter into voluntary partnership
- will stay single all life
- will live with their parents

c. A suntanned skin will be

- a sign of rich people
- a sign of stardom
- a sign of ill-health

d. Family doctors will no longer exist, and, in their place

- will come self-examination by computers.
- will come modern hospitals
- will come only professional nurses

e. The working week could be only 15 hours, and most of those who are in full-time jobs

- will have three days off
- will have short-term contracts.
- will have long summer holidays

f. The local high street bank will vanish, and all our personal banking will be done

- on special telephone lines.
- via what's up
- via e-mail

TRAVEL GAMES



Long car journeys can be pretty boring – especially if you are using motorways. Before too long everyone is fighting over what cassette to put on or what radio station to listen to – Dad wants the football, Mum wants the classical music station, someone else wants heavy metal and nobody can agree. One way is to play some kind of game as you are driving along. The following travel games might be just the thing when tempers are getting frayed or when you simply want to have some fun.

A OBSERVATION

With your partners, make a list of ten items you are likely to see out of the window on your journey

such as a woman with a pram, a boy on a bicycle, somebody hitchhiking, a bank, a statue, etc. Each player has to try and spot the ten items first. When a player sees one of the objects, he or she shouts out and claims it; it cannot be used by other players. The one to spot all the items first is the winner.

B CRAZY STORIES

Each player takes it in turns to be the story-teller. During the story he or she will make the occasional deliberate mistake which the other players will have to try and spot. When they do, they must shout out and the first one to shout gets a point.

An example of a mistake would be: "I went to the football pitch and had a game of golf. While I was there I met a little girl who was my nephew". There are two mistakes here as you do not play golf on a football pitch and she was his niece, not his nephew. Now you can have a go.

C ADDING UP

Each player picks a number between 10 and 20. The object of the game is to find car number plates which add up to your chosen number. For example, if you chose the number 17 then a number plate of F458 GHU would be a success. However a number plate of D981 SYT would be of no use to you. The first player to spot his or her number wins the round. Everyone chooses another number and the game begins again. Continue until one player has won three rounds.

D ANIMALS, VEGETABLE OR MINERAL?

One player has to think of an object, but all he or she tells the others is whether it is an animal, a vegetable, or a mineral. Mineral can be used for all objects which are not animal or vegetable. For example, a horse or an egg would be animal. A tomato or a loaf of bread would be vegetable. A diamond ring would be mineral. The other players have to try and find out what the object is by asking questions which the player is only allowed to answer with a "Yes" or "No". If you think you know what the object is, you can ask a question like: "Is it a horse?" If the answer is "yes", you win. If no one has guessed the object after 20 questions, the person who thought of the object wins.

E I WENT ON A TRIP

One player begins, "I went on a trip and took a fishing net. The next player says, "I went on a trip and took a fishing net and my bowler hat". The next in turn says, "I went on a trip and took a fishing net, my bowler hat and a bucket and spade". The game continues until one of three players forgets something on the list. Start again with a new list.

1. Read the sentences and write T (True), F (False), NS (Not Stated):

a. Travelling by plane is more boring than travelling by car. T/F/NS.

- b. The sense of the game the Crazy Stories is to correct mistakes of the story-teller. T/F/NS.
- c. The game the Crazy Stories are only for adults. T/F/NS.
- d. The game Adding Up consists of five rounds. T/F/NS.
- e. Players in Adding Up game should choose a number between 5 and 10. T/F/NS.
- f. In Animals, Vegetable or Mineral game players should give full answers. T/F/NS.
- g. In Animals, Vegetable or Mineral game players can't ask more than 20 questions. T/F/NS.
- h. The crucial point in the game I went on a trip is not to forget the list of the words. T/F/NS.

2. Complete the sentences with the right word:

- a. Long car journeys can be pretty _____ – especially if you are using _____.
- b. Mum wants the _____ music station, someone else wants _____ and nobody can agree.
- c. When a player sees one of the _____, he or she shouts out and _____ it; it cannot be used by other players.
- d. The other players have to try and _____ what the object is by asking questions which the player is only _____ to answer with a "Yes" or "No".
- e. If no one has guessed the object after 20 questions, the person who _____ of the object _____.
- f. One player has to _____ of an object, but all he or she _____ the others is whether it is an animal, a vegetable, or a mineral.
- g. The game _____ until one of three players _____ something on the list. Start again with a new list.

3. Read the instructions of the games and make up your own travel game:



Janet Jackson, the youngest of nine children, was born in 1966. She became a child star of American TV soaps after being spotted in a television appearance with her brothers, The Jackson Five. In the past ten years she has recorded five albums, the last two of them providing her with twelve American Top five singles. Initially overshadowed by her brothers and sisters, she has now become famous in her own right. As a female single star, only a handful of other artists – Madonna, Whitney Houston and Gloria Estefan, for example – provide her with serious competition.

Janet managed to create a new art form, a mixture of music, dance and fashion which is perfect for the video age. She is small and rather shy which makes her seem vulnerable. She is also much more natural than many of today's stars.

Janet was born in Gary, Indiana, but moved with her family to the West Coast when she was two. She was brought up in the deluxe Jackson compound in Encino, California, with its own zoo and private cinema. She would turn on the TV to find cartoon likenesses of her brothers dancing to “ABC” and “I want you back”.

By the age of seven she was performing in the family's live stage act. Janet and her brother Randy would do impressions of Sonny & Cher, W.C. Fields and Mea West. Then came the enrolment in Valley Professional, a school for children in the entertainment business, small parts of TV series and a recording contract with A&M Records.

At the age of eighteen she moved away from the family to live in New York. She then secretly married Motown singer James DeBarge. The marriage only lasted sixty days and ended in annulment. “All my life I had people telling me what to do. I wanted to do something on my own. So I ran away to get married”.

Janet came from a large, tight-knit family with a dominant and ambitious father who turned from his own mirror music career to direct those of his children. Trying to become independent and gain control of her life must have been very difficult. It would be understandable if she had had to give up some things. Does she have any regrets?

“No. None. If I had my life to live all over again, I'd do it exactly the same. Everything I experienced, good or bad, was for a reason, and that was to prepare me for today and tomorrow.

1. Read the article and find the right answer:

a) How did Janet Jackson become a TV star?

- Someone saw her performing with her brothers on TV.
- Her brothers saw her performing on TV.
- She made a debut on the radio

b) Why was her childhood unusual?

- It was exciting because her family moved so often.
- It was unusual because her family were very rich and famous
- It was happy because she had a lot of pets

c) Why did she move away and get married?

- Because she wanted to be independent
- Because she didn't want anyone to come to the wedding
- Because she wanted to earn some money

d) How does she feel about her life so far?

- She feels that the things that have happened to her have prepared her well for the life she leads.
- She feels sorry about some things that happened in the past and wishes she could change them.
- She feels very tired, because it is quite difficult to be a star.

2. Read the sentences and correct the mistakes:

- She became a child star of American TV soaps after being spotted in a radio programme with her family, The Jackson Five.
- As a female single actress, only a handful of others singers – Madonna, Whitney Houston and Gloria Estefan, for example – provide her with serious conflict.
- Janet was born in Gary, Luisiana, but moved with her husband to the West Coast when she was three.
- By the age of six she was performing in the family's live ground act.
- Then came the entrance in Valley Professional, a school for girls in the entertainment business, small parts of TV series and a recording contract with A&M Records.
- Janet came from a large, tight-knit family with a serious and ambitious father who turned from his own mirror film career to direct those of his children.

3. Chose the words from the text and make a lexical set “entertainment”

WHEN A COMPUTER ERROR IS A FATAL MISTAKE

Our lives depend on computers. They control our money, transport, our exam results. Yet their programme are now so complex that no one get get rid of all the mistakes.

1. _____

Life without computers has become unimaginable. They are designed to look after so many boring but essential tasks – from microwave cooking to flying across the Atlantic – that have become dependent on them.



2. _____

But as demands placed on computers grow, so have the number of incidents involving computer errors. Now computer experts are warning that the traditional ways of building computer systems are just not good enough to deal with complex tasks like flying planes or maintaining nuclear power stations. It is only a matter of time before a computer-made catastrophe occurs.

3. _____

As early as 1889, a word entered the language that was to become all too familiar to computer scientists: a

“bug”, meaning mistake. For decades bugs and “de-bugging” were taken to be part of every computer engineer's job. Everyone accepted that there would always be some mistakes in any new system. But “safety critical” systems that fly planes, drive trains or control nuclear power stations can have bugs that could kill. This is obviously unacceptable.

4. _____

One way to stop bugs in computer system is to get different teams of programmes to work in isolation from each other. That way, runs the theory, they won't all make type of mistake when designing and writing computer codes. In fact researches shows that programmes think alike, have the same type of training – and make similar mistakes. So even if they work separately, mistakes can still occur. Another technique is to produce back up systems that start to operate when the first system fails. This has been used on everything from the space shuttle to the 320 airbus, bus unfortunately problems that cause one computer to fail can make all the others fail, too.

5. _____

A growing number of computer safety experts believe the time has come to stop trying to “patch up” computer systems. They say programmers have to learn to think clearly and be able to demonstrate through mathematical symbols that the program cannot go seriously wrong. Until programmers learn to do this, we will probably just have to live with the results of computer bugs.

6. _____

Of course, more often than not the errors are just annoying, but sometimes they can come close to causing tragedies. On the Piccadily line in London's Underground a driver who was going south along a track got confused while moving his empty train through a cross-over point. He started to head north straight at a south-bound train full of people. The computerised signalling system failed to warn him of imending disaster and it was only his quick human reactions that prevented a crash.

1. Read the following articles about computer errors and decide which of these two plans the writer followed:

<p>A</p> <ul style="list-style-type: none">* Describe the situation* Describe a problem* Describe unsatisfactory solutions* State the problem again	<p>B</p> <ul style="list-style-type: none">* Ask a question* Answer the question* Give specific examples* Ask another question
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2. Now read the article again and choose a heading for each paragraph from the list below. There is one extra heading which you do not need to use.

- A. An old problem with serious consequences.
- B. Two new approaches, but can they solve the problem?
- C. A potentially tragic error.
- D. But are they here to stay?
- E. Experts say “Bring back maths!”
- F. Old methods are no longer satisfactory.
- G. We couldn't live without them.

3. Find words or phrases in the text with the following meanings:

- 1. impossible to imagine (para. 1) _____
- 2. needing support from (para. 1) _____
- 3. long-established, conventional (para. 1) _____
- 4. sudden great disaster (para. 1) _____
- 5. often seen or heard (para. 2) _____
- 6. not good enough (para. 2) _____
- 7. separately (para. 3) _____
- 8. support (para. 4) _____
- 9. terrible events that cause great sadness (para. 5) _____
- 10. about to happen (para. 5) _____

The world is divided into the "haves" and the "have nots": those who have their names used in popular songs and the rest. The "haves" include anyone named Eleanor, Carol, Bernadette, Maria, Frankie or Johnnie. Girls called Sue or Suzie are especially fortunate, what with "Wake up Little Suzie" and so on. The "have-nots", a large unhappy group, include people named Graham, Bruce, Jacqueline and a great many others. Anyone with a name like these is likely to go through life without ever hearing their name in a song on the radio or anywhere else.



But help is at hand, Serge Romano has started a business called "Songs for you" in Melbourne, Australia. Anyone can have a song written, recorded, preserved and presented to fit their specifications.

Serge got the idea for "Songs for you" about a year ago when he and his wife Cathy were at a wedding. "The groom had got a song done for his bride. The reaction from her and the bridesmaids and other guests was fantastic. A little while later I was discussing it with friends, and it struck me that this could really take off.

Aiming at the wedding and engagement market, the Romans advertise on cards in florists and photographers' studios, but they will also take requests for songs for birthdays, Christmas and anniversaries. The minimum fee is 300 \$. For this, clients get a recorded version of their song on cassette (a CD is extra), plus a framed copy of the lyrics.

The creative process begins with a client filling out a questionnaire: About your song. This seeks details for special occasion, relationship with the person to be immortalised in song, how they met, habits and most memorable moments. The musical style can be tailored to suit the client. For lovers, something romantic; for a younger listener a heavy-metal feel might be more appropriate.

Each client gets a different song, though Serge admits that they may repeat a line from time to time. They try to avoid this as there is always the danger that two clients may meet and compare songs, but most songs are so personal, they couldn't be about anyone else. They might include nicknames or references to some special habit.

Most of Serge's customers are very satisfied with their songs. "Yesterday" I met a girl who'd had a song done for her Christmas. She played it in the bank where she works. She was nearly crying, explaining to me how much it meant to her. She knows the words by heart", says Serge. "To anyone else", he suggests, "it might seem just like any other song, but Mary certainly doesn't think so".

Are there any situations that Serge and his songwriters couldn't deal with? For example a woman about to split up with a man who wants to leave him a song to remember her by? Could Serge and his team come up with something appropriate? "Sure. We could do that. Though it's not a situation we've ever been presented with. Thank goodness!".

1. Read the article opposite and then choose the best title below:

- A So, love, this is your song.
- B The successful pop song: a recipe.
- C What's in a name? What to call your baby

2. Choose the correct alternative to answer the following questions:

- 1) Does the word "these" in line 10 refer to
A names like Maria, Frankie or Johnnie?

B names like Graham, Bruce, Jacqueline?
C names like Eleanor, Carol or Bernadette?
D names like Sue or Susie?

2) Does the word "her" in line 21 refer to

A Serge's wife Cathy?

B the groom?

C Serge?

3) Does the word "this" in line 43 refer to

A repeating a line from time to time?

B two clients meeting?

C writing different songs for each client?

D clients comparing songs?

4) Does the word "so" in line 55 refer to the fact

A that there are situations that Serge and his songwriters couldn't deal with?

B that it meant a lot to her?

C that it seems just like any other song?

D that she knows the words by heart?

5) Does the word "that" in line 61 refer to

A leaving him with a song to remember her by?

B coming up with something appropriate?

C being presented with a situation

D dealing with the request?

3. Use your general knowledge and the context to work out what the following words from the above article mean. Circle the correct alternative.

1. Often people have ideas very suddenly. So "struck" (line 23) means

A hit sharply or forcefully

B came immediately to the mind

2. A song is a combination of words and music. So "lyrics" (line 32) means

A the words of a song, especially a modern popular song

B a musical instrument

3. Something that only friends usually know about a person is the special name they like to be called.

So "nickname" (line 47) means

A the same as surname

B a name used informally instead of a person's real name

4. If you listen to a song a lot you eventually remember the words. So "she knows the words by heart" (line 53) means

A she has memorised the words

B she feels strongly about the words

HOW TO BOOST YOUR MEMORY

1 _____

Perhaps you do badly in exams because you can't recall facts and figures or words and structures in a foreign language. Are you always losing things or forgetting the books you need for school that day? Or do you forget what Mum wanted you to get at the corner shop? Relax! Help is close at hand. There's a tremendous range of methods to boost your memory.

2 _____

Your memory is like a brilliant, but unreliable computer storing a vast amount of information. In fact the memory's capacity is theoretically unlimited. The brain can record more than 86 million bits of information every day and our memories can probably hold 100 trillion bits in a lifetime.

3 _____



Nevertheless only about 20 per cent of our daily experience is registered, and of that only a tiny proportion is loaded into long term memory. Most of the images during a day are held for only 25 to 30 seconds. This is just long enough for us to be able to keep the words of a sentence in our head as we read it so we understand its meaning.

4 _____

We also remember different things in two different ways: declarative and non-declarative. Declarative memory deals with concrete things,

specific events and facts such as what we have been doing and our recall of things that have happened. Non-declarative memory includes knowledge of general things, how to ride a bicycle, how to behave and so on. Someone with amnesia will almost always remember how to ride a bike, but many will forget her own name. One sad victim of this type of amnesia announces every ten minutes that he has "just woken up". Every time his wife walks into the room he throws his arms around her as if he has not seen her for years, even though she has only been gone for a few minutes. Yet this man, formerly a highly-talented musician, is still able to play the piano and conduct a choir through a long and complicated concert piece.

5 _____

Normal, healthy people can improve their memories very easily. First of all learn to relax if you're trying to memorise something. You may miss important items if your mind is on something else or if you weren't paying attention because of anxiety – you retain information best when you are alert and concentrating. If you're having trouble concentrating, increase the flow of oxygenated blood to the brain.

6. _____

Despite its small size the brain uses 20 per cent of the body's oxygen requirement. So try to combine study with exercise, particularly the kind of exercise that gets you breathing faster. Keep your mind fit as well as your body by doing mental workouts. Crosswords, Scrabble and quizzes all help to keep the mind in shape.

7. _____

You can also train your memory in certain ways. The ancient Greeks invented memory systems called mnemonics, and they still work today. Most systems involve associating the things you want to remember with something you already have safely stored in your head, and the most effective systems make use of visual imagery, smell, touch and sound. If you want to remember someone's name, try to find something distinctive about their hair, nose or eyes to associate with the name, e.g. Jane's wearing jeans/Tim is tall/Bill's got a beard. If you want to remember numbers try to make associations between numbers in sequence – think of people's ages, special dates, whether they're odd or even.

1. Read the following article and choose a heading from the list below for each paragraph. The first one has been done for you. There is one extra heading which you do not need to use:

- A A very powerful mechanism
- B Two ways of remembering
- C Why we forget our earliest memories
- D Short term and long term memory
- E Healthy body; healthy mind
- F An old approach but a good one
- G Are you forgetful?

2. Read the questions and find the right answer:

- 1) From the first paragraph we learn that
 - we should take special medicine to improve our memory
 - there are some methods to improve our memory
 - human memory depends on the age
- 2) It is said in the second paragraph that
 - human memory is limitless
 - we should train our memory all life
 - people should attend special courses to boost their memory
- 3) In the third part the author claims that
 - people register only interesting facts during the day
 - people can remember less than a quarter of daily information
 - we should write useful information in our diary every day
- 4) From the fourth paragraph we knew that
 - there are two kinds of memories
 - people should develop their memory from the childhood
 - people with amnesia need a special treatment
- 5) In the fifth part the author suggest how

- to relax after a gruelling mental task
- to boost the memory
- to get rid of useless information

6) What kinds of games improve our memory

- tennis, football, basketball
- crosswords, scrabble and quizzes
- hopscotch, hide-and-seek, crocodile

7) The main principle of mnemonics is

- remember as many facts as possible in a short period of time
- associate new facts with facts you already know
- record all important information

3. What is the main idea of the article?

- To improve our memory we should lead a healthy lifestyle.
- There are a lot of affordable methods to boost our memory.
- Everybody should remember as many things as possible during the life.

Text № 13

GUITAR LEGENDS

Whether it's melodic sound of an Eric Clapton solo or the growl of a heavy metal band, the electric guitar has influenced popular music and culture more than any other instrument. Rock's greatest musicians have always been closely identified with their guitars. But the instruments being designed for tomorrow's pop stars may look and sound rather different from today's familiar electric and acoustic guitar.



It is only sixty years since the electric guitar was invented. Since then there have been incredible changes to the technical design of the instrument. From what was once a rounded wooden box with a hole in the front, the guitar has evolved into the smooth solid body of the rock guitarist's axe. The most modern guitars are really computer-controlled synthesizers.

Adolph Rickenbacker's Electro String Company produced the world's first electric guitar. It was made of wood and played on the user's lap. The first real breakthrough in design came in 1950 when Leo Fender, a Californian radio repairman, made the first solid-bodied electric guitar, the Fender Telecaster. Soon after the inventor Les

Paul made the famous Gibson Les Paul. Fender launched its stylish Stratocaster two years later. These guitars became standard instruments against which newer guitar designs are measured.

All sorts of different materials have been used to make guitars. Acoustic guitars are made from wood, which gives a soft tone. Wood is also a popular material in electric guitar manufacture, but more modern materials such as glass and carbon fibre are also used. There have also been guitars with metal bodies and necks though these were never popular with players, who claim metal feels cold in the hand.

Plastics, on the other hand, have been more used in guitar bodies. A company that makes parts for the aerospace industry has begun to use a kind of fibreglass that was originally used in helicopter blades

to make the bodies for its electric-acoustic instruments. Other makers have begun to experiment with graphite, a material that is ten times stiffer than wood but much lighter. It doesn't expand or contract as the temperature or humidity changes either. This makes it particularly suitable for guitar necks and for tennis rackets, for which it is also used.

As long as scientists and musicians work together harmoniously, the electric guitar will continue to benefit from technological innovations. But for all the efforts of the guitar companies' design engineers, production managers and quality controllers, it's the musicians who finally make the instruments sing – and not necessarily in the way the guitar maker intended.

1. Choose the correct alternative to answer the following questions:

1) What is likely to change in the future?

- A the influence of the guitar on popular culture
- B styles of guitar music
- C the guitars themselves
- D how musicians feel about their guitar

2) The first electric guitar was

- A computer-controlled
- B played sitting down
- C not hollow inside
- D designed by Leo Fender

3) The guitars that were designed in the fifties

- A were unsuccessful
- B are often compared to guitars designed today
- C were made of wood
- D were played sitting down

4) Which material was disliked by musicians?

- A metal
- B wood
- C plastic
- D carbon fibre

5) Why is graphite a good material for guitar necks?

- A It has been used for tennis rackets
- B It is heavier than wood
- C It is not affected by atmospheric conditions
- D It is more flexible than wood

6) Recent technological innovations

- A have not really improved the electric guitar
- B have been ignored by musicians
- C cannot determine the way the guitar will be played
- D are not what musicians hoped for

2. Read the text and decide which one of the following subjects is not referred:

- A companies that make guitars
- B materials guitars are made of

- C the role of technology
- D other musical instruments

3. Make a cluster “material”

Text № 14

ENTER MRS WIN-A-LOT

Introducing the undisputed queen of competitions

Outside Rita Smallburn's home is parked a sparkling blue Renault Cleo. Mrs Smallburn's won it. It is the fifth car she has won. Inside her sitting room are a video, television, compact disc system, three-piece suite, canteen of cutlery, decanter and glasses, silverware, Trivial Pursuit, Scrabble and an enormous bottle of champagne: all prizes.

In her kitchen are a dishwasher, microwave, French saucepan set, toaster, coffee maker, electric carving knife, kettle, can opener and iron: more prizes.



In fact there is virtually nothing in Mrs Smallburn's entire house, apart from her dog, which she hasn't won. She did not actually win the house she and her family live in, but seven years ago she won another one worth 50 000 pounds. Which she sold two years later for 100 000 pounds. For the last sixteen years she has been the “Queen of Competitions” or “comper” as they are known in the trade. Locally she is known as Mrs Win-a-lot.

Since she gave up her job as a geography teacher sixteen years ago, Mrs Smallburn believes she has become much more skilled at winning competitions. I expect to win between twenty and forty per cent of the competitions I enter”, she says. “But my winnings could vary enormously year by year. One year I might win 3000 pounds. The next it could be 100 000 pounds. All her earnings are tax-free.

She enters only about twelve competitions a month now, down from a peak of about fifty when she was younger. Nowadays she is busy running a consultancy in which she shares her competition winning skills with others who would like to achieve success, but the postman's arrival is still a thrill. If her family wants something, she will try to win it. At the moment she is competing for a fax machine. She wouldn't dream of buying anything. It is an odd life, though Mrs Smallburn denies it is an obsession. “It's more like an extreme enthusiasm”, she says. To work, the thrill must be in the winning rather than the prizes. The disadvantage is the lack of freedom to buy what you choose. The dog is not allowed to have his favourite brand of pet food. He has to be content with a year's supply of another brand Mrs Smallburn won.

1 Read the following text about a woman who has won a lot of competitions and mark with a cross the things below which are not mentioned:

1. a car
2. a TV
3. a fax machine
4. a compact disc system

5. a dog
6. a computer
7. a dishwasher
8. a refrigerator

2. Choose the correct alternative to answer the following questions.

1. Which of the following is something that Mrs Smallburn did not win in competitions?

- A a house
- B The house where the family live
- C Money and goods to the value of 3 000 pounds.
- D five cars

2. Mrs Smallburn used to

- A win more money than she does now
- B work as a geography teacher
- C be better at winning competitions than she is now
- D pay less tax than she does now

3. How does Mrs Smallburn's spend most of her time now?

- A teaching geography
- B entering competitions
- C working in her own company
- D looking after her family

4. Mrs Smallburn does not

- A want to buy a fax machine
- B want to win a fax machine
- C look forward to the postman coming
- D try to win things her family want

5. What is Mrs Smallburn's attitude to entering competitions?

- A She is obsessed with it
- B She is very keen on it
- C She is disappointed with the things she wins
- D She thinks it is a strange way to earn a living

6. The writer of the text thinks Mrs Smallburn's extreme enthusiasm is the result of

- A the excellent prizes she has won
- B the feeling she gets from winning
- C not being free to buy what she wants
- D an obsession

7. The article is intended to

- A shock the reader
- B annoy the reader
- C entertain the reader
- D make the reader feel sad

3. Make a cluster “ kitchen”

Text № 15

A HAIRY PROBLEM SOLVED

(1__)

Cave drawings show that earliest razors were sharks' teeth and clam shells. Sharpened flint was used where it could be found. The Egyptians 6000 years ago made razors from solid gold. By the eighteenth century they had developed into elaborate steel devices. Nevertheless one painful problem remained: men continued to cut themselves.

1. Is this paragraph mainly about
A the history of the razor
B expensive materials used for razors?



In 1762 a Frenchman named Jean-Jacques Perret found a way of protecting the shaver's skin by attaching a safety guard to the steel blade. Perret even wrote a book about shaving called *Pogotonomy or the Art of Learning to Shave* (2__). As a result, millions of male chins still suffered the consequences daily.

2. Is the main idea that Perret
A invented a safe way of shaving?
B wrote a book about shaving?

One such chin belonged to King Camp Gillette, a travelling salesman from Wisconsin, in the United States. One of Gillette's bosses was William Painter, the inventor of the disposable bottle-cap. Painter told Gillette that he would become rich if only he invented something which will be used once and thrown away". 3(__)

3. Is the main idea that
A Gillette got some useful advice?
B Gillette had a boss called Painter?

The answer came to Gillette in front of his shaving mirror in 1895 (4__). Why not substitute a thin steel blade that could be held in a clamp and thrown away? "I stood before the mirror in a trance of joy, "he wrote to his wife. "Our future is made".

4. Is the main idea that
A Gillette suddenly had an idea?
B he wrote to his wife?

(5__) Finally things began to change when he met William Nickerson. Together they formed the American Safety Razor Company. They took out a patent in Boston in 1901. In 1903 they sold just 51 razors and 168 blades. They persevered and by the end of 1904 they had parted with 90 000 razors and

124 000 blades.

5. Is the main idea that

A Gillette formed the company with someone else?

B the razor was not immediately successful?

2. The following sentences have been removed from the text. Decide in which numbered gap each sentence should go and write in the appropriate letter. Be careful! There is one extra sentence that you do not need to use.

A He realised that only the straight edge of his old-fashioned razor was doing any work.

B However, his invention remained relatively unknown.

C The customer would have to come back and buy another.

D Men have always searched for the perfect close shave.

E Gillette realized he needed to work with someone else.

F But for six years, Gillette failed to convince people.

3. Read the sentences and correct the mistakes:

1. The Egyptians 6000 years ago made knives from solid silver.

2. In 1762 a Frenchman named Jean-Jacques Perret found a way of protecting the hair by attaching a safety line to the steel blade.

3. As a result, millions of male chicks still suffered the consequences monthly.

4. Painter told Gillette that he would become famous if only he invented something which will be used twice and thrown away”.

5. Finally things began to improve when he met William Nickerson. Together they opened the American Safety Razor Company.

Broken texts

UPLANDS SPORTS CENTRE 20 years of fitness est. 1998		Group Exercise Studio Timetable 7th January - 28th April 2019 For class descriptions visit: www.uplandssportscentre.co.uk				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SPINNING studio cycling All Levels 9.15 - 10.00am * 5 minute class changeover	SPINNING studio cycling All levels 9.15 - 10.00am	SPINNING studio cycling All Levels 8.25 - 9.10am * 5 minute class changeover	HIGH INTENSITY INTERVAL TRAINING Intermediate 9.15 - 10.00am	SPINNING studio cycling TRIAL CLASS TIME All Levels 7.45 - 8.30am NEW CLASS	SPINNING studio cycling All Levels 9.00 - 9.45am * 5 minute class	metafit Intermediate 10.00 - 10.45am
pump & tone All Levels 10.05 - 10.50am	20-20-20 Beginners 10.00 - 11.00am	Pump Blast 20-20 All Levels 9.15 - 10.00am	20-20-20 Beginners 10.00 - 11.00am	SPINNING studio cycling All Levels 9.15 - 10.00am * 5 minute class changeover	pump & tone All Levels 9.50 - 10.35am	Pilates All Levels 10.45 - 11.45am
Box-Fit All Levels 4.05 - 7.00pm * last admission 4.15pm	Yoga All Levels 11.00 - 12.00pm	Pilates All Levels 10.00 - 11.00am	Yoga All Levels 11.00 - 12.00pm	SPINNING studio cycling All Levels 9.15 - 10.00am * 5 minute class changeover	ZUMBA All Levels 10.35 - 11.35am	Cardio Tone All Levels 10.05 - 10.50am
Pilates All Levels 7.00 - 8.00pm * 5 minute class changeover	Spin & Abs All Levels 4.15 - 7.00pm	Step Aerobics Inf/Advanced 6.10 - 6.55pm	Cardio Boxing All Levels 4.10 - 4.55pm	pump & tone All Levels 10.05 - 10.50am	Stretch & Tone All Levels 10.50 - 11.35am	Opening Times: Mon: 7am-10:30pm Tue: 9am-10:30pm Wed: 7am-10:30pm Thu: 9am-10:30pm Fri: 7am-9pm Sat: 8am-6pm Sun: 9am-4pm
Spin & Abs All Levels 8.05 - 8.50pm	HIGH INTENSITY INTERVAL TRAINING Intermediate 7.05 - 7.50PM WITH SLAM BALLS & KETTLEBELLS SP2	pump & tone All Levels 6.55 - 7.40pm * 5 minute class changeover	Pilates All Levels 6.55 - 7.55pm * 5 minute class changeover	SPINNING studio cycling All Levels 7.05 - 7.50PM WITH SLAM BALLS	<small>(classes subject to change of management's discretion - please observe studio etiquette policy - entry may be refused if not adhered to)</small>	
metafit Intermediate 8.00 - 8.45pm	ZUMBA All Levels 7.00 - 8.00pm	SPINNING studio cycling All Levels 7.45 - 8.30pm	HIGH INTENSITY INTERVAL TRAINING Intermediate 7.05 - 7.50PM WITH SLAM BALLS	SPINNING studio cycling All Levels 8.00 - 8.45pm	<p>Due to popular demand, we kindly ask members to:</p> <ol style="list-style-type: none"> 1) Only book onto one spin class per day 2) Inform the Sports Centre if you wish to cancel a class 3) Only enter the studio for the next class when the previous instructor exits <p>Thank you for your kind understanding</p> <p>Uplands Sports Centre Lower High Street, Wadhurst, East Sussex, TN5 6BA Email: info@uplandssportscentre.co.uk</p> <p>Telephone: 01892 782136</p>	

Text № 1

1. Read the timetable, the statement and underline T(True), F (False), NS (Not Stated):

- There are courses of spinning for all levels 5 times a week. T/F/NS.
- Clients can attend zumba courses 3 times a week. T/F/NS.
- You can practice Yoga only on Thursday from 11 to 12 p.m. T/F/NS.
- There are Pilates courses four times a week at the same time. T/F/NS.
- Course Metafit is for Advanced. T/F/NS.
- There is one instructor for Step Aerobics and Pilates. T/F/NS.
- On Sunday the club is closed. T/F/NS.
- The club has its site. T/F/NS.

2. Complete the sentences with the correct word:

- On Friday you can join Stretch & Tone from ____ till ____.
- There are Zumba classes on Tuesday and on _____.
- Step Aerobics are for intermediate and _____.
- On Monday, Wednesday and Friday the club is open from _____ to _____.
- Members should inform the Sports centre if they wish to _____.
- The Sports centre is situated in East Sussex in Wadhurst _____.
- On Sunday from 10.00 to 10.45 you can attend _____.

3. Make a cluster FLEXIBLE COURSE

Text № 2

1. Look at the texts.

What kind of texts are they:

- articles
- advertisements
- timetables

Where can we find these texts:

- in a coursebook
- in a magazine
- in a newspaper

ASA COLLEGE

Yoga Club

Dear Students! Join our Yoga Club and workout with instructor, Rashmi Gaonkar.

Brooklyn Campus:	Club meets every Wednesday from 6 to 7 p.m. (Room 208) 151 Lawrence Street, Brooklyn, NY 11201
Manhattan Campus:	Club meets every Thursday from 5 to 6 p.m. (Room 621) MH 9th floor 1293 Broadway (One Herald Center), New York, NY 10001

Bring your friends, practice Yoga, and achieve Peace and Harmony for your Body and Mind.

For more info, please email: fmukimova@asa.edu

LOVE TENNIS?

PRIVATE COACHING PRIVATE COURT

Start your kids young, sessions available for children aged 4-7 for one on ones, groups of 2 or groups of 2-4 and exactly the same applies for children aged 7-11.

I am a professional young coach who's dedicated to teaching and with the younger kids concentrating more on improving hand eye coordination, which will help with a number of things later on in life.

Court is based in Sandown Avenue, Esher.
 One on one sessions - £25/hour
 Group of 2 - £30/hour
 Groups of 2-4 - £35/hour
 Parents are more than welcome to stay and watch.

For more information contact:
 m: 07540 116843
 t: 01372 462367

2. Read the sentences and underline T (True), F (False), NS (Not Stated):

- You can contact both clubs via internet. T/F/NS.
- There are three instructors in Yoga Club. T/F/NS.
- According to the advertisement tennis helps to improve coordination. T/F/NS.
- Yoga club and Tennis club offer courses for children. T/F/NS.
- Both clubs give the information about the price. T/F/NS.
- Yoga club invites the clients for meeting at the weekend. T/F/NS.
- After tennis sessions children can have a free hot drinks. T/F/NS.
- The aim of Yoga classes is to achieve peace and harmony for Body and Mind. T/F/NS.

3. Choose the right word to complete the sentences:

- Join our Yoga club and workout with (coach/teacher/instructor) Rashmi Gaonkar.
- In Brooklyn Campus club meets every (Monday/Wednesday/Friday) from 5 to 6 p.m.
- Bring your friends, practice Yoga, and achieve (force/piece/results) and Harmony for your body and mind.
- Parents are more than welcome to stay and (play/watch/pay).
- Court is based in Sandown (Avenue/Street/Park), Esher.

Text № 3

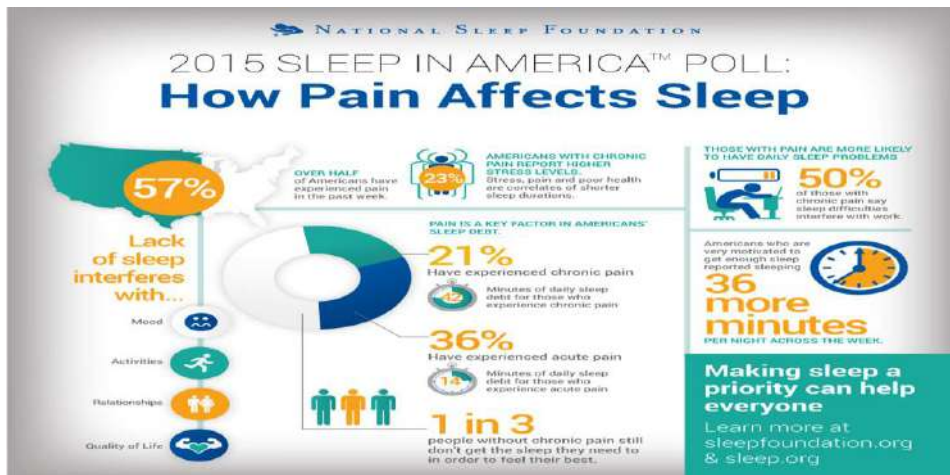
1. Read the scheme. What is the aim of this research?

- to persuade people to sleep more
- to show how pain is harmful for human health
- to offer new medicines against pain

2. Read the scheme, sentences and underline T (True), F (False), NS (Not Stated):

- a) Lack of sleep interferes with career. T/F/NS.
- b) Americans with Chronic pain report higher stress levels. T/F/NS.
- c) If you are motivated to have enough sleep you shouldn't eat late t night. T/F/NS.
- d) 46 per cent of Americans have experienced acute pain. T/F/NS.
- e) Quality of life depends on the lack of sleep. T/F/NS.
- f) People who experience pain have problems with daily sleep. T/F/NS.
- g) Our mood doesn't depend on the lack of sleep. T/F/NS.

3. Complete the sentences with the right word:



- a) Stress, pain and _____ correlates of shorter sleep duration.
- b) Over half Americans have experienced _____ in the past week.
- c) 1 in 3 people without chronic pain still don't get _____ they need in order to feel their best.
- d) 50 % of those with chronic pain say _____ difficulties interferes with work.
- e) 14 minutes of _____ sleep debt for those who experience acute pain.
- f) Lack of sleep interferes with mood, _____, relationships, quality of life.

Text № 4

1. Read the text and say where can we see this test:

- in a magazine
- in a hospital
- in a bookshop

2. Read the text and the sentences and write T (True), F (False), NS (Not Stated):

- Use can use coupons if you want to save money. T/F/NS.
- People throw away 50 % of meal per month. T/F/NS.
- You shouldn't make a plan before go shopping. T/F/NS.
- You should eat only a couple of apples before shopping. T/F/NS.
- You should avoid buying useless things. T/F/NS.

THRIFTY GROCERY SHOPPING TIPS
SHOP SMART, SPEND LESS, EAT WELL

WE THROW AWAY AN AVERAGE OF **24 MEALS** PER MONTH

THIS IS EQUIVALENT TO **£60** WASTED DUE TO OVERSHOPPING

MEAL PLANNING COULD SAVE A FAMILY OF 4 AROUND **£600 PER YEAR**

- MEAL PLAN & SHOP WITH A LIST**
Sticking to a list means you'll only buy what you need.
- DON'T SHOP WHEN YOU'RE HUNGRY**
Treats and special offers are irresistible if you shop on an empty stomach.
- DON'T FALL FOR THE MULTIBUY**
Is it on the list? Do you need it? Is it perishable?
- CUT YOUR SPENDING WITH COUPONS**
Find them in supermarket magazines, online forums, brand websites and social media.
- TIME TO TRIM YOUR BILL**
At around 9-12pm you'll find more reductions in fruit & veg, meat and bakery aisles.
- FREEZER AISLE — NOT JUST FOR READY MEALS**
Vegetables, fruit, meat and fish is cheaper frozen, nutritious and keeps longer.

SUPERMARKET ALTERNATIVES
SAVE MONEY BY SHOPPING ELSEWHERE

- APPROVED FOODS**
Save on products just past or near their sell by date that are still fine to eat.
- USE IT OR LOSE IT — LOVE YOUR LOCAL MARKET**
Visit local markets for fruit & veg - it's cheaper, fresher and the service friendlier!
- £1 STORES FOR YOUR FOOD CUPBOARD**
Name brand Tea bags, coffee, drinks and tinned food can be found here.
- PICKING FRUIT & VEG**
Blackberries, apples, pears, plums and much more grow in abundance in the UK.

Sources:
<http://resources.tulocook.com/blog/save-money-by-meal-planning>
<http://www.theguardian.com/environment/2013/nov/07/uk-households-food-waste>

Guarantormyloan
guarantormyloan.co.uk

- You can find all kinds of fruit in the UK. T/F/NS.
- After 8 p.m. You can get a discount. T/F/NS.

3. Correct the mistakes in these sentences:

- Sticking to the list explains you'll only buy what you need.
- Find them in supermarket, newspapers, online forums, brand websites, and social media.
- Treats and sweets are irresistable if you shop on an empty stomach.
- Is it on the list? Do you want it? Is it perishable?
- Vegetables, fish, meat and fruit is more expensive frozen, nutritious and keeps longer.
- Visit local markets with for fruit and veg – it's cheaper, cooler and the service friendlier.
- Name brand Tea bags, coffee, tinned vegetables can be found here.

4. Use this poster and make a cluster GROCERY SHOPPING TIPS. You can add your ideas.
Text № 5

1. Read the text. What is the main aim of this text:

- offer a new scheme of nutrition for children.
- give a detailed explanation about obesity among children.
- give recommendations on how to prevent obesity among children.

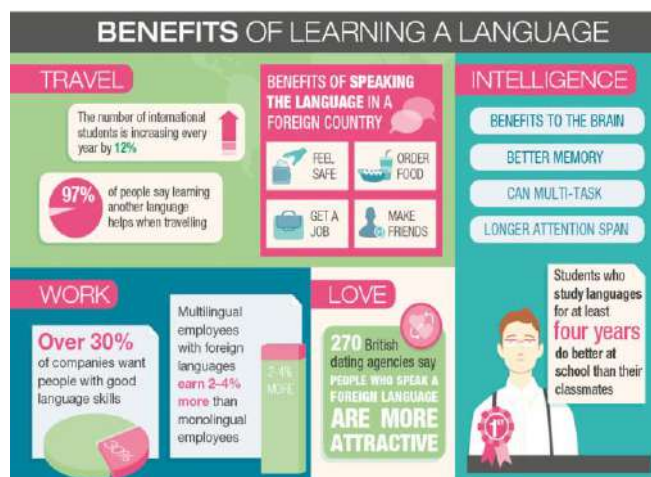
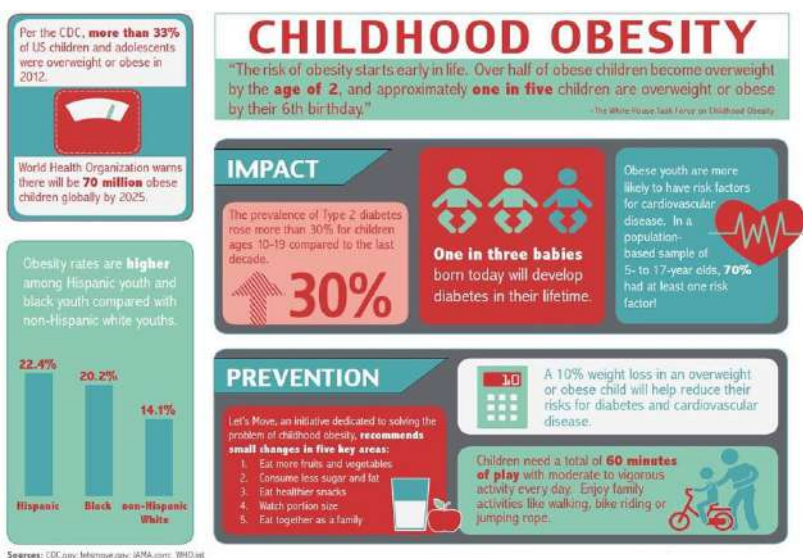
2. Where can we find this poster:

- in a shop
- in a hospital
- in a bus stop

3. Find the right ending for the sentences:

- a) Per the CDC, more than 33 % of US children and adolescents were
- given an insufficient nutrition.
 - were overweight or obese.
 - happy to receive a good nutrition
- b) Over half of obese children become overweight by
- the age of 5
 - the age of 2
 - the age of 7
- c) Obese youth are more likely to have
- cancer
 - problems with teeth
 - risk factor for cardiovascular disease
- d) Among areas of live where changes are recommended there is
- eat in the restaurants
 - eat more fruit and vegetables
 - have picnics outside

Text № 6



1. Read the poster. Where can you find it?

- in the post office
- in a language centre
- in a bank
- in a bus stop

2. What is the main aim of this poster?

- to show that learning of foreign languages can bring success in all aspects of life
- to show that learning of the foreign language can improve human health
- to show that learning of foreign languages can help to booster the relations with relatives
- to persuade the readers to attend regularly the course of foreign languages.

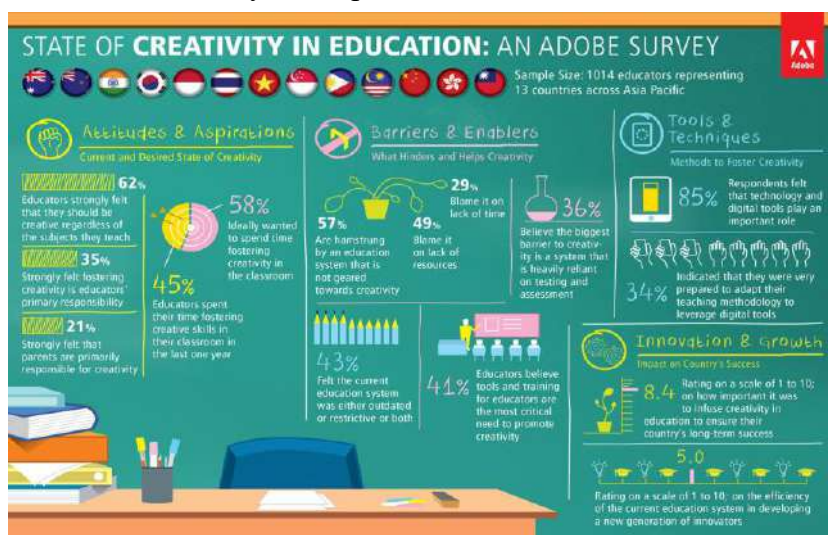
3. Read the sentences and write T(True), F (False), NS (Not Stated):

- Learning foreign languages increases the number of tourists. T/F/NS.
- The knowledge of a foreign language helps the explore a city without a map. T/F/NS.
- The learning of a foreign language boosts the health. T/F/NS.
- The employers offer better work conditions to multilingual employees. T/F/NS.
- The learning of a foreign language makes human life longer. T/F/NS.
- Only 50 % of people say that a good knowledge of a foreign language helps with travelling. T/F/NS.
- The learning of a foreign language contributes to a longer attention span. T/F/NS.
- The knowledge of a foreign language contributes to a physical development. T/F/NS.

Text № 7

1. Read the poster. What is the main aim of this text?

- give the reasons why creativity should be developed in education
- give full information of the current situation with creativity in the educational system
- suggest ways of the improvement of the educational system
- show educators the ways to improve their skills



2. Where can we find this poster?

- in a coursebook
- in an educational magazine
- in a newspaper
- in a travel guide

3. Correct the mistakes in the sentences:

- 67 % of educators wanted to spend time fostering creativity in the classroom.
- 21 % strongly felt that teachers are primary responsible for creativity.
- 85 % of prespondents felt that computer programmes and digital tools play an important role.
- 56 % felt that the current education system was either modern or restrictive or both.
- 36 % felt that the biggest barrier to creativity is a system that is heavily reliant on writing and assessment.

- 6) 45 % of educators spent their time fostering communicative skills in their classroom in the last one year.
- 7) 62 % of educators strongly felt that they should be reliable regardless of the subjects they teach.

Text № 8

City Facts

UNITED KINGDOM // 51° 31' 10" N 0° 7' 40" W

LONDON

(*lʌndən*) | Main Airport Code: **LHR** | Currency: **£ POUND STERLING** | Time Zone: **GMT**

"The Big Smoke"

OFFICIAL LANGUAGE
ENGLISH

MORE THAN 300 LANGUAGES ARE SPOKEN IN LONDON'S SCHOOLS

*Big Ben's chime is in the key of **E***

IT IS ILLEGAL TO DIE IN THE HOUSES OF PARLIAMENT

LANDMARK THE ELIZABETH TOWER

Previously called "The Clock Tower"

BIG BEN IS THE BELL, NOT THE CLOCK TOWER

Population: **8.3** MILLION PEOPLE (2012)

BY 2050, LONDON'S POPULATION IS SET TO INCREASE MORE THAN A THIRD

LONDON BUSES USED TO NOT ALWAYS BE RED; DIFFERENT ROUTES USED TO HAVE DIFFERENT COLORS

Average Low: **2-6 °C** (35-44 °F)

AVERAGE TEMPERATURE

Average High: **14-22 °C** (57-71 °F)

TO PASS THEIR EXAM, LONDON CAB DRIVERS STUDY STREET NAMES FOR 2-4 YEARS

THERE ARE OVER **21** UNDERGROUND RIVERS IN LONDON

Education First

1. Read the poster. Where can you find it?

- in a travel guide
- in a scientific magazine
- in a medical instruction
- in a compilation of poems

2. What we can't learn from the poster:

- the current official name of Big Ben
- the average temperature in London

- the number of cabs in London
- the number of underground river in London
- the prices in museums
- the names of the biggest shops in London
- the system of education

3. Read the sentences and write T (True), F (False), NS (Not Stated):

- More than 300 languages are spoken in London's school. T/F/NS.
- All London buses are red. T/F/NS.
- Average High temperature in London 16-35 °C. T/F/NS.
- There are 21 underground rivers in London. T/F/NS.
- To pass their exam London cab drivers should pay. T/F/NS.
- By 2050 the population of London will significantly decrease. T/F/NS.
- The previous name of Elizabeth Tower is "The Clock Tower". T/F/NS.
- There are two official languages in London: English and Spanish. T/F/NS.
- It is illegal to sleep in the Houses of Parliament. T/F/NS.

Text № 9

1. Read the poster. Who is the target reader of this text?

- preschoolers
- elderly people
- adults
- teenagers

2. What is the main aim of the poster?

- give the readers some advice on how to improve health
- give the readers some ideas how to boost the results while studying
- explain the readers how to use the college resources efficiently
- persuade the readers to continue studies abroad

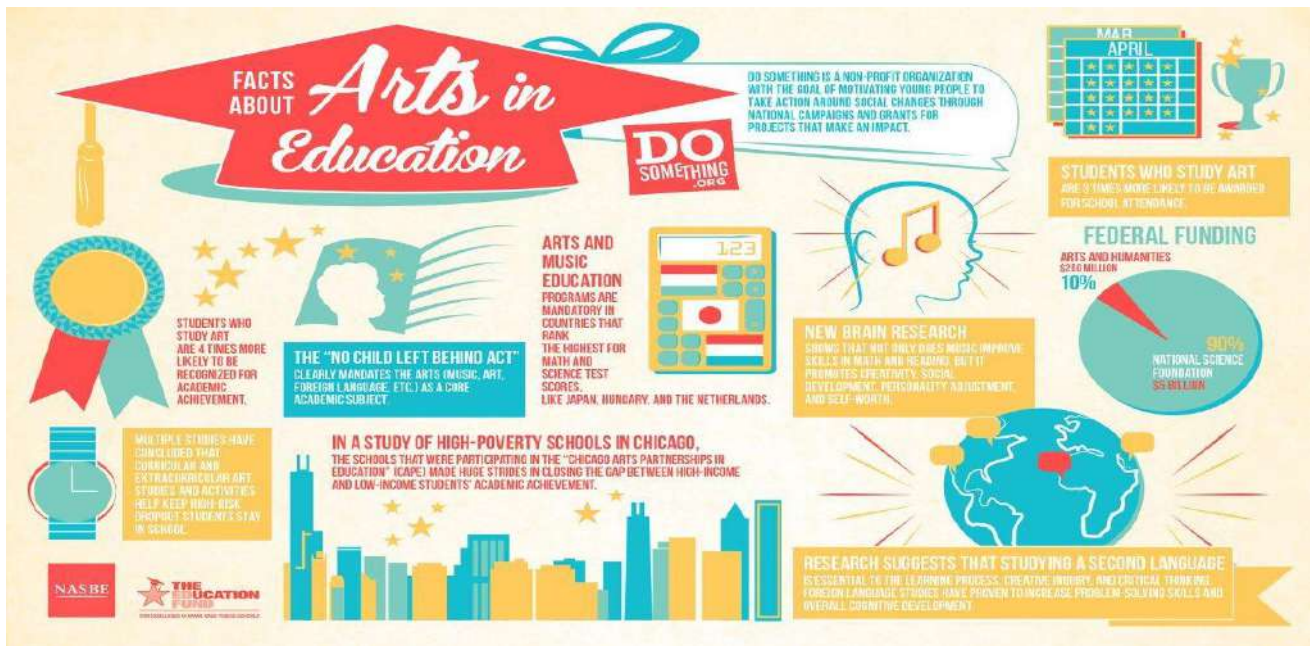
3. Read the sentences and write T (True), F (False), NS (Not Stated):



- Students can be organized if they make a plan. T/F/NS.

- b) Students should write e-mail to their friends every day. T/F/NS.
- c) Students should have a shower before they go to bed. T/F/NS.
- d) To keep fit students should do regular exercises. T/F/NS.
- e) The duration of sleep should be more than 9 hours. T/F/NS.
- f) Students should write all their results. T/F/NS.
- g) Students should leave spare time for unexpected events. T/F/NS.
- h) Students should consult their teachers while they make their plans. T/F/NS.

Text № 10



1. Read the poster. Where can we find the this information?

- in a newspaper
- in an educational journal
- in a coursebook
- in a fashion bootlet

2. What is the main idea of the text?

- Studying art contributes to the physical development.
- Studying art boosts the personal development
- Studying art improves the relations among contemporaries.
- Studying art develop the physical attractiveness.

3. Read and correct the sentences:

- a) Students who study art are 4 times more likely to be recognized for intellectual achievement.

- b) Art and music education programmes are different in countries that rank the highest for Math and literature text scores.
- c) The school that were participating in the Chicago arts partnership in industry made huge strides in closing the difference between high-income and low-income students.
- d) Research suggests that studying a third language is essential to the learning process, creative inquiry and serious thinking.
- e) Students who study art are 9 times more likely to be awarded for university attendance.
- f) New brain research shows that not only does the music improve skills in writing and reading, but it promotes intelligence and social development, personality adjustment and self-worth.

Text № 11

FAIL
Mental Toughness is caught more than it is taught. Do you **accept the failure** or use it as motivation to not give up, no matter how painful the setback?

PATIENCE
Patience is the **mother of persistence** you have no idea when your moment or opportunity will present itself, so be ready. Avoid a timetable on your goals.

DEVELOP A ROUTINE
First we create our habits and then our habits create us. Your success depends upon your **daily routine**.

FOCUS
You can have one or two **immediate goals** to achieve; everything else is actually a distraction.

PERFORM AN AUTOPSY
After setbacks; you'll need to assess what happened, what you learned, and what to do different next time. Then, move on. Don't dig up a **dead body**.

SCHEDULE TIME OFF
Plan deliberate breaks and time off to re-charge. Otherwise, your setbacks and successes will determine your level of **persistence**.

MAKE IT A GOAL
Make persistence your #1 goal, rather than just a byproduct and **you'll reach it**.

FOCUS ON THE PROCESS
"Only easy day was yesterday" is a lifestyle and a mindset.

8 WAYS TO BUILD PERSISTENCE

@drrobbell www.drrobbell.com

1. Read the text. Where can we find this kind of text?

- in a coursebook
- in a magazine
- in a science fiction book

2. What is the aim of this poster?

- offer the readers some ways to improve their health.
- offer the readers some methods to boost persistence
- offer the readers to some ways to improve the relations with relatives

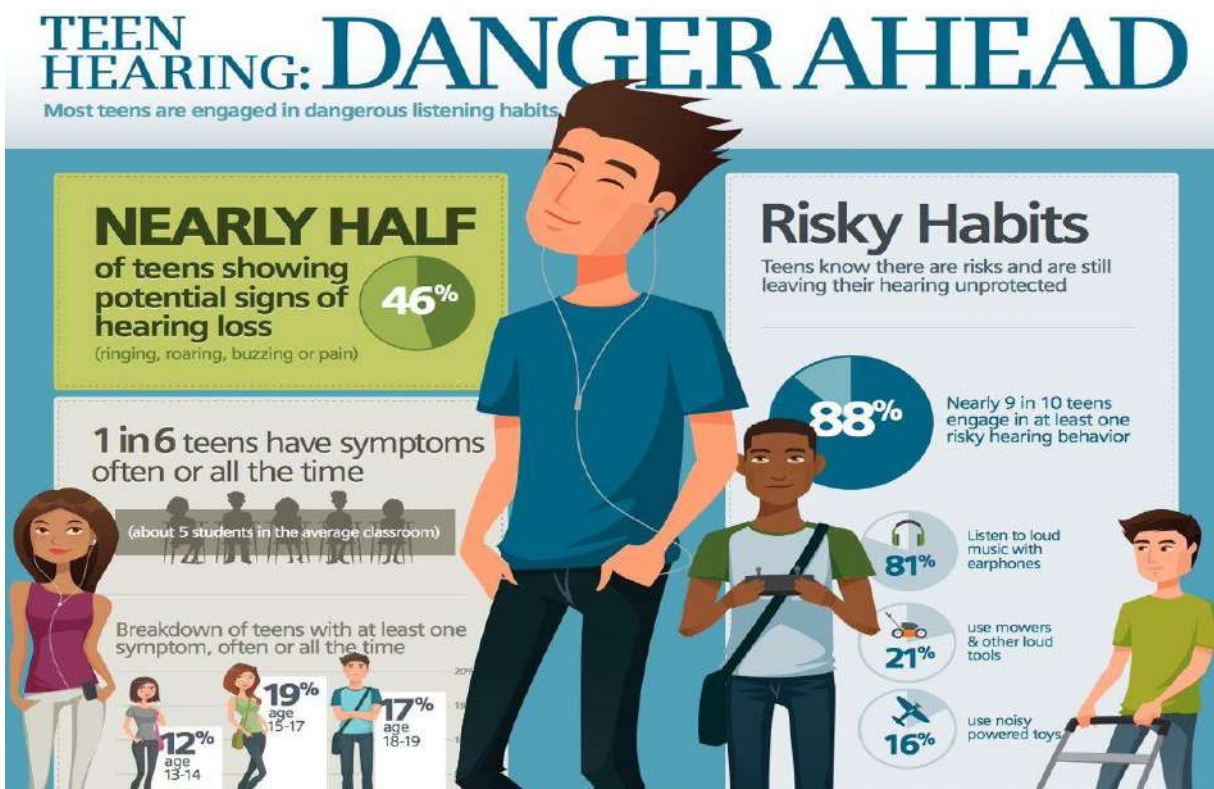
3. Choose the right synonym for phrases in bold:

1. accept the failure - make a mistake - realize an error - face a difficult situation	4. daily routine - everyday duties - important tasks - difficult tests
2. immediate goal - quick aim - slow pace - easy way	5 dig up a dead body - to do something quickly - try to return past events - lie to people
3. persistence - forgetfulness - perseverance - literacy	6 reach - buy - obtain - prove

Text № 12

1. Read the text. Where can we find this kind of text?

- in a travel guide
- in a magazine



- in a medical brochure
- in a bibliographic book

2. What is the aim of this poster?

- give the readers some advice how to improve hearing
- explain what factors cause the loss of hearing
- offer the readers the ways to improve mental health
- give information on how to obtain better results at school

3. Read the sentences and write T (True), F (False), NS (Not Stated):

- a) Nearly half of teens showing potential signs of hearing loss. T/F/NS.
- b) 1 of 5 teens have symptoms often or all the time. T/F/NS.
- c) Teens don't know there are risks and are still leaving hearing unprotected. T/F/NS.
- d) Teens of 13-14 age are more susceptible to the loss of hearing. T/F/NS.
- e) 90 % of teens listen to loud music with earphones. T/F/NS.
- f) 50 % of teens attend discos what contributes to the loss of hearing. T/F/NS.
- g) Parents buy noisy loud toys to their children. T/F/NS.
- h) 21 % use mowers and other loud tools. T/F/NS.

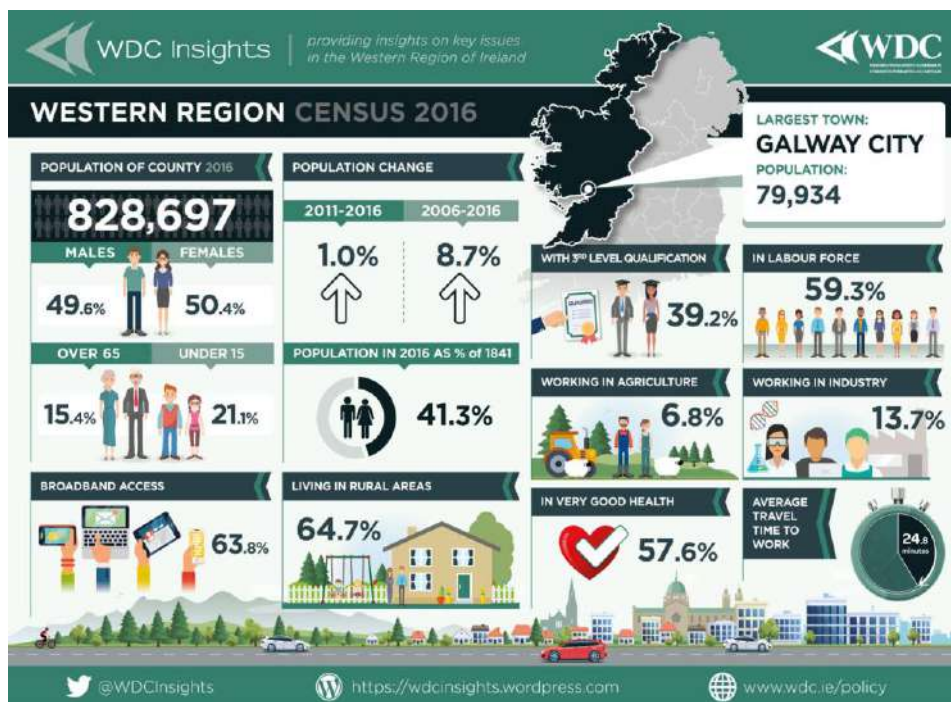
Text № 13

1. Read the text. Where can we find this kind of text?

- in a coursebook
- in a magazine
- in a travel brochure
- in a dairy

2. What is the aim of this poster?

- give the readers some tips about travelling
- explain how to get to Galway City
- offer the readers the ways to improve physical appearance
- give a complete information about Western Region of Ireland



3. Complete the sentences with the right words:

- a) The population in Western Region of Ireland in 2016 was _____.
- b) 13,7 % are working in _____.
- c) The largest town is _____.
- d) 64,7 % are living in _____.
- e) Children consist _____ of population.
- f) There are _____ % of women.
- g) 57,6 % of population are in a very _____ health.

Text № 14

1. Read the text. Where can we find this kind of text?


- in a business journal
- in a scientific booklet
- in a travel brochure
- in a notebook

2. What is the aim of this poster?

- give the readers some tips about holidays
- explain how to use time efficiently at work
- offer the readers the ways to improve their mood at work
- give full information about business


18 WAYS TO BE MORE POSITIVE AT WORK

COMMUTE
Listen to audio books, podcast or inspirational music on your commute.




ARRIVE EARLY
Arrive early and focus on the tasks required today.

EMAILS
Avoid checking emails first thing. Focus on tasks in hand and periodically check emails through the day.




TIME USAGE
Are you making the most of your time? Focus efforts on what matters most.




PLANNING
Schedule your day and set out achievable objectives.


BREAK TIMES
Plan breaks into your day to allow recovery and re-focus on your tasks.



HEALTH & WELL-BEING
Exercise is proven to reduce stress and the resulting feel good factor can boost your productivity, while leaving you in a healthy mindset.



MEETINGS
Walking meetings help focus. Leave the meeting with clear and achievable objectives.



PACE YOURSELF
Rushing task will create more errors that inevitably you will have to re-do.

SUPPORT
Share your achievements with other and support the results of colleagues.

COLLABORATION
Never be afraid to ask for help. Collaborative with others to achieve mutual goals.

BOREDOM
Mix the boring and face most numbing tasks head on.

HOLIDAY DAYS
Try different activities on your day off. Variety is the spice of life and leave you in a more positive mood.


BE POSITIVE
Infuse positive emotions into your work and colleagues and enjoy the collegial nature.

COMPASSION
Remain compassionate to negative colleagues. People are usually negative for a reason.

OFFICE POLITICS
Don't get bogged down in office politics. Focus on what is needed to move forward.

CRITICISMS
Understand any criticism aimed at you and use the feedback to improve your work.

ADAPT
Business changes to survive. Make sure you are open and adaptable rather than resisting change.

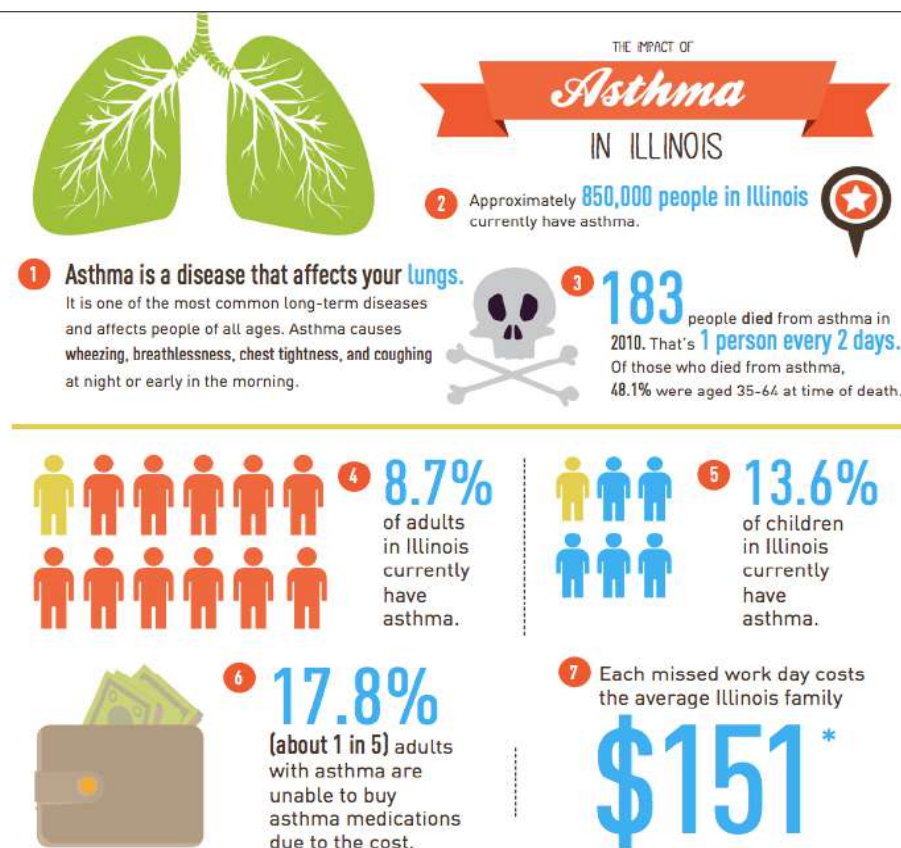


3. Find the right ending for the sentences:

- a) Schedule your day and
 - choose time to relax
 - have a bath in the evening
 - set out achievable objectives

- b) Never be afraid to ask for help. Collaborative with others to
- achieve mutual goals
 - spend time productively
 - meet new people
- c) Understand only criticism aimed at you and
- don't pay attention to spoilers
 - use the feedback to improve your work
 - don't be nervous
- d) Exercise is proven to reduce stress and
- boost your productivity
 - improve mental health
 - boost the mood
- Text № 15

1. Read the text. Where can we find this kind of text?
- in a business journal
 - in a scientific booklet
 - in a medical brochure
 - in a coursebook



2. What is the main idea of this poster?
- Medical care in Illinois leaves much to be desired.
 - Asthma affects a lot of people in Illinois.
 - There is no efficient care against asthma.
 - Doctors should also be ready and informed on how to cure asthma.

3. Complete the sentences with correct words:

- a) Of those who died of from (pneumonia/asthma/cancer) 48,1 % were aged 35-44 at time of death.
- b) 13,6 % of (adults/teenagers/children) in Illinois currently have asthma.
- c) 17,8 % (about 1 to 5) with asthma are unable to buy asthma medications due to the (cost/lack/lost).
- d) Asthma is a disease that affects your (mouth/lungs/legs).
- e) Approximately 850 000 (children/people/elderly people) in Illinois currently have asthma.
- f) Asthma causes chest tightness and (tears/caugh/fever) at night or early in the morning.