ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ТАРЖИМАШУНОСЛИК НАЗАРИЯСИ ВА АМАЛИЁТИ КАФЕДРАСИ

"АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ"

ФАНИДАН ЎҚУВ-УСЛУБИЙ МАЖМУА
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МУНДАРИЖА

Unit 1

Appearance/ Personality/Describing people

How to Describe People in English: Appearance, Character Traits and Emotions

An adjective is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified.

In this lesson, we will learn useful Adjectives to describe people in three ways:

1. Describing someone's appearance
2. Describing someone's character and personality
3. Describing someone's feelings & emotions

Describing Someone's Appearance

Appearance is defined as the way someone or something looks.

This is list of adjectives to describe a person's appearance:

- beautiful *(My younger sister is very beautiful.)*
- handsome *(He's the most handsome man I've ever met.)*

- cute *(That's a cute little baby.)*
- thin *(She was looking pale and thin.)*
- tall *(She's tall and thin.)*
- chubby *(She was eleven years old and pretty in a chubby sort of way.)*
- muscular *(He was tall, lean and muscular.)*
- attractive *(The actress is an attractive woman.)*
  ...

Describing Someone's Character and Personality

Character traits are qualities or characteristics that describe what a person is like. It's important to be able to describe your own personality or someone else's.

Here is a list of English Adjectives to describe someone's personality.

- polite *(Please be polite to our guests.)*
- friendly *(Everyone was very friendly towards me.)*
- honest *(He was a hard-working honest man.)*
- generous *(She's always very generous to the kids.)*
- rude *(She was very rude about my driving.)*
- lazy *(He is the laziest boy in the class.)*
- angry *(I was very angry with myself for making such a stupid mistake.)*
  ...

DESCRIBING PEOPLE'S CHARACTERS

good-tempered

➤polite
➤friendly
➤trustworthy
➤honest
➤generous
➤hardworking
➤cheerful
➤funny
➤helpful
➤kind
➤sensitive

What is he / she like?

He is _____

➤supportive
➤nice
➤thankful
➤jealous
➤selfish
➤worried
➤sincere
➤crazy

➤mean
➤modest
➤shy
➤outgoing
➤sociable
➤naughty
➤have a good sense of humour

bad-tempered

➤rude
➤unfriendly
➤unreliable
➤dishonest
➤stingy
➤lazy
➤angry
➤anxious
➤unhelpful
➤unkind
➤insensitive

Expressions	Note
Truthful / honest	Somebody who tells the truth and doesn't steal or take things from other people
Reliable / responsible	A person who always does what they say they will do
Easy-going	Somebody who is relaxed and calm and doesn't get angry with other people easily
Thoughtful / Considerate	Somebody who thinks carefully about other people before they do things
Full of energy / energetic	A person who is always moving, never gets tired and has a lot of energy
Generous / Kind	Somebody who often gives things to other people or is happy to help them with their problems
Bright	Somebody who is intelligent
Hard-working	Somebody who does a lot of work
Good-looking	Somebody who looks beautiful - either women or men
Warm-hearted / friendly	Somebody who can be friends with other people easily

Good Characteristics

Abundant
Affectionate
Altruistic
Ambitious
Appreciative
Athletic
Aware
Brave
Calm
Candid
Carefree
Caring
Cautious
Cheerful
Compassionate
Confident
Cooperative
Courteous
Creative
Decisive
Depenable
Determined
Devoted
Disciplined
Easy-Going
Enthusiastic
Ethical
Fair
Faithful
Fearless
Focused
Forgiving
Frindly

Generous
Gentle
Good Friend
Good Leader
Grateful
Hardworking
Helpful
Honest
Hopeful
Humility
Humorous
Independent
Innocent
Integrity
Kind
Loving
Loyal
Magnanimity
Maternal
Mature
Modest
Neat
Obedient
Open-minded
Optimistic
Organized
Passionate
Patient
Peaceful
Perceptive
Perseverant
Persuasive
Pleasent

Polite
Pretty
Protective
Quick thinker
Rational
Realistic
Respectful
Responsible
Self-Reliant
Self-Respect
Selfless
Serious
Sincere
Smart
Social
Speaks their mind
Spirited
Strong
Strong-willed
Supportive
Sweet
Thoughtful
Tolerant
Tough
Trustworthy
Understanding
Unintimidated
Unpredictable
Unpretentious
Vivacious
Witty
Work-OrientedYouthfu

Describing Someone's Feelings & Emotions

Sometimes it's hard to explain exactly how you feel. This vocabulary list helps you narrow down exactly what word best expresses your current emotional state.

- terrified *(She looked at him with wide, terrified eyes.)*
- exhausted *(You look absolutely exhausted.)*
- scared *(People are scared to use the buses late at night.)*
- nervous *(She was so nervous about her exams that she couldn't sleep.)*
- embarrassed *(She's embarrassed about her height.)*
- ...

Intensity of Feelings	AFRAID	WEAK	STRONG	GUILTY
High	Terrified Horrified Scared stiff Petrified Fearful Panicky	Helpless Hopeless Beat Overwhelmed Impotent Small Exhausted Drained	Powerful Aggressive Gung ho Potent Super Forceful Proud Determined	Sorrowful Remorseful Ashamed Unworthy Worthless
Medium	Scared Frightened Threatened Insecure Uneasy Shocked	Dependent Incapable Lifeless Tired Rundown Lazy Insecure Shy	Energetic Capable Confident Persuasive Sure	Sorry Lowdown Sneaky
Mild	Apprehensive Nervous Worried Timid Unsure Anxious	Unsatisfied Under par Shaky Unsure Soft Lethargic Inadequate	Secure Durable Adequate Able Capable	Embarrassed

"Alter Ego: Avatars and their Creators"

Robbie Cooper

Robbie Cooper's *Alter Ego* project represents a wide spectrum of the online gaming community, from casual players to obsessive gamers, from creators of worlds to virtual entrepreneurs.

There are now an estimated 10 million online gamers across the globe. Each one has an online identity, a personally created character representing them in their virtual world. Known as "avatars" - from the Sanskrit word for the visual forms adopted by Hindu gods - they vary greatly in shape and size, sometimes replicating real-world appearance, sometimes deliberately subverting it or pushing the boundaries of imagination.

As our gave moves from the photos of the real-life person to their created avatar and back again we look for connections between the two but also recognise the distance that divides them. There can never be a clear separation of identity: does an avatar serve as a representation of the real-life person or does a player inhabit a character, performing a created role in their virtual world?

Alter Ego serves to breakdown the stereotypes of virtual gaming and explore its many contradictions. The online world offers participants new freedoms - a chance to act away from the constraints of the real world. Avatars can walk, talk and shop but they can also fly, kill, and be re-born.

The ability to communicate more freely is often cited in the book as one of the main attraction of virtual environments. On the one hand participants feel more able to express themselves away from the immediate judgement of personal appearance and status. On the other, are they talking to other people or just their online persona? Do people act differently online and offline?

I have attended many book launches but never a virtual launch in a virtual world. After designing my Second Life "avatar" - with a pumped up body, flaming red hair and the rather wonderful name Pumplesmoo Dunderdale - I flew over to the launch of *AlterEgo*.

In a virtual exhibition hall surrounded by photos from the project I met Rabbie Cooper and Cybernaut Bixby, known in the real world as Robbie Cooper and Tracy Spaight, the author and co-author of the book.

Rob Cawston: *It's great to meet you in Second Life at the launch of "Alter ego". Is this your first online launch and are you pleased with how it has gone?*

Tracy Spaight: Since *Alter Ego* is about virtual worlds and their inhabitants, we thought it appropriate to have a launch party in Second Life. We were pleased with the turnout, though some non-gamers had trouble finding their way to the exhibit hall.

Rob Cawston: *I spent about an hour adjusting the appearance of my Avatar and someone gave me some flying red hair (although I was too shy to wear it for long). How did you choose your look for the event?*

Tracy Spaight: Cybernaut Bixby has been my Alter Ego in Second Life for the past two years. Usually he wears a "game over" t-shirt, but I felt the occasion required something a bit more formal. I opted for "hacker chic" - black pants, black shirt, and trenchcoat. This turned out to be a good choice, since Robbie showed up as a Squiddy from the Matrix.

Rob Cawston: *The book places pictures of people next to their virtual world characters or "avatars". Some avatars are replicas of their creators, others bear no relation whatsoever to real-life appearance changing height, gender, even species! How do people relate to avatars? Are they just a virtual representation, a fictional character, or a separate entity - a second self with their own identity?*

Robbie Cooper: I think people use avatars in different ways. We noticed in Asia players were much more focused on creating an avatar that they liked looking at, rather than thinking about what other people were seeing inside the game world. So a lot of guys played girls for that reason. Another player in Korea played a little girl character because he was selling items and it helped in bargaining. He modified his behaviour in the game to try and maintain the illusion that he was really a little girl. Other people really throw themselves into the role play element, or consider their avatar to be an extension of their real world selves.

Very often the role play story that players gave their characters seemed to echo something about the person. So one player who created a vampire character had actually spent years acting out the same fantasy in goth clubs. One of the people he'd associated with during those years took it to the level of sleeping in a coffin! Others found the role play element in the game world so compelling that it made the humdrum reality of their normal lives seem dead by comparison. One of those referred to the real world as the "BBW" - the big boring world. To cut a long story short, it takes all sorts to make a world, and it takes all sorts to make a virtual world too.

The Alter Ego book launch in Second Life

Rob Cawston: *There seems to be a broad cross section of society in the book - is this a fair representation of the online community?*

Robbie Cooper: This is journalism, not academic research. So we didn't look at the statistics and say "ok, we need one of those, two of those etc". Also, we included people who wanted to participate. That automatically excludes everyone who didn't. But I'm happy with the mix. From the ones that were available to us, we represented as rich a mix as we could.

Rob Cawston: *The book details a range of motivations for participating in online worlds. Would you say the online experience offers a departure from reality, a form of escapism and play or are they another extension of the real world?*

Robbie Cooper: They are part of the real world, just like TV and movies and books and music and language. But the effect varies wildly depending on how they're being used.

Rob Cawston: *In the book an online gamer with severe physical disabilities explains the freedom he gains through virtual gaming (plus, we can all fly in SL!). On the other hand another man explains his obsession with the online world which has led to a disconnection from real-world interaction, and health problems. Is there a danger that worlds such as Second Life end up limiting possibility and opportunity rather than opening up them up?*

Tracy Spaight: Virtual Worlds, like any technology, can be liberating or limiting. On the one hand, virtual worlds allow people to exercise their mind and their creativity, they bring people together who might otherwise never meet, and they allow forms of association not possible in the real world. People make friends and fall in love through virtual worlds. They allow people with disabilities to run, jump, and fly. For some players, however, virtual worlds can become all consuming, leading them to neglect their real world obligations and friendships.

Robbie Cooper: Of course it's possible for someone to be limited by a virtual world. People have died from playing them too much, which has got to be the ultimate limitation. One of the wildest statements in the book, to me, comes from Philip Rosedale, the creator of Second Life. He is so confident of the power of virtual worlds that he foresees a time when they replace a lot of the activities we do in the real world. He says "imagine New York as a big museum". No thanks! Another very intelligent person told me about this space station built in the game Eve Online. It was created by the players, functioned as

a business and served a purpose in the game. She was so impressed with this that she said "if we can do this in the virtual world, why do we need to do it in the real one?"

Rob Cawston: *Anshe Chuung famously makes a million dollars a year buying and selling virtual real estate in Second Life. Other world's are subject to real money trading (RMT). How much has the market and ideas of competition compromised the freedom and self-expression of virtual worlds?*

Tracy Spaight: The question boils down to whether players should be able to buy and sell their virtual assets in secondary markets. Does such activity "break the metaphor" of the game, by opening the door to real world commerce - and no doubt bringing in real world laws and regulations in its wake? Should game publishers embrace or fight this activity? Many players oppose it but a sizeable number embrace RMT, as evidenced by the sheer volume of economic activity. Some players have more time to play, whereas others have more money than time. For them it makes more sense to spend $10 to get that Vorpal sword than to spend 30 hours questing for it. However companies may feel about it, RMT transactions seem to be an ineradicable part of the MMO landscape.

Freedom and self-expression do not necessarily stand in opposition to the market. In Second Life, for example, RMT is an integral part of the world design. The game is free to play: players opt into the economy if they choose to do so. Players can buy and sell Linden dollars, virtual property, or virtual objects they create. Many players see this as empowering: if they possess the artistic skills and programming expertise, then they can make a real world living exercising their creativity and imagination making things that others will enjoy. I think we'll see more and more virtual world consultants, real estate developers, artists, and creators in the years ahead.

Rob Cawston: *Does a set of shared and mutually agreed rules develop in terms of acceptable social behaviour? (for example, I was given a wristband allowing me to hug and kiss people but soon realised I got the same reaction as in the real world if I hugged a stranger!).*

Tracy Spaight: Every online community develops their own sense of what is acceptable. What is ok in an adult themed virtual world like Red Light Center is wildly inappropriate in a virtual world like Toon Town. Some rules are hard-coded into the programmed reality of the game simulation. In some worlds, for example, players cannot kill other players. In others, that's the whole point of the game. Most online games have a EULA that specifies what is or isn't appropriate. Other rules are socially negotiated by the players themselves.

Rob Cawston: *The online experience is evolving very quickly. What do you think is the future for Second Life and virtual realities? How far away are we from a metaverse - a parallel virtual world mirroring the real world where we shop, interact, work and play?*

Robbie Cooper: They're evolving quite rapidly in a lot of different directions-they are already being used for virtual sex, education (including military and medical training), product testing and prototyping, behavioural studies, even for the rehearsal of criminal acts - any activity, in other words, requiring a safe environment for experimentation. The virtual businesses that service these activities will grow alongside them. Some people believe that eventually the internet will be 3D - the metaverse will be the place where we shop, meet business colleagues and live a large portion of our lives. I guess if the interface becomes dramatically less complex, and the complexity of the sensory experience grows with time, it could happen.

Grammar Focus:

The Four Present Tenses and their Ten Uses

Many philosophers and motivational speakers talk about the importance of living in the present. A lot of people would agree. However, when I hear this, all I can think is "which present"? As many English teachers and English students know, there are many different ways to describe the present.

In English, there are four present tenses: simple present, present perfect, present continuous, and present perfect continuous. These four tenses have a total of 10 different uses. In this post, we'll look at the form and uses of each tense.

Simple Present

Form: Use the base form of a verb, adding an /s/ to the end of the verb if the subject is singular. (Unless the verb is irregular, in which case other rules may apply.)
Uses:
- *Use 1: Actions that are habitual or routine*
<u>EXAMPLES:</u> The sun **rises**. I **brush** my teeth twice a day.
- *Use 2: General, timeless facts*
<u>EXAMPLES:</u> Spiders **make** webs. Babies **drink** milk.
- *Use 3: Narrative style (used when recalling past events or announcing things that are happening in the moment)*

EXAMPLES: So I **go** to the store yesterday, and the clerk **says** "We're closed!"
He **hits** the baseball out of the field and **makes** a home run!

- *Use 4: The "real" present (things that are happening right now), but ONLY when the verb is **stative**. Stative verbs* deal with the way the subject is, instead of what the subject does.*

EXAMPLES: That car **looks** old. They **think** that's a bad idea.

*Learn more about stative verbs.

Present Perfect

Form: Have or has + past form of a verb

Uses:

- *Use 1: Actions that started in the past, continue into the present, and may continue into the future*

EXAMPLES: The children **have felt** sick ever since they ate lunch. My neighbor **haslived** next door to me for two years.

- *Use 2: Separate actions that happened in the past and may happen again in the future*

EXAMPLES: That man **has traveled** overseas several times. We **have eaten** at that restaurant once or twice.

- *Use 3: Recently completed actions that still influence things happening in the present*

EXAMPLES: The sun **has risen** and you need to wake up. They **have finished** their meeting, so now they can go.

Present Continuous

Form: The present tense of "to be" (am/is/are)+ verb + ing

Uses:

- *Use 1: The "real" present (things that are happening right now), for all verbs except stative verbs*

EXAMPLES: I **am sitting** down right now. He can't come to the phone because he **is working**. You can't see the children because they **are hiding**.

- *Use 2: Temporary actions that may not be happening right now, but have not yet been completed*

EXAMPLES: I **am taking** an English course. The truck **is being** repaired. Plans **arebeing** made.

Present Perfect Continuous

Form: Have or has + been + verb + ing

Uses:

- Use 1: Actions that started in the past, continue into the present, and may continue into the future (note that this is the exact same use and meaning as Use 1 of present perfect)

EXAMPLES: The children **have been feeling** sick ever since they ate lunch. My neighbor **has been living** next door to me for two years.

Make up stories and comparing the tenses.(Using Present Perfect Continuous, Present Simple). Start with: He's been working such long hours recently. He never sees his children.

ICONS of England - the 100 ICONS as voted by the public

Scroll down for the full official list of the 100 ICONS of England as voted by the public

You have landed on this page because you were searching for the ICONS project - or one of the iconic objects the project featured such as the Spitfire or the Red Telephone Box.

The ICONS project invited the public to nominate and vote for the icons we cherish about England in the 21st century - like The Mini and Monty Python -

even things like the Full English Breakfast, Queueing and James Bond.

We will be publishing more content around the 100 ICONS of England in due course, so do check back.

In the meantime Culture24 brings you listings, news, learning, exhibitions and fun from thousands of galleries and museums across the country. We celebrate everything from festivals and blockbuster shows to days out at Britain's beautiful heritage sites.

Here are some Culture24 articles you might like to try:

The Spitfire: Join David Keyne of the Royal Air Force Museum London as he explores the Mk 1 Spitfire.

James Bond Cold War Spy Trail: Follow in the footsteps of Cold War spies across the streets of London.

The Head of Shakespeare: Join Garrick Club curator Nicholas Risdell as he eulogises about the bust of Shakespeare.

Virginnia Woolf - To the Lighthouse and Beyond: A trail exploring the people and places associated with Virginnia Woolf and her circle.

A Brotherhood of Realism and Romance: Get on the trail of the Pre-Raphaelites and find out where to see their paintings.

Or explore the world of museums, galleries, heritage and culture through the pages of Culture24...

Check out our events and exhibitions drawn from thousands of UK museums, galleries, archives, museums and heritage sites on our **Places to Go section** or **dive straight into our listings** and refine your search by subject, theme, date or place.

Try our **History and Heritage section** for all the latest on UK heritage, whether you're driven by the industrial revolution, puzzled by parliament, fascinated by the First World War or yearning for the glory days of the 1966 World Cup Final at the old Wembley.

If science is your thing then our **Science & Nature section** is dedicated to the best science and nature collections in the UK. Featuring everything from dinosaurs and space to medicine and computing it is always a big hit with kids.

If you want to dig a little deeper and and get inside the minds of the people who look after our fantastic collections, our **Curator's Choice series** is for you.

And for more on great art, prowl our hugely popular **Art section** to keep up to speed with everything from performance art to the latest Pre-Raphaelites show.

ICONS was the first project by ICONS Online, a not-for-profit organisation whose aim was to develop projects that provide stimulating interactive ways of exploring different cultural landscapes.

The website, which is no longer published online, was designed to piece together a portrait of the country in one very special online collection.

Unit 2
Transport and travelling

Traveling gives us the opportunity to disconnect from our regular life. You get to forget your problems/issues for a few weeks, it can also help you figure things out that you would not have understood without the distance traveling can give you. We all have crazy schedules, work and a family to take care of, going away alone or with some friends can give you distance and perhaps even make you realize how important these people are for you. Like the saying says: we never know what we have until we lose it. Another great benefit is the relaxation you get to do. It's nice to live life to its fullest and enjoy a stress free time with yourself. Going on vacation lets us recharge our "batteries" by disconnecting us from our regular life. When we come back we feel invigorated and we are happy to be back in our day to day routine. It's a very good stress remover that has a lot more to give than most people are willing to accept. Traveling increases our knowledge and widens our perspective. To view new customs, different ways of living is fantastic for the mind. It gives us a new perspective about life and especially our life, it can help us change some of our habits or even create new ones. When I travel I usually make it a point to try new food, some cultures don't have fries in their diet and they are all skinny, others use spices to give taste and not oils or fats. Discovering different values and ways to get by in life is really interesting. You also need to visit exotic new places and discover what this wonderful world has to offer. New experiences increase our resourcefulness by living situations you would

never encounter at home, this is great experience for you when you come back to your routine. I have noticed that people who traveled a lot in life were ready to embrace change and have a natural ability of overcoming problems that others would frown upon. When traveling with friends or family it creates memories for a lifetime. These memories will create a bond that nothing can erase no matter what happens with the friendship/relationship. It can also give a new perspective on the relationship and cement the bond forever. It also gives nice stories to tell people afterwards, you can create photo albums about your trips and when you feel nostalgic you can take an hour of your life and experience the trips again by looking at your pictures.

1. We will feel nostalgic after travelling.
2. You have to travel only by your own car.
3. It widens our overlook.
4. We always know what we have until we lose it.
   QUESTIONS
   1. DO YOU LIKE TRAVELLING AND WHY?
   2. WHAT BENEFITS DO YOU TAKE BY TRAVELLING?

CASE STUDY

Because of visiting majority of tourists to one historical place that city will have so many problems concerning to pollution and destruction and ruining of monuments since the historical ones cannot be reconstructed and it loses its value as a historical monument.

1. Should the city government ban visiting such places in order to save the heritage of the country?

GRAMMAR FOCUS

There are two tenses in English – past and present.

The past tense in English is used:

- to talk about the **past**
- to talk about **hypotheses** – things that are imagined rather than true.

- for **politeness**.

There are **four** past tense forms in English:

Tense	Form
Past simple:	I worked
Past continuous:	I was working
Past perfect:	I had worked
Past perfect continuous:	I had been working

We use these forms:

- to talk about the **past**:

  He **worked** at McDonald's. He **had worked** there since July..
  He **was working** at McDonald's. He **had been working** since July.

- to refer to the **present** or **future** in **conditions**:

  He could get a new job if he really **tried**.
  If Jack **was playing** they would probably win.

  and **hypotheses**:

  It might be dangerous. Suppose they **got** lost.
  I would always help someone who really **needed** help.

  and **wishes**:

  I wish it **wasn't** so cold.

- In **conditions**, **hypotheses** and **wishes**, if we want to talk about the **past**, we always use the **past perfect**:

I would have helped him if he **had asked**.
It was very dangerous, What if you **had got** lost?
I wish I **hadn't spent** so much money last month.

- We can use the past forms to talk about the **present** in a few **polite expressions**:

    Excuse me, I **was wondering** if this **was** the train for York.
    I just **hoped** you **would** be able to help me.

The past continuous is formed from the past tense of *be* with the *-ing* form of the verb:

We use the past continuous to talk about the **past**:

- for something which continued **before** and **after** another **action**:

    The children **were doing their homework** when <u>I got home</u>.

    Compare:

    I got home. The children did their homework.
    and
    The children did their homework when I got home.

    As I was watching television the telephone rang.

    This use of the past continuous is very common at the beginning of a story:

    The other day **I was waiting** for a bus when …
    Last week **as I was driving** to work …

- for something that happened **before** and **after** a **particular time**:

    It was eight o'clock. I was writing a letter.

    Compare:

    At eight o'clock I wrote some letters.

    In July she was working in McDonald's.

- .to show that something **continued for some time**:

My head **was aching**.
Everyone **was shouting**.

-      for something that was happening **again and again**:

    I **was practising** every day, three times a day.
    They **were meeting** secretly after school.
    They **were always quarrelling**.

-      with verbs which show **change or growth**:

    The children **were growing up** quickly.
    Her English **was improving**.
    My hair **was going** grey.
    The town **was changing** quickly.

We use the verb *had* and the **past participle** for the **past perfect**:

    I **had finished** the work.
    She **had gone** .

The past perfect **continuous** is formed with *had been* and the *-ing* form of the verb:

    I **had been** finish**ing** the work
    She had been go**ing**.

The past perfect is used in the same way as the present perfect, but it refers to a time in the past, not the present.

We use the past perfect tense:

-      for something that started in the past and continued up to a given time in the past:

    When George died he and Anne **had been married** for nearly fifty years.
    She didn't want to move. She **had lived** in Liverpool all her life.

We normally use the past perfect **continuous** for this:

    She didn't want to move. She **had been living** in Liverpool all her life.
    Everything was wet. It **had been raining** for hours.

-      for something we had done **several times** up to a point in the past and **continued** to do **after that point**:

    He was a wonderful guitarist. He **had been playing** ever since he was a teenager.
    He **had written three** books and he was working on another one.

I **had been watching** the programme every week, but I missed the last episode.

We often use a clause with *since* to show when something started in the past:

They had been staying with us **since** <u>the previous week</u>.
I was sorry when the factory closed. I had worked there **since** <u>I left school</u>.
I had been watching that programme every week **since** <u>it started</u>, but I missed the last episode.

- when we are reporting our experience and including up to the (then) present:

My eighteenth birthday was the worst day I had ever had.
I was pleased to meet George. I hadn't met him before, even though I had met his wife several times.

- for something that happened in the past but is important at the time of reporting:

I couldn't get into the house. **I had lost** my keys.
Teresa wasn't at home. **She had gone** shopping.

We use the past perfect to talk about the past
in **conditions**, **hypotheses** and **wishes**:

I would have helped him <u>if</u> **he had asked**.
It was very dangerous. <u>What if</u> **you had got** lost?
<u>I wish</u> **I hadn't spent** so much money last month.

Unit 3

Cities and countries

Cities grew over the centuries because they served aims that could not have been served otherwise. Two thousand years ago most people lived in the countryside. It was not their choice. Today, almost half of humanity lives in cities. Man has always lived in groups. It makes life safer and easier. Geography – rich **soil**, a safe navigable river, **ample** fresh water, easy defense, coal – was the start of many towns. In Europe towns grew over the **strongholds** of a local lord. Most

of them developed as buying and selling centres; trade needed a market, and markets needed people.

Towns served their citizens very well if they in turn were served by them. During the Middle Ages when harvest failed, the nearby town offered hope of survival. All successful towns satisfied economic needs. For **a peasant** town was the only place where he might make a fortune. In the new industrial order, the city was the nerve centre, brining to a focus all dynamic economic forces: vast **accumulation** of capital, business and financial institutions, spreading railroad yards, factories, and armies of **manual** and **clerical** workers. For example, in the USA villages, attracting people from the countryside and from the land across the seas, grew into towns and towns into cities almost overnight.

Life in the city is much easier than in the country – developed transport system, **sewerage system,** information, sports, shopping mails, etc. Modern men are too sophisticated for simple country pleasures. There is far more entertainment in the city than in the country. Cities offer high concentration of good things in life: big stores, restaurants, theatres, cinema, art galleries. Life is more convenient in a city: services are always better here. In the city people are more open-minded. It is possible to go out, make friends and never be cut off from them by weather conditions. Generally, people do not mind what you do in the city. In the country everybody knows you and expects you to live and behave in a certain way. Moreover, life is never dull in the city, people always have something to do here.

It is needless to say that the citizens are more advantaged in education. The students have museum classes and excursions. They can attend lectures and preparatory courses and therefore have more chances to enter this or that university. After graduating from the university the residents of big cities and more likely to find a prestigious and well-paid job, than the outsiders. They are more communicative, more experienced and have more friends, relatives and to help them. In the city people have more chances to succeed.The objections to city living are not convincing enough. People easily adapt to various inconveniences of city life. For example, noise and traffic are hardly noticeable to city-dwellers. In the

city especially in our country people live in apartments with central heating, telephone, gas, electricity, radio, TV, the Internet.

Most people love cities. In 330 BC Aristotle wrote that by nature man belonged to a city. Many people love the busy city life. It is enough for them to visit a country at week-ends.

It goes without saying that life in a big city has got a lot of disadvantages. Pollution is the greatest disadvantage of the city life today. Polluted air is

hanging like a brown cloud over cities. All big cities have problems with air pollution. There was still nothing anywhere like "killer-smog" which caused some 3000-4000 deaths in London in December 1952. Mexico city's air is famously **filthy**, as is that of many Indian, Chinese, and East European cities. Noise pollution is the problem of big cities too.

Urban garbage – like food, paper, and cans – on the ground or in the street is one more problem of cities. People don't always put their garbage in the garbage can. Urban garbage is ugly. It makes the city look dirty, and it spoils the view.

There are lots of other disadvantages of living in a big city. Today's cities are ballooning. Bombay in 1960 was a jam-packed city of 4 mln. people. Now Mexico city holds around 18 m people. "The rash-hour" with crowded streets, packed trains, full buses that happens twice a day is one of them. Everyone **grumbles** about **exorbitant** rents that must be paid for tiny flats which even country hens would **disdain** to live in. Apart from accommodation, the cost of living is very high. A citizen runs into a lot of extra expenses paying for public transport, snacks, food delivery and entertainment.

Besides, life in a big city is much more stressful than that in the country it causes stresses and heart disease. Drivers suffer from traffic jams accidents and car crashes, **pedestrians curse** rush hours, constant queuing and irregularity of public transport. In addition, people live under constant threat. Businessmen and clerks are scared to lose their jobs and become unemployed. Living conditions in crowded cities are similar to those of animals in a zoo and make inhabitants abnormally aggressive. So the crime rate is constantly increasing. In the city people loose touch with land, rhythms of nature. Everyone who cares about his health tries to move out from the city. Cities are not fit to live in, man are born for countryside. Most people in Europe and America try to live in non-industrial cities, which are set down near big cities and can not be killed by pollution and traffic.

In the countryside people enjoy such simple things of primary importance as sunlight and fresh air. Besides, living in the countryside is cheaper and safer than in a city. It provides people with more security. There is less crime and, of course, there is less traffic there. Life in the countryside is quiet, peaceful, and healthy if you like to be close to nature. Here people are friendly and it is much more pleasant in the countryside than in the city. Unfortunately, life in the countryside is rather hard. Working and living conditions are difficult, social and cultural life in

the countryside is not full of entertainment. And **annually** more and more young people **flee** from the countryside for a better life in the city.

Certainly, the problem of employment in the countryside is very **crucial** today. It is especially **acute** for the young people and professionals. As a rule there are few labour places for skilled agricultural workers and less for professionals. Although villages do need teachers and physicians, they can not provide them with the necessary facilities. There are few schools and clinics in the countryside. Sometimes there is one secondary school for several villages and children have to walk ten kilometers to study there. Usually either the village community is too poor to provide the children with a bus or the roads are too bad for the bus to run off them.

Surely, people should always be optimists and hope for a better life. Where there is a will there is a way. Nowadays we can witness the **revival** of some villages. So far they are few but **annually** their number is increasing.

Where would you prefer to live in the city or in the country?

THE BIG PROBLEMS OF BIG CITY!

Nowadays, many people tend to prefer a life in the urban city because of many opportunities that it brings to them, such as: job, career, the entertainment, good education, and better standard of living, etc…However, the life in the urban city is also very stressful and busy. It makes people have to be hard-working and compete with each other a lot to survive in this city. Moreover, one of the biggest problems of the urban city is dense population because more and more people tend to go to the city to find jobs and make a living day by day. The overpopulation creates many worrying problems in our society nowadays.

. First of all, one of the problems that the society in the urban city has to face is unemployment. So many people want to seek a job in this extremely competitive city makes the supply of employment is surplus while the demand for employment cannot meet its supply. People become jobless and can't afford their own living and their own family. As the

result, the standard of living decrease dramatically which leads to the falling in consumers purchasing index and lower GDP, the economic growth of country is degraded. The shortage of the employment also creates a lot of bad consequences in terms of economic and social sides, including: robbing, opium addiction, and so on.

The second problem of dense population is the pollution, such as: air pollution, water pollution, etc…So many traffic release fumes into the air make it polluted and tons of garbage, litter that is released from the daily life haven't been treated make the air and the water become polluted day by day. In addition, the pollution affects the health of people a lot, it can create some disease for people, such as: weak lung because inhaling too much fume and dusk, and some disease related to people's respiratory system.

Some other problems of dense population are that: the degradation of infrastructure in society, exhausting resources, traffic jam, stressed lives, illiteracy, the poverty and so forth. All of the above problems resulted from dense population in the urban city.

Exercises

60.1 What problems can you see in the pictures?

1 strike

2 car crash

3 flood

4 war

5 earthquake

6 forest fire

7 hurricane

8 traffic jam

9 snowstorm

Which natural disaster or incident do you face more often in your city?

What problems are happened more often in London and American cities and Moscow? Why?

Case-study#1

Whatever infrastructure Bombay Municipal Corporation (BMC) provides (or can provide) seems to be insufficient within just a few months. Roads cannot be widened beyond a certain width; the number of local trains cannot be increased considering in peak hours there are already local trains every three minutes. Due to these constraints, the problems of crowded trains and traffic jams arise and increase. Commuters' productive hours are decreased and result in the loss of business and personal human hours.

Some observations related to the problems of commuting are:

- In morning peak hours, the commuters travel mostly from various suburban areas to south Mumbai and vice versa in the evening peak hours.

During these hours, the issues faced on road are excessive pollution, reduced mileage of vehicles and a loss of natural resources due to traffic jams.

▪ Other issues faced by the commuters on roads as well as in local trains are delays, stress, discomfort during journeys, intangible professional costs, accidents and the potential for physical injuries.

▪ Travel against the flow (away from South Mumbai in the morning and back in the evening) is less, which results in non-utilization of resources.

Points to ponder:

▪ How to increase the ease of travel for commuters?

▪ How to reduce the waste of commuting time without reducing the population of city, restricting people to settle in Mumbai or reducing the number of jobs?

▪ How to reduce the average time of commuting for Mumbaikars (those who work and/or reside in Mumbai) during rush hours?

Top 10 London Attractions

A trip to the capital wouldn't be complete without seeing the top 10 attractions in London. Make sure to tick these top things to see in London off your list. From the modern **Coca-Cola London Eye**, to the historic **Tower of London**, the top 10 **tourist attractions** in London are a must-see on any London sightseeing trip. Even better, many London landmarks are free to visit, while others are available with discounted entry or special offers when using a **London Pass**. Use the **London Attractions Map** to find them all.

There are also plenty of kid-friendly places to visit in London. Get up close and personal with underwater creatures at **SEALIFE London** aquarium or explore the **Science Museum**, London's interactive hub of science and technology. Both are perfect for fun family days out in London.

You could also soak up some culture at London museums, visit the Queen at **Buckingham Palace**, or take the perfect picture with **Big Ben**; just some of the many iconic places to go in London.

The **top 10 free London attractions** list is based on visitor numbers: start your sightseeing in London now with these popular spots.

Don't miss out on some of London's best attractions during busy times. Book online to avoid the queues at the **top 10 bookable London attractions** and get fast-track tickets and easy access to London's sights.

Unit 4

Food and dieting

Junk food and its harmful impacts

Junk food can be appealing for a variety of reasons, including convenience, price and taste. For children, who do not always understand the health consequences of their eating habits, junk food may appear especially appetizing. However, regularly consuming fattening junk food can be addictive for children and lead to complications like obesity, chronic illness, low **self-esteem** and even depression, as well as affecting how they perform in school and **extracurricular** activities.

Energy and Focus

According to the Women's and Children's Health Network, diet has a significant effect on children's study habits. Junk food and foods with high sugar content **deplete** energy levels and the ability to concentrate for extended periods of time. Energy and focus are especially **crucial** for school-age children. Children set the foundation for lifelong habits in their youth, making junk food particularly **hazardous** to their well-rounded development. Physical activity is also essential for children of all ages, and regularly eating junk food does not provide the necessary nutrients children need for sufficient energy to engage in physical activity. A lack of physical activity is harmful to physical and mental well being and may also exclude a child from critical social development.

Obesity Risk

A study published in "Pediatrics" in 2004 found fast-food consumption in children was linked with many dangerous precursors for obesity. According to this study, kids who ate fast food were more likely to consume a

29

higher amount of calories, fat, carbohydrates and added sugars in one fast food meal. They were also less likely to consume as much fiber, milk and fruits and vegetables as children who did not eat fast food. Children who consumed more fattening foods while eating fast food were also likely, in general, to eat more unhealthy foods at other meals. According to a statement released by the journal "Nature Neuroscience" in 2010, high-calorie food can be addictive, causing children who occasionally eat fast food to learn problematic patterns of eating. These factors were found to place children who regularly ate fast food at increased risk for obesity.

Chronic Illness

According to the Prevention Institute, experts blame junk food for rising rates of diabetes, high blood pressure and stroke. Increasing rates of chronic illness affect children who regularly consume junk food. The Centers for Disease Control and Prevention predicts if current trends continue, one in three U.S. adults will have diabetes by the year 2050. Diabetes can result in disability and **premature** death. The Center for Food Safety noted in 2012 that obese children are also more likely to develop high cholesterol and heart disease later in life. According to the Women's and Children's Health Network, changes can happen in children's bodies even when they're young that are associated with disease at a more advanced age.

Self-Esteem and Depression

Self-esteem and confidence in oneself are especially important to growing children, and regularly consuming junk food can negatively impact this sense of self. According to "Kids Health Club" magazine, junk food can affect a child's physical development in **detrimental** ways, including unhealthy weight gain, which can result in self-esteem problems. Low self-esteem can lead to consequences like depression. Nutritionists at MayoClinic.com also report eating junk food can potentially cause depression on its own. According to the journal "American Family Physician," depression -- which can be very dangerous for children -- has negative impacts on growth and development, performance in school and social relationships and can ultimately lead to suicide.

EXERCISES
1. **Gap fill: Put the words into the gaps in the text.**

New research in the USA says it is unhealthy to live in

_____ with lots of fast food restaurants. A study by the University of Michigan said people who live within _____ distance of fast food restaurants have a 13 per cent higher _____ of having a stroke. Lead researcher Dr. Lewis Morgenstern and his team analyzed the _____ status of the 1,247 people who had strokes in an area of Texas over a three-year period. The area was _____ to 262 fast food restaurants. The team _____ the stroke victims' social status with how close they lived to the restaurants. He concluded there was a strong relationship between the _____ someone lived to fast food restaurants and their chances of _____ a stroke.

distance

chance

areas

home

having

walking

social

compared

A stroke is _____ to a heart attack, except it attacks the brain. Strokes are among the biggest killers in the USA. Many are the _____ of unhealthy eating. A _____ that has a large amount of fast food and other junk food _____ the chances of having a stroke. Dr. Morgenstern's research found that there could be up to 33 different fast food restaurants in an area. This puts people living nearby more at _____ of a

risk

result

diet

lifestyles

similar

stroke. Dr. Morgenstern said he didn't know whether it was the _____ fast food that increased the risk of stroke. He said fast food restaurants are more _____ in poorer neighbourhoods where people are less educated and generally have unhealthier and more stressful _____.

common

increases

actual

2. True / False: Look at the article's headline and guess whether these sentences are true (T) or false (F):

a.	A study said living near fast food reasons was bad for your health.	T / F
b.	People who live very close to fast food restaurants are 13% fatter.	T / F
c.	The study focused on an area that had 262 fast food restaurants.	T / F
d.	The researchers looked at the social status of people who had a stroke.	T / F
e.	A stroke is like a heart attack that attacks your brain.	T / F
f.	The study found as many as 33 fast food restaurants in an area.	T / F
g.	The lead researcher is 100% sure fast food leads to strokes.	T / F
h.	There is no link at all between education levels and risks of strokes.	T / F

3. Synonym match: Match the following synonyms from the article:

1.	live		a.	examined
2	chance		b.	like
3.	status		c.	possibility
4.	analyzed		d.	usually

5.	close		e.	heightens
6.	similar to		f.	reside
7.	increases		g.	usual
8.	up to		h.	nearby
9.	common		i.	position
10.	generally		j.	as many as

Phrasal Verbs about Food – Examples and Exercises

Bolt down – To eat your food very quickly.
Example: "Susan only has 15 minutes to eat lunch so she **bolts it down** really fast"

Whip up – To produce or prepare (a meal) very quickly.
Example: "Toni loves cooking so every day he **whips up** a delicious supper for his wife and kids"

Pig out – To eat a lot of food at one time.
Example: "Jamie had been on a diet all week, so during the weekend he **pigged out** on fast food"

Pick up – The act of going somewhere to get a person or thing that you will then take to another place
Example: "There's nothing in the fridge so I will **pick** some sandwiches **up** from the shop"

Chop up – To cut into pieces, usually with several sharp blows.
Example: "If you want to help me, please **chop** these vegetables for the stew **up**"

***Stew** – a dish of vegetables and usually meat cooked in hot liquid for a long time

Warm up – To become warm or to make (someone or something) warm
Example: "If you're hungry, **warm up** the leftovers in the microwave"

***Leftovers** – Food that has not been finished at a meal and that is often served at another meal

Cut out – To stop doing (something)
Example: "My Dad has very high cholesterol, so he has **cut out** eggs and dairy from his diet"

Cut back – To do less of (something)
Example: "You eat too much salt, you should **cut back** on salty foods"

Knock back – To drink or swallow (an alcoholic drink) quickly
Example: "When John got to the bar he inmediately asked for a big whiskey and **knocked it back**"

Eat out – To eat away from home, usually in a restaurant.
Example: "When I don't want to cook, my boyfriend and I **eat out** at a restaurant"
Fry up – The act of frying a meal, especially breakfast.
Example: "On Sundays my Mum always prepares a **fry up** – eggs, bacon, beans and toast. Yum!"

Exercises

1. To eat food very quickly is to:
a. Bolt down
b. Pig out
c. Whip up
2. To cut up food into small pieces is to:
a. Eat out
b. Chop up
c. Warm up
3. To eat a lot of food is to:
a. Fry up
b. Pig out
c. Knock back
4. To eat less of something to improve your health is to _____ on it.
a. Pick up
b. Cut down
c. Cut back
5. To drink a lot of alcohol quickly is to _____:
a. Chop up
b. Knock back
c. Warm up
And we'd love to know, what's your country's traditional food? And, more importantly, what's *your* favourite food?

Unit 5

Education

The British Education System

Passage 1

In the United Kingdom, schools are either provided by the local government authority (state schools) and are free for all pupils, or they are independent schools and charge fees to the parents of the pupils. Almost all the schools taking part in the HMC Projects Scholarship Scheme are independent schools. In the United Kingdom independent schools have an excellent reputation for high standards of teaching and learning and almost all pupils go on to prestigious universities when they leave. There are also many excellent state schools, three of which award scholarships through HMC Projects. Scholarships to state schools can only be offered to students from countries in the EEA.

Passage 2

There are fundamental similarities. For instance, all boys and girls must attend full-time education until the age of 16. Many pupils stay on at school after that age to prepare themselves for University or other careers. In the independent schools, most pupils stay at school until the age of 18 and nearly all pupils go on to university after they leave school.

There are also significant divergences between practice in England and Wales, on the one hand, and Scotland.

In England and Wales, the government introduced a National Curriculum in 1988. This provides a framework for education between the ages of 5 - 18. All state schools are required to follow it. Independent schools are not required to follow the National Curriculum in all its details, but they must show that they provide a good all-round education and they are inspected regularly every few years.

Passage 3

The National Curriculum is constructed in five Key Stages:

- Key Stage 1 - Foundation year and Years 1 to 2 - for pupils aged between 5 and 7 years old
- Key Stage 2 - Years 3 to 6 - for pupils aged between 8 and 11 years old
- Key Stage 3 - Years 7 to 9 - for pupils aged between 12 and 14 years old,
- Key Stage 4 - Years 10 to 11 - for pupils aged between 15 and 16 years old, and

- Key Stage 5 - Years 12 to 13 - for pupils aged between 17 and 18 years old.

In state schools each year that a pupil studies is given a number. Primary education starts in Year 1. Most pupils begin their secondary education at the age of 11 (Year 7), but in some HMC schools pupils join the school at 13+ (Year 9). At the age of 16 (the end of Key stage 4 and Year 11), all pupils take a series of exams called the General Certificate of Secondary Education (GCSE), usually in about eight to ten subjects, which must include English and Mathematics. Key Stage 5 is for pupils aged 16-18 (sometimes 19) and most schools take Advanced Level exams after a two-year course.

Almost all HMC Projects Scholars enter the first year of Key Stage 5. All pupils entering Year 12 (of the thirteen years of the National Curriculum) are beginning new courses at this point in their education.

In Scotland, pupils move to secondary education at the age of 12. At the age of 16 they take exams called Standard Grades and then move on to Highers and Advanced Highers. These are very similar to the English Advanced Subsidiary and Advanced Level courses.

Passage 4

- i) Advanced Subsidiary (AS): At the start of the Advanced Level programme (Key Stage 5), nearly all pupils study four subjects, and they are able to gain qualifications in these subjects at the end of the year. These are known as Advanced Subsidiary Levels (AS Levels). Sometimes pupils are able to study five subjects, but this will depend on the different programme of each school. After AS Levels, pupils drop one subject and usually continue their second year of the course in three subjects to Advanced level also called A2 level. Universities use Advanced Levels as entry qualifications.

- ii) Scottish Highers: Students will take at least five subjects at Higher Level, reducing to three or four for their Advanced Higher courses.

- iii) International Baccalaureate (IB): Increasing numbers of HMC schools are taking pupils for the International Baccalaureate, which is a parallel course to Advanced Levels and equally well used by universities for entry qualifications. The IB requires students to take courses in six subjects, three at higher level and three at lower level. Students are also required to take a

course in the theory of knowledge, to write a long essay and to undertake some community service. This course is very similar to the Baccalaureate courses which are commonly studied in Europe.

Passage 5

Each school organizes its timetable differently. Lessons might last 35, 40, 45, 55 or 60 minutes! For each subject, a student will attend classes for about 5 hours a week, and is also expected to undertake at least 6 hours private study. Students will usually also attend classes in General Studies, or Philosophy, or other similar subjects. There will also be time given to Physical Education or Sport, whether or not these are taken as subjects for studying. In England and Wales and in some Scottish schools the two years of Advanced Level, or International Baccalaureate study are often called "Sixth Form", but - once again - each school is different!

Passage 6

Along with sport, schools offer a substantial programme of "extra-curricular activities"; that is, activities which are able to offer students a wide range of experiences, intellectual, cultural and relaxing. Music, drama, science and literary societies are offered in all schools, and there will be opportunities for outdoor education and other leisure activities. Visits to theatres and concerts, to places relevant to the courses of study (such as art galleries and museums, religious centres or historical sites, scientific companies and projects) are all part of life in a school Sixth Form.

Passage 7

You will need to check with your own country's education authorities, and your country's universities to find out if they recognize and give credit for UK qualifications. Many do, but you need to ask about this in your own country.

Passage 8

Again, you must check with your own country's rules about this. Some countries involved in the HMC Scheme require their National Examinations to be taken in

the homeland, but others are prepared to let students take the exams in the UK under proper supervision. You can certainly study for your home country's exams while you are in the UK, but you need to think carefully about how much extra work that will involve.

Passage 9

Yes, but remember that your scholarship will initially be for one year only, although many schools have been happy to extend the scholarship for a second year. Depending on your course, this second year allows you to take the A2, Scottish Higher or IB exams (see above) which are used for UK University entry. Not all schools in the HMC Scheme are able to do this, however, so please do not assume that a second year in a UK will be available. You will also need to look at the fees which British Universities will charge: these are generally much higher different for students from outside the EEA, compared to the charge made to students from within the EEA. Visa requirements are also different for students at universities in the UK from those you may have dealt with as a school scholarship student. Some careful research is necessary for each country!

Answer the questions:

1. What is an independent school?

2. Is school education the same throughout the United Kingdom?

3. How does National Curriculum work?

4. How many subjects do HMC Projects scholars study?

5. How is the daily timetable organized?

6. What activities are organized outside lessons?

7. Will the qualifications obtained in the UK be recognized back in my own country?

8. Can I study for my own National examinations during my year in the UK?

9. Will my qualifications that I get in the UK help me to enter a British university?

Choose the correct word or words in bold to complete these sentences

1. After leaving school, and before going to university, many young people take a / an **gap** / **space** /**open** year (= a year out of education) in order to get work experience, earn money or travel.
2. Students apply for a place at university in January or February, and **encroachment** / **entrapment** /**enrolment** usually takes place in September.
3. A student at university for the first time is called a / an **graduate** / **undergraduate** /**pre-graduate**.
4. Students in England and Wales are expected to pay money towards their tuition **fees** / **fares** /**prices** (in Scotland they are free).
5. Students who need help paying for their university course can apply for a government **lend** / **loan**/ **lease**.
6. Some students in exceptional circumstances might receive a **grant** / **grunt** / **gaunt** to help pay for their course.
7. A BA is one of the types of degree that students work towards at university. BA stands for **Britannicus Achievius** / **Briton of Authority** / **Bachelor of Arts**.
8. A talk given to a class of students at university is known as a **lesson** / **lecture** / **lectern**.
9. A meeting of a small group of university students to discuss a subject with a teacher is called a **semester** / **semolina** / **seminar**.
10. A teaching session between a teacher and one or more students at university is called a **tutorial** /**tutelage** / **tutor**.
11. A / an **ante-graduate** / **postgraduate** / **graduate-plus** is someone who is studying after receiving a first university degree.
12. Because so many students find exams stressful, many universities combine exam results with a process of **continuing** / **continual** / **continuous** assessment in order to grade their students at the end of a course of study.

Keys:
1. gap **2.** enrolment (from the verb *to enrol*) **3.** undergraduate* **4.** fees **5.** loan **6.**grant **7.** Bachelor of Arts **8.** lecture **9.** seminar (note that a teacher at university is usually called a *lecturer*. When a university teacher helps individual students or small groups of students with their studies, he / she is called a *tutor*) **10.** Tutorial **11.** postgraduate (this can also be an adjective: *postgraduate studies*) **12.**continuous
*Note that a graduate is someone who has successfully finished a first degree course at university. *Graduate* can also be a verb (*He graduated from Leeds University with a degree in Biology*).

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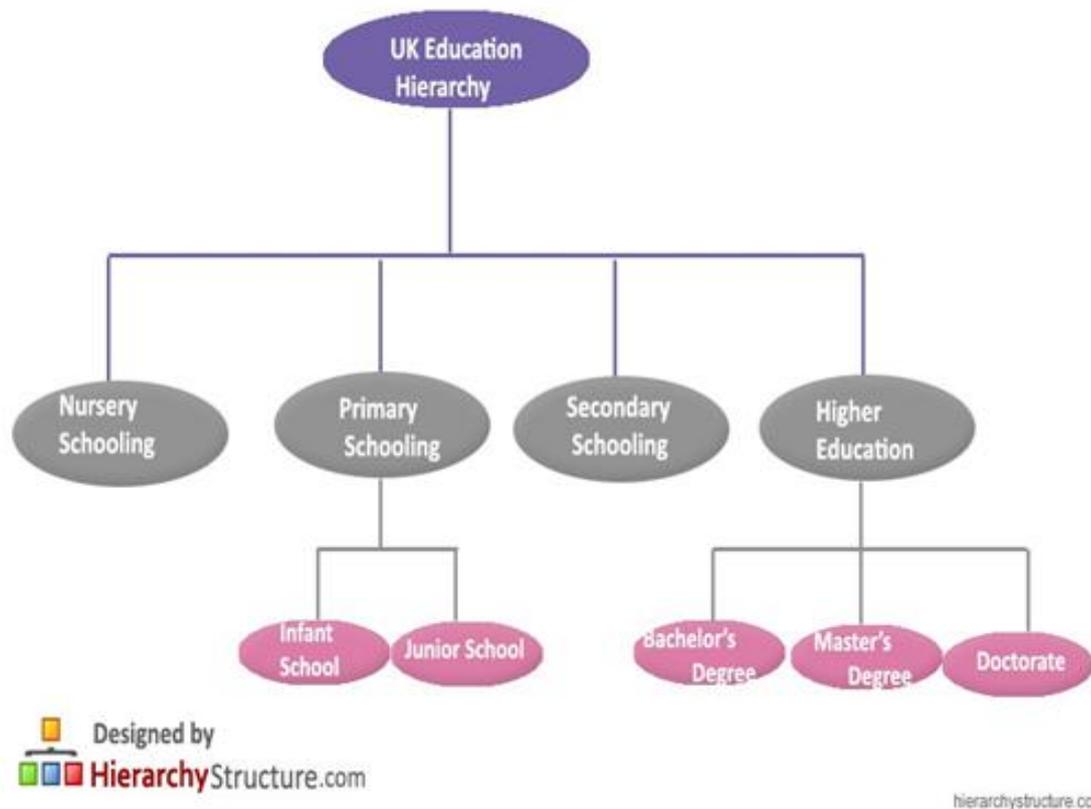
SPEAKING SECTION:

Give your supportive ideas according to this statement by Henry Peter Broughham:

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave".

Nobel Prize, any of the prizes (five in number until 1969, when a sixth was added) that are awarded annually from a fund bequeathed for that purpose by the Swedish inventor and industrialist Alfred Nobel. The Nobel Prizes are widely regarded as the most prestigious awards given for intellectual achievement in the world. To browse Nobel Prize winners alphabetically, chronologically, and by prize, *see below*.
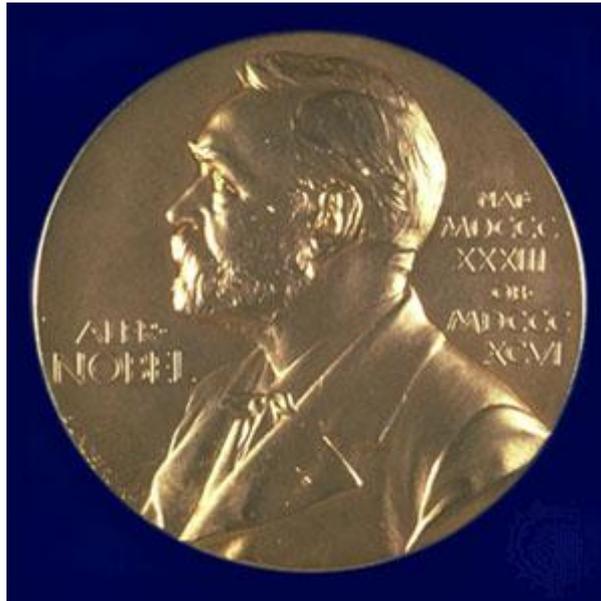
Nobel Prize The obverse side of the Nobel Prize medals for Physics, Chemistry, Physiology or Medicine, and Literature.*© The Nobel Foundation*

In the will he drafted in 1895, Nobel instructed that most of his fortune be set aside as a fund for the awarding of five annual prizes "to those who, during the preceding year, shall have conferred the greatest benefit on mankind." These prizes as established by his will are the Nobel Prize for Physics, the Nobel Prize for Chemistry, the Nobel Prize for Physiology or Medicine, the Nobel Prize for Literature, and the Nobel Prize for Peace. The first distribution of the prizes took place on December 10, 1901, the fifth anniversary of Nobel's death. An additional award, the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel, was established in 1968 by the Bank of Sweden and was first awarded in 1969. Although not technically a Nobel Prize, it is identified with the award; its winners are announced with the Nobel Prize recipients, and the Prize in Economic Sciences is presented at the Nobel Prize Award Ceremony.

The Nobel Prize Selection Process

Unit 6

10 everyday inventions you owe to World War 2

World War Two saw the creation of dozens of clever inventions we still use today, from radar to superglue to freeze dried coffee. Here's a brief look at our top ten....
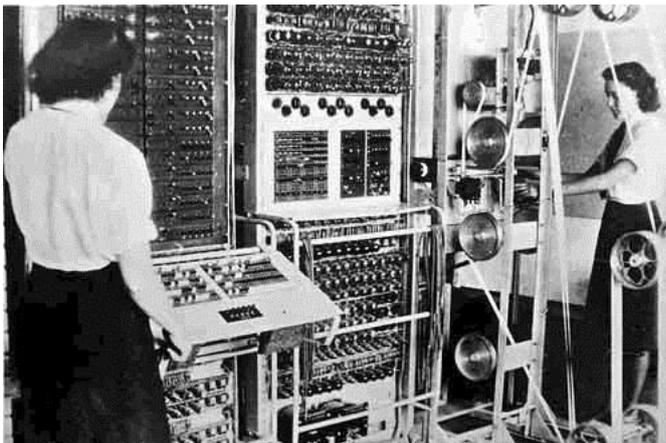
1. Computers

From the machine this article was written on to the processing power of a smart phone, modern computing would not be what it is without the innovation of the Government Code and Cipher School at Bletchley Park and Colossus. Originally invented as a way to speed up the cracking of the Enigma codes, Colossus was

the first of many computers which have gradually shrunk in size to become part of everyday life, with their use in work, schools and play around the world

2. ATMs

Inventor Luther Simjian emigrated to America from Armenia when he was 16. He went on to hold over 200 different patents for inventions ranging from flying simulators to computerised indoor golf ranges. In 1939 Simjian started work on the world's first working ATM, but it wasn't until the 1960s that he managed to convince a New York City bank (today's Citicorp) to install several machines in one of their branches. It was removed after six months due to customer's distrust of a money swallowing computer, as Simjian later divulged: "It seems the only people using the machines were a small number of prostitutes and gamblers who didn't want to deal with tellers face to face".

3. Superglue

Superglue was actually invented by accident by someone looking to manufacture gun sights. Dr. Harry Coover, then working for Kodak, discovered that the chemical mixture he had used bonded extremely strongly, so much so that once stuck together, it was difficult to separate. Having abandoned the mixture as it wasn't what he needed for the current project, Superglue only resurfaced on the civilian market in 1958, a full 16 years after its initial invention.

4. Medical penicillin

Howard Florey was the Australian scientist who spearheaded the studies for medical penicillin. He wasn't the most personable man, disliking to use Christian names, but he was highly admired by the scientific community and never had a lack of willing assistants, on which he stated "I would work with the devil himself-if he were good enough". In 1938 Florey started working with a small group of scientists, which included Ernst Boris Chain, with whom he would later go on to share the Nobel Prize for Medicine along with Sir Alexander Fleming, and by 1941 they had developed a drug sophisticated enough for human trials, which proved a great success.

5. Space technologies

Using German technology geared towards guiding the V2 rocket, the Americans and Russians were able launch the first satellites, put men on the moon and build the International Space Station, advancing our knowledge of the universe significantly. In a more everyday sense, digital TV bounces signals from satellites in space to your TV set. Additionally, when you use SatNav in your car, satellites work by triangulating your position between 3 satellites and telling you where you are in the world.

1930s Nescafe advert from a Swiss newspaper

6. Nescafe

In today's caffeinated world it might be hard to imagine a huge surplus of coffee beans sitting unused in warehouses in Brazil, but it was exactly this problem, brought about by the Great Depression, which lead to suppliers asking Nestle to come up with a way of preserving it. Soluble coffee products had been on the market before, but they were vastly inferior in taste to the product created by Nestle's revolutionary 1938 process of drying the coffee extract with carbohydrates. Freeze dried coffee would come about after the war, using the same vacuum technology used to produce penicillin.

7. Radar

Perfected by the British during the Battle of Britain to detect incoming air-raids, Radar is still used in everyday life… in speed cameras. The most common yellow box speed-cameras work on radar technology, measuring your speed and taking a photograph if you are over the prescribed limit. We didn't say you'd like all of them!

8. Ballpoint pen

Frustrated by the fountain pen's tendency to smudge, journalist and artist Laszlo Biro invented the ballpoint pen after seeing a type of ink in a printing shop that dried almost as soon as it hit the page. He enlisted the help of his brother George, a scientist, and took out a patent on the invention in 1938. One of the ballpoint's first customers was the RAF, taking out an order of 30,000 units for pilots to use at high altitudes, where reservoir pens were prone to leakage.

9. Jet engines

During World War 2, jet engines came to the fore in the closing months as a way of giving fighters an advantage over their adversaries, with the German ME 262 the first operational Jet fighter with the British Gloucester Meteor not far behind. This technology first developed between 1939 and 1945 is now being used by charter and budget airlines to carry passengers all over the globe, so much so that flying abroad is now affordable for most Britons. At one UK airport, 1,400 flights take off and land each day, one every 45 seconds!

10. Photocopying

The idea that a great invention was the only thing between his modest upbringing and success was an idea that gripped Chester "Chet" Carlson from childhood, most of which he spent buried in books about Thomas Edison and other famous inventors. Having worked in patent offices for a number of years, Carlson noticed that there was always a lack of patent specifications, copies of which had to be typed up and then individually proofread. Little did he know this observation would lead to the application of his first patent in 1937, when countless hours of kitchen experiments led to the discovery of xerography, the science still used in photocopiers today.

For and Against Essays

For and against essays

A **"for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view**. You should present both sides in a fair way by discussing them objectively and in equal detail. A good essay of this type should consist of:

a) an introductory paragraph in which you clearly state the topic to be discussed, without giving your opinion;
b) a main body in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
c) a closing paragraph in which you state your opinion or give a balanced consid¬eration of the topic.

Note: Opinion words (I think, I believe, In my opinion, etc.) can only be used in the closing paragraph where you give your opinion on the topic.

Points to consider

• Before you start writing your essay you should make a list of the points for and against.
• Each paragraph should start with a topic sentence which summarises the topic of the paragraph.
e.g. In addition, many people feel reading is a relaxing and worthwhile activity.
• Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language to express your opinion (e.g. I know…, etc.). Express your opinion in a non-emotional way (e.g. It seems that, I therefore feel, etc.).
• Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: "Education is a progressive discovery of our own ignorance." (Will Durant)
Note: Although these are "balanced" arguments, if you feel that either the for or against side is stronger and should be supported, this side should be presented in paragraphs 4 & 5, thus leading the reader to your conclusion.

Introduction
Paragraph 1
state topic (summary of the topic without giving your opinion)
Main Body
Paragraphs 2 & 3
arguments for & justifi¬cations, examples, and/ or reasons
Paragraphs 4 & 5
arguments against & justification, examples, and/or reasons
Conclusion
Final Paragraph
balanced consideration/ your opinion directly or indirectly

Go to Practical Exercises

Useful expressions and linking words/phrases
• To list points:

Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally
• To list advantages:
One/Another/A further/An additional (major) advantage of… is … The main/greatest/first advantage of… is …
• To list disadvantages:
One/Another/ A further/An additional (major) disadvantage/drawback of. The main/greatest/most serious/first disadvantage /drawback of… Another negative aspect of…
• To introduce points/arguments for or against:
One (very convincing) point/argument in favour of… / against, A further common criticism of… / It could be argued that…..
often claimed/suggested
It is widely argued maintained that…..
generally felt/believed/held

Some/many/most people/experts/scientist/skeptics/critics
claim/suggest/argue/feel that…
maintain/believe/point out/agree/hold that…
advocate (+ing/noun)/support the view that…
oppose the view that…
are in favour of/against…
are of the opinion that/convinced that…
are opposed to…

• **To add more points to the same topic:**
in addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only … but also/as well, both … and, There is another side to the issue/question/argument of…
• **To make contrasting points:**
on the other hand, however, still, yet, but, nonetheless, nevertheless, even so, it may be said/argued/claimed that,…
others/many people oppose this viewpoint/strongly disagree…,
claim/feel/believe this argument is incorrect/misguided
although, though, even though, while, whilst, whereas, despite/in spite of (the fact that), regardless of the fact that
Opponents of … argue/believe/claim that…
The fact that… contradicts the belief/idea that…
While it is true to say that…, in fact…
While/Although …, it cannot be denied that…

Useful expressions and linking words/phrases
• To introduce examples:

for example, for instance, such as, like, in particular, particularly, especially, This is (clearly) illustrated/shown by the fact that… One/A clear/striking/ typical example of (this)… The fact that…. shows/illustrates that…

• To emphasise a point:
clearly, obviously, it is obvious, naturally, of course, needless to say, indeed

• To express reality:
In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect

• To make general statements:
as a (general) rule, generally, in general, on the whole, by and large, in most cases

• To make partially correct statements:
to a certain extent/degree, to some extent/degree, in a way/sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point

• To explain/clarify a point:
in other words, that is to say, this/which means that

• To express cause: owing to, due to (the fact that), on account of, on the grounds that, given that, because, as, since

• To express effect: therefore, thus, as a result/consequence, consequently, so, for this reason, if… were to happen, … the effect/result would be…

• To express intention: to, so as to, in order to, so that, with the intention of (+ing)

**Go to **

Useful expressions and linking words/phrases: Conclusion expressing balanced considerations/opinion indirectly
In conclusion,
On balance,
All things considered,
Taking everything into account/consideration,
To conclude,
To sum up,
All in all,
Finally/Lastly,

……………………. it can be said/claimed that …
……………………. it seems/appears that…
……………………. it would seem that…
……………………. it is likely/unlikely/possible/foreseeable that …
……………………. it is clear/obvious that…
…………………….. there is no/little doubt that …
…………………….. it is true to say that …

……………………….. although it must be said that …
……………………. it may be concluded/said that …

Useful expressions and linking words/phrases: Conclusion expressing opinion directly

In conclusion,
On balance,
All things considered,
Taking everything into account/consideration,
To conclude,
To sum up,
All in all,

…………………………… it is my belief/opinion that …
………………………….. I (firmly) believe/feel/think that …
…………………………… I am convinced that …
…………………………… I am inclined to believe that …
…………………………… I (do not) agree that/with …

NOTE

1. **A for and against essay** can end in a **balanced consideration** in which you restate that there are points **for** and **against** the topic using appropriate expressions given above.
2. Alternatevely, it can end by expressing an **opinion**, in which case you state, directly or indirectly, that you are either in favour of **or** against the topic, using appropriate expressions given above.

Go to conclusion expressing opinion directly/indirectly

9 Read the conclusions below and say whether they express a balanced consideration, or the writer's opinion directly/indirectly.
1 To conclude, although it must be said that a sense of responsibility is one of

the most important qualities which can be instilled in young people, it should not be forgotten that there are other, equally important qualities.

2 For the above-mentioned reasons, therefore, I firmly believe that if people are taught a keen sense of responsibility towards themselves and others, then they will have the best possible start in life. The way I see it, taking full responsibility for one's own actions is central to leading an honest life.

3 To sum up, it would seem that, once young people know how to take responsibility for their actions, they are better equipped to learn about life. While there are other important qualities, a highly-developed sense of responsibility provides the ideal foundation for personal development.

4 On balance, it seems that a sense of responsibility has a role to play in a young person's development. Nevertheless, when placed alongside other human qualities, such as honesty and integrity, it is by no means the most useful.

10 Read the main body of the for and against essay below on the topic: "Discuss the view that advertising promotes excessive consumerism." Then read the beginnings and endings and say which of the techniques on p. 56 has been used in each one. Finally, replace the bold type words or phrases in the main body with ones similar in meaning.

Beginning…

1. Whether it is on TV, radio or hoardings at the side of the road, advertisements have become a part of our lives, advertising simply a means of informing the public or does it encourage consumers to purchase products they do not really need?

2. Advertising is a powerful and persuasive medium. You may feel this is an intrusion in your daily life, and resent the pressure on you to spend money. Others, however, enjoy the variety which this highly creative industry brings to everyday life.

3. Advertising is an effective way of selling new products, and many people argue that its effectiveness brainwashes us into unnecessary spending. Others, however, disagree. As Jeremy Tunstall says, "Advertising can't sell any product can only help to sell a product the people want to buy."

One of the main arguments for advertising is that it generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services such as education and health care. Moreover, the number of jobs created for producing, marketing and servicing these goods helps to reduce the unemployment problem, which is also a great advantage for a country's economy.

What is more, advertising raises money for a huge number of sporting events and artistic performances which would otherwise not be held. Without sponsorship from companies who advertise their products, these events would

disappear due to lack of funding. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society. On the other hand, advertisements can cause people to be dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. Further more, not all parents are in a position to afford the goods which their children see advertised and want to possess. This often leads to feelings of inadequacy, especially among the less well-off.

In addition to this, advertising creates materialism and causes people to place too much importance or material goods. The fact that people are prepared to work long hours, or even turn to crime in order to gain the goods on offer, shows that advertising persuade; people to go to great lengths to keep the same standard of living as those they see around them. It is a fact, though, that neither crime nor the stress caused by overwork can benefit society.

Endings….

A To sum up, it is true to say that advertising does provide some benefits. However, do you not agree that the drawbacks of a greedy, materialistic society far outweigh the advantages, and we need to be careful that we do not lose sight of what is most important - a spirit of co-operation rather than competition?

B To conclude, it must be said that, while advertising may create jealousy and inequality in society, without it v would lose a valuable source of revenue which is used for the benefit of the majority. What would our lives be like without advertisements?

C In conclusion, I believe that advertising exists to generate wealth by encouraging people to spend unnecessarily. It fosters greed and breeds dissatisfaction while distracting us from focusing on more vital things. As Marion Harper Jr said, "Advertising is found in societies which have passed the point of satisfying the basic animal needs."

11 Read the four topic sentences below and match each with the corresponding paragraph. Does each topic sentence adequately summarise the argument it presents? What would a suitable introduction and conclusion be for this essay?

"Living in a foreign country cannot be better man living in your own." Discuss.

a Furthermore, people who move to a foreign country may be regarded with suspicion and treated unfairly.

b On the other hand, living abroad can be a way to escape a variety of problems presented in one's country of birth.

c. One argument in favour of saying in one`s native country is that the problems of adapting to a new way of life cannot always be overcome.

d. Finally, it may be said that by living in a foreign country, people are able to establish a greater understanding between nations.

1.

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

The fact of the matter is that, even in cases where the language is the same, there are other changes, such as cultural differences, which an outsider might find difficult to adjust to. Even the weather can force some people to return to their country of origin. For example, take an Inuit and an Amazonian Indian. They would almost certainly find it impossible to adapt to the extreme climates of each other's native homes.

2.

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

In countries with a large number of immigrants there are often social problems, and immigrants stand out as being "different" and even inferior. As a consequence, the host country may react in a variety of ways, from open hostility and racism to depriving the immigrants of the right to equal pay.

3.

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

For example, war, political or religious intolerance, and natural catastrophes are among the reasons for people seeking a new home in a foreign land. In such cases, people are often able to start a new life abroad with greater freedom and a higher standard of living.

4.

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

That is to say, by working and living among foreigners, some of the barriers between countries can be broken down, helping to create a more peaceful world. Needless to say, better diplomatic relations would be of benefit to all.

12 Which of the following are arguments in favour and which are arguments against the topic: "School plays a more important role than die family in shaping one's personality." Discuss. Suggest examples/justification for each argument. Finally, write the composition in about 350 words.

1. Moreover, so much of the school day is devoted to competition and preparation for examinations that there is little time left for personality development.
2. On the other hand, most children have a closer relationship with their parents than with their teachers.
3. An additional argument in support of school is that young people are exposed to a wide variety of subjects.
4. One point in favour of the role of schools is that it is at school where children first learn to socialise.
5. Furthermore, children usually spend five years of their lives at home before they even go to school.
6. What is more, the average child spends as many as eight hours a day in school.

PLANNING & ORGANISATION
• There is an alternative paragraph plan you may use when writing for and against essays. When following this plan you present both an argument in favour and the opposing viewpoint in the same paragraph.
In such essays the arguments for and against must be equal in number.

Introduction
Paragraph 1
State topic (summary of topic without stating your opinion)
Main Body
Paragraph 2
first argument for & against
Paragraph 3*
second argument for & against
Conclusion
Final Paragraph
give balanced consideration/ your opinion expressed directly/indirectly

▪ You may include more paragraph in the main body if you wish to include more points

13 "Greater freedom does not necessarily lead to greater happiness" Discuss. Read the model and say which arguments have been presented in each

paragraph. Do the topic sentences clearly summarise the content of each paragraph? Finally, underline all the useful expressions and linking words or phrases and replace them with ones similar in meaning.

Over the years, mankind has recognised the need for personal and social freedom, and this is perhaps one of the m important social advancements ever made. However, whether it has led to increased personal happiness is highly debatable; many people would argue that greater freedom has led to increased social disorder and personal dissatisfaction.

Firstly, it is true that people are now more at liberty to choose how to live their lives. For example, in the Western world at least, the choice of where to live, what career to pursue and which religion to follow has never been greater. In addition to this people have more leisure time in which to enjoy a wider range of recreational activities. On the other hand, it r be argued that this increased freedom can lead people to take things for granted and expect too much from life. As an example of this, the greater choice of material goods available has resulted in people quickly growing bored with t possessions. Consequently, no sooner have they acquired something new than they tire of it. They find short-term happiness in material goods and entertainment, but boredom and frustration soon send them looking for fresh distractions.

Secondly, social and moral attitudes have become less rigid. This has allowed for a greater variety of lifestyles and n freedom in human relations. This is illustrated by the fact that pupils and teachers now treat each other as equals, and parent-child relationships are now much more relaxed. Nevertheless, some people believe that this increase in free has resulted in the escalation of social problems. They argue that the current lack of discipline has given rise to a breakdown in the traditional family and the decay in educational standards as well as the rise in juvenile delinquency. Thus, it may be said that society is becoming more and more dangerous because of the very fact that people are more open-minded than they were in the past.

To conclude, there is evidence both to support and refute the view that greater freedom does not necessarily le: greater happiness. On the one hand, people have more opportunities to raise their standard of living. On the other hand, the many examples of protests, strikes and criminal activities which are a feature of modern society are a sign that, although people may be free, they are not necessarily happier.

14 Read the following arguments and match each argument in favour of using animals for entertainment with the corresponding argument against. Then, following the paragraph plan (the second one), say which arguments you would include in each paragraph. Finally, write a clear topic sentence for each paragraph.

Arguments for using animals for entertainment.

1. Zoos can be educational and also help to increase the numbers of endangered species through controlled breeding programmes.
2. Animals used in television programmes, advertisements and films are very appealing and attract large audiences.
3. Circus animals are loved, well-treated and only perform for short periods.
4. Racing animals have a very short working life and are well-treated throughout.

Arguments against using animals for entertainment.

a Animals are forced to perform unnatural acts for the pleasure of the public.
b Keeping animals in cages so the public can see them is unnecessary because documentaries produced today take away the need for such places.
c With new technology and special effects, there is no need to use live animals as realistic models can be used instead.
d Racing animals have gruelling training schedules and are often placed in unnecessary danger.

DISCUSS and WRITE

The discussion clock
• When considering a topic you may refer to the discussion clock, which will help you think of ideas when planning your essay.
• Referring to the discussion clock is a useful "brainstorming" technique, as it helps you examine a topic from various viewpoints and decide on ideas/points to include in your essay.
• Keep in mind that a topic may not relate to all the aspects presented in the discussion clock.
• Remember that for each viewpoint you have thought of, there is usually an opposing argument. Think of the opposing arguments when planning your essay.

12-psycholoical
1-religious
2-scientific
3-artistic
4-economic
5-educational
6-social
7-political
8-moral
9-historical

10-health
11-personal

15 Read the following composition topic and answer the questions below.
"Should countries encourage tourism?" Discuss.
• What are the two sides of the question?
• Which of the following arguments are for and which against?

1. The desire to attract tourists to a certain area often encourages governments to improve local facilities.
2. Over-development leads to ugly, crowded tourist spots and environmental damage.
3. The impact of tourism may destroy the local way of life.
4. Many people claim that tourism is an important source of income.
5. A country's economy may become so dependent on tourism that it is weak¬ened.
6. Tourism allows people to experience other cultures.

• What aspects of the discussion clock do these arguments deal with?
• Can you think of any additional arguments?
• Which paragraph plan would you follow to write this essay?
• Which arguments would you include and in what order?
• Which techniques would you use to begin and end your essay?
• Which useful phrases and linking words could you use?

Unit 7
Sports

Learn the Football Vocabulary list and do exercise 1.

word	example sentence	meaning
assistant referee	Assistant referees used to be called 'linesmen', but the term was changed in 1996.	official who runs one of two touchlines and advises the referee, esp. on offside decisions

word	example sentence	meaning
corner kick	The referee awarded a corner kick after the goalkeeper tipped the ball over the bar.	a free kick taken from one of the corners of the pitch
defender	Defenders include left backs, right backs and central defenders.	a player whose main role is to prevent the opposition from scoring
dive	Many people see diving as a form of cheating and think players who dive should be sent off.	to deliberately fall over when tackled in order to deceive the referee into awarding a free kick
draw	The game ended in a draw, with each team having scored two goals.	finish a game with an even score; tie
extra time	We won the game by scoring the only goal in extra time.	two periods of 15 minutes each played when a game ends in a draw after normal time
foul	The referee blew his whistle and gave a penalty kick for a	an illegal action punishable by a

word	example sentence	meaning
	foul in the penalty area.	free kick
goal	Manchester United beat Chelsea by three goals to one.	an instance of kicking or heading the ball into the goal
goalkeeper	The goalkeeper tried to stop the penalty kick by diving to his left, but the penalty taker kicked the ball past him and scored.	player whose role is to stop the ball from entering the goal, and the only player who can handle the ball in general play
goal line	The referee thought a defender was the last player to touch the ball before it went over the goal line, and awarded a corner kick.	the two shorter boundaries, one at each end of the pitch, on which the goals are placed
handball	The ball hit Mark on the arm and the referee awarded a free kick to his opponents for handball.	a foul committed by touching the ball with a hand or an arm

word	example sentence	meaning
league	The Spanish Football League, known as 'La Liga', includes famous clubs like Real Madrid and Barcelona.	a group of sports clubs that play each other over a period for a championship e.g. English Premiership League
offside	The assistant referee raised his flag to indicate to the referee that one of the forward players was in an offside position.	law requiring at least two defenders to be between an attacker and the goal line when the ball is passed to the attacker
pass	David saw a teammate and passed the ball to him.	to kick or head the ball to another player on one's own team.
penalty	Our defender tackled their striker in the penalty box, but the referee thought it was a foul and gave them a penalty.	a free kick from the penalty spot; *see also* penalty kick
penalty area	The tackle was just outside the penalty area, but the referee thought it was inside the area and gave them a	area near each goal in which the goalkeeper may handle the ball, and a foul is punished by a penalty kick *(also;* penalty box)

word	example sentence	meaning
	penalty.	
penalty kick	Their best striker took the penalty kick, but our goalkeeper blocked his shot and they didn't score the goal.	a direct free kick taken from the penalty spot, awarded for a foul committed in the penalty area
penalty shootout	Our team won the penalty shootout by four goals to three, and we were the new champions.	a best-of-five penalty kick contest held to find a winner when a game is still tied after extra time
penalty spot	I felt very nervous as I put the ball on the penalty spot and stepped back to take the kick.	a white mark in the penalty area from which penalty kicks are taken
pitch	It had rained all morning, so the pitch was soft and muddy and difficult to run on.	the playing field
professional	David Beckham became a	doing something, like playing

word	example sentence	meaning
	professional player at 17 when he signed a contract with Manchester United.	sport or music, as a career or occupation
red card	The referee had already given Lee a yellow card, so when he committed another foul he was given a red card and sent off.	the most severe punishment given by a referee, in which the player is sent off the pitch
shoot	Ronaldo took the free kick and scored a great goal by shooting over the wall.	to try to score a goal
striker	We're not scoring enough goals, so our manager wants to get a new striker.	a player whose role is to score goals
substitute	They were losing by a goal with ten minutes to go, so the manager decided to substitute one of his defenders with a forward.	to replace one player with another player; *also* a player used to replace another

word	example sentence	meaning
tackle	One of the defenders tackled David and kicked the ball out of play.	to challenge a player for the ball
tactical	They were losing, so the manager made tactical substitutions and replaced two defenders with more attacking players.	relating to a carefully planned strategy to win
throw in	After Joe kicked the ball out, one of the other team's players threw it in with a long throw into the penalty box.	to put the ball back into play after it has crossed the touchline by throwing it, usually to a teammate
touchline	The manager stood on the touchline shouting instructions to his players.	the two long boundaries along each side of the pitch; *also* sideline
wall	The defenders formed a wall to block the free kick, and the referee pushed them back	a line of players forming a barrier to block a free kick taken near the penalty area

word	example sentence	meaning
	ten metres.	
yellow card	If Jose gets another yellow card, he'll miss the next match.	a warning issued to a player for a serious foul, two of which result in a red card and sending off

Exercise 2.

Football Vocabulary Quiz

This quiz will test your knowledge of the vocabulary that you learned

1. A player whose job is to stop attackers from scoring is

   a) Defender   b) striker   c) forward

2. Neither team scored, so the game ended in a:

   a) Penalty   b) draw   c) shootout

3. Tripping, pushing and diving are:

   a) Penalties   b) free kicks   c) fouls

4. Chelsea and Liverpool are teams in the English Premiership:

   a) League   b) Champions   c) Table

5. A player throws the ball if an opponent kicks the ball over the:

   a) Goal line   b) touchline   c) boundary

6. If a game ends in a draw, it can go into extra:

   a) Play   b) half   c) time

7. If a player commits a foul in the penalty area, the referee awards a penalty:

a) Goal   <u>b)</u> kick   c) spot

8. What can each team do with up to three players during a game?

a) Defend them   b) tackle them   <u>c)</u> substitute them

9. The assistant referee signals when he sees a player in an:

a) Outside position   <u>b)</u> offside position   c) inside position

10. A player whose role is to score goals is called a:

<u>a)</u> Striker   b) goalie   c) shooter

READING

Exercise 3. Translate small passages about world famous footballers:

Pele

Edison Arantes do Nascimento, or Pele, is rated by many as the greatest footballer of all time. The Brazilian champion was given the title of Athlete of the Century by the International Olympic Committee and jointly named FIFA Player of the Century with Diego Maradona. He was part of three World Cup winning teams, and was known for his brilliant passing, his speed, his strong heading of the ball, as well as for his brilliance at shooting for and scoring goals.

Diego Maradona

Diego Maradona is one of the most well-known footballers of all time. He played in four World Cups for his country Argentina, and led them to their victory over West Germany in 1986. He also won many trophies with Boca Juniors in Argentina, FC Barcelona in Spain and SSC Napoli in Italy. Together with Pele, he was named FIFA Player of the Century in 2000. Maradona had a stocky build and his strength and speed made him a difficult opponent for defenders. He had great ball-control and passing abilities, and was often able to create goal scoring opportunities for his teammates. He also scored many goals himself, including 34 goals for Argentina in international competitions.

SPEAKING:

Discussion Questions: Do you enjoy watching sports on TV, or do you consider it a waste of time?

SUMMER OLYMPIC SPORTS

- Athletics vocabulary
- Badminton vocabulary
- Basketball vocabulary
- Boxing vocabulary
- Football vocabulary
- Golf vocabulary
- Gymnastics vocabulary
- Hockey vocabulary
- Rugby vocabulary
- Swimming vocabulary
- Tennis vocabulary

WINTER OLYMPIC SPORTS

- Figure Skating vocabulary
- Ice Hockey vocabulary
- Skiing vocabulary

OTHER POPULAR SPORTS

- Baseball vocabulary
- Cricket vocabulary
- Squash vocabulary

GLOSSARY

COMMON SPORTS

Archery   **Badminton**   **Cricket**   **Cycling**

Darts   **Football**   **Golf**   **Horse Racing**

Snooker   **Squash**   **Table Tennis**   **Tennis**

CONTACT SPORTS

Boxing   **Judo**   **Rugby**   **Wrestling**

WATER SPORTS

Angling / Fishing   **Canoeing**   **Kayaking**

Rowing   **Sailing**   **Water Skiing**

WINTER SPORTS

Curling   **Ice Skating**   **Skiing**

LESS USUAL SPORTS

Croquet   **Fencing**   **Hockey**

Exercise 4. Match the words with their definitions

1. **aquatics** (noun):	a) water sports like swimming, diving and water polo
2. **arena** (noun):	b) a place with tiered seating for public events, esp. sports
3. **bid** (noun):	c) an offer to buy or do something
4. **cauldron** (noun):	d) a large metal pot, esp. one used for cooking
5. **equestrian** (adjective):	e) related to horse-riding
6. **event** (noun):	f) a particular contest in a sports tournament
7. **fencing** (noun):	g) the sport of duelling with light thin swords
8. **host** (verb):	h) to hold an event to which people are invited
9. **house** (verb):	i) to give someone a place to stay
10. **mascot** (noun):	j) a person in a costume, or a cartoon image, that represents a team, an event, etc.
11. **motto** (noun):	k) a phrase that expresses an aim or a belief
12. **spectacular** (adjective):	l) very impressive
13. **stadium** (noun):	m) a large sports ground surrounded by seats for spectators
14. **stage** (verb):	n) to organise and hold an event like a play or a sporting contest

15. tournament (noun):	o) an organised series of contests in a particular sport or game
16. triathlon (noun):	p) an athletics event that combines running, swimming and cycling
17. velodrome (noun):	q) place with a track for racing on bicycles
18. venue (noun):	r) the place where a sporting event or a concert is being held

(answers: each on the opposite)

Exercise 5. Translate the following sentences with Olympic vocabulary:

-*Our program includes gymnastics, athletics and aquatics.*

- *We're meeting in the basketball arena at 7 o'clock.*

- *They made a bid to stage all of Kendrick's concerts.*

- *Let's cook the vegetables in that big cauldron over there.*

- *My daughter loves horses, so she wants to see the equestrian events.*

- *The most popular events are 100 metre finals.*

- *The swords they use in fencing are called "foils", aren't they?*

- *Has an Indian city ever hosted the Olympic Games?*

- *The government should spend more money on housing the poor.*

- *The team's mascot is a tiger.*

- *Their school motto is "Carpe Diem", or "Seize the Day".*

- The fireworks display was really spectacular this year.

- The new stadium can hold about 50,000 people.

- We've never staged a rock concert here before.

-I'm playing in a chess tournament next week.

-You have to be really fit to finish a triathlon.

- Is the cycling team training at the velodrome tonight?

- They had to build a lot of new venues.

Unit 8
Art and Culture

The arts

Task : Complete these sentences with an appropriate word or expression from *A, B* or C.

1.   Tonight's _____ of 'Hamlet' begins at 7.30.

A. perform   *B. performing*   *C. performance*

2.   Camford University Press have just released a collection of

Shakespeare's_____.

A. works   *B. workers*   *C. workings*

3.   The rock group 'Glass Weasel' have released a

limited_____of their new album

which contains a CD-ROM of their latest show.

A. edit   *B. edition*   C. *editor*

70

4. His last book received excellent_____in the newspapers.

A. reviews   *B. previews*   *C. revisions*

5. There is an.............. ....of Monet's work at the Tate.

A. exhibitionist   *B. exhibit*   *C. exhibition*

6. The British National Orchestra is delighted with the government's promise of a £500,000

A. subsidiary   *B. subsidy*   *C. subpoena*

7. Tickets have already sofd out for the first day's showing of Tom Cartmilf's paintings at the Nationa_____

A. Galleon   *B. Galley*   *C. Gallery*

8. Ernest Hemingway was one of the twentieth century's most famous _____

A *novels*   *B. novelties*   *C. novelists*

9. The French_____ of the nineteenth century had a profound influence on the world of art.

A. impressions   *B. impressionists*   *C.impressionisms*

10. Old haven Press are going to_____my new book!

A. publish   *B. publisher*   C publication

The Truth About ART

Modern art has had something of a bad press recently - or, to be more precise, it has always had a bad press in certain newspapers and amongst certain sectors of the public. In the public mind, it seems, art (that is, graphic art - pictures - and spatial art - sculpture) is divided into two broad categories. The first is 'classic' art, by which is meant representational painting, drawing and sculpture; the second is 'modern' art, also known as abstract or non- representational. British popular taste runs decidedly in favour of the former, if one believes a recent survey conducted by Charlie Moore, owner of the Loft Gallery and Workshops in Kent, and one of Britain's most influential artistic commentators. He found that the man (or woman) in the street has a distrust of cubism, abstracts, sculptures made of bricks and all types of so-called 'found' art, He likes Turner and Constable, the great representatives of British watercolour and oil painting respectively, or the French Impressionists, and his taste for statues is limited to the realistic figures of the great and good that litter the British landscape - Robin Hood in Nottingham and Oliver Cromwell outside the Houses of Parliament. This everyman does not believe in primary colours, abstraction and geometry in nature - the most common comment is that such- and-such a painting is "something a child could have done".

Lewis Williams, director of the Beaconsfield Galleries in Hampshire, which specialises in modern painting, agrees. "Look around you at what art is available every day," he says. "Our great museums and galleries specialise in work which is designed to appeal to the lowest common denominator. It may be representational, it may be 'realistic' in one sense, but a lot of it wouldn't make it into the great European galleries. Britain has had maybe two or three major world painters in the last 1000 years, so we make up the space with a lot of second-rate material."

Williams believes that our ignorance of what modern art is has been caused by this lack of exposure to truly great art. He compares the experience of the average British city-dweller with that of a citizen of Italy, France or Spain.

"Of course, we don't appreciate any kind of art in the same way because of the paucity of good art in Britain. We don't have galleries of the quality of those in Madrid, Paris, Versailles, Florence, New York or even some places in Russia. We distrust good art - by which I mean both modern and traditional artistic forms - because we don't have enough of it to learn about it. In other countries, people are surrounded by it from birth. Indeed they take it as a birthright, and are proud of it. The British tend to be suspicious of it. It's not valued here."

Not everyone agrees. Emily Cope, who runs the Osborne Art House, believes that while the British do not have the same history of artistic experience as many European countries, their senses are as finely attuned to art as anyone else's.

"Look at what sells - in the great art auction houses, in greetings cards, in posters. Look at what's going on in local amateur art classes up and down the country. Of course, the British are not the same as other countries, but that's true of all nationalities. The French artistic experience and outlook is not the same as the Italian. In Britain, we have artistic influences from all over the world. There's the Irish, Welsh, and Scottish influences, as well as Caribbean, African and European. We also have strong links with the Far East, in particular the Indian subcontinent. All these influences come to bear in creating a British artistic outlook. There's this tendency to say that British people only want garish pictures of clowns crying or ships sailing into battle, and that anything new or

different is misunderstood. That's not my experience at all. The British public is poorly educated in art, but that's not the same as being uninterested in it."

Cope points to Britain's long tradition of visionary artists such as William Blake, the London engraver and poet who died in 1827. Artists like Blake tended to be one-offs rather than members of a school, and their work is diverse and often word-based so it is difficult to export.

Perhaps, as ever, the truth is somewhere in between these two opinions. It is true that visits to traditional galleries like the National and the National Portrait Gallery outnumber attendance at more modern shows, but this is the case in every country except Spain, perhaps because of the influence of the two most famous non-traditional Spanish painters of the 20th century, Picasso and Dali. However, what is also true is that Britain has produced a long line of individual artists with unique, almost unclassifiable styles such as Blake, Samuel Palmer and Henry Moore.

Questions 1-9

Classify the following statements as referring to A Charlie Moore B Lewis Williams C Emily Cope

Write the appropriate letters A, B or C in boxes 1 -9 on your answer sheet.

1)   British people don't appreciate art because they don't see enough art around them all the time.

2)   British museums aim to appeal to popular tastes in art.

3)   The average Englishman likes the works of Turner and Constable.

4)   Britain, like every other country, has its own view of what art is.

5)   In Britain, interest in art is mainly limited to traditional forms such as representational painting.

6)   British art has always been affected by other cultures.

7)   Galleries in other countries are of better quality that those in Britain.

8)   People are not raised to appreciate art.

9)   The British have a limited knowledge of art.

Questions 10-12

Choose the best answer A, B, C or D.

10)   Many British artists

A are engravers or poets.

B are great but liked only in Britain.

C do not belong to a school or general trend.

D are influenced by Picasso and Dali.

11)   'Classic' art can be described as

A sentimental, realistic paintings with geometric shapes.

B realistic paintings with primary colours.

C abstract modern paintings and sculptures.

D realistic, representational pictures and sculptures.

12) In Spain, people probably enjoy modern art because A their artists have a classifiable style.

B the most renowned modern artists are Spanish.

C they attend many modern exhibitions.

D they have different opinions on art.

Vocabulary:

1	Handicraftsman	artist who combipes manual and artistic skill
2	Renaissance	the revival of art and literature influenced by classical models in the 14* -16th centuries
3	Painting	the process or art of using paints
4	Prominent	distinguished; important
5	Brushwork	a painter's own style of using the paintbrush
6	Miniatures	a style of painting represented on a very small scale
7	Amuse	interest; please
8	Execute	to carry out or do something planned or desired
9	Composition	an artistic arrangement
10	Portraiture	the art of painting the representation of a person
11	Palette	the range of colors used by an artist
12	Genre	a kind, style, type
13	Convey	to communicate an idea, meaning, emotion, etc

Pre-Text Discussion

1. Can you name three famous classic Uzbek painters?

2. Do you know any unique features of Uzbek paintings?

3. in your opinion, what makes a painting interesting?

4. Why do you think painters are important to the cultural identity of a nation?

Text

KAMOLIDDIN BEHZOD - AN ARTIST OF SOUL.

Born in Herat in 1455 into the family of a handicraftsman, Behzod is a brilliant representative of Oriental Renaissance\ MuranNaqqosh, his tutor, had notable impact in Behzod becoming a mature artist. It is interesting to note the existence of "Nigaristan" the academy of painting at that time in Herat. The academy was an immense discovery for Behzod and from that time on, his regular studies of the secrets of painters of miniature in that school was a great contribution to the development of his activity in miniatures.

It is worth noting AlisherNavoi's support in his becoming a prominent painter and owing to him,Behzod's activity reached its peak. Cooperating with AlisherNavoi, Behzod created miniatures to his poems. He also executed miniatures to "Laili and Majnun" by HisravDekhlavi, to "Buston" by the poet Saadi, and to "Hamsa" by NizomiGanjavi.

Appointed as the leader of Sultan Husain Baikaro's library in 1487, Behzod created his miniatures, which amused the people of the world at that time and continue to amuse people today.

The word miniature means "tiny, small in size" and KamoliddinBehzod created a great school from this small art. So, as it was said in Sultan Husain Mirzo'sfarmon (order), Behzod was the diamond of the century, the leader of painters not only in Herat, but also in all of Huroson. He was the leading painter and miniaturist. He had every opportunity to execute his miniature works. Ever} detail of his miniatures was created with great mastery and they impress viewers with the beautiful brush work, dynamic composition, and powerful imagery. Behzod s color scheme was superb. He was called the Raphael of the East, a name he truly deserved. Behzod also tried his palette in portraiture genre, for example, his portraits of Muhammad Shaibonikhan, the poet AbdullohHotifi, and King Takhmosib.

In his portraits Behzod was able to profoundly and forcefully convey, as no one before him did, the world of human emotions and inner beauty, the innermost feelings of his characters.

The people of the world celebrated the 545th anniversary of Behzod's birth in the year 2000 in cooperation with UNESCO. The Institute of National Arts and Design established a state award named after KamoliddinBehzod. There is also a memorial museum garden named in his honor.

It is not surprising that following our independence, gained in 1991 on the 31st of August, we managed to learn much about K. Behzod.

Check Comprehension

1. What influence did AlisherNavoi have on Behzod's work?

2. What event in recent history made it possible to learn much about Behzod's life and works?

3. How would you describe the effect of Behzod's time spent in Herat?

4. Is there any connection between poetry and painting?

Vocabulary Practice

Exercise 1. Complete the following sentences using the new words from the text.

1. AbdulhaqAbdullayev, a famous painter of Uzbekistan, studied the secrets of painting in the _____of painting.

2. Behzod was a   painter of miniatures of

the Oriental Renaissance.

3. "A tiny, small in size" piece of art can be spoken of as

_____ in art.

4. The famous English painter T. Gainsborough tried his _____in portraiture genre, too.

5. The human emotions and the inner beauty and feelings of

the characters were in the famous Uzbek artist Ruzi

Choriev's works.

Speaking Practice

Task: Defend or refute the following statements giving reasons for your

position.

1. Behzod's color schemes are superb. That is why he is known as the Raphael- of the East.

2. Due to the influence and support of Muran, Naqqosh, and Naoi, Behzod became a prominent painter and his activity reached its peak.

3. Behzod couldn't manage to convey human emotions in his miniatures.

Unit 9
History
The commonwealth of nations

Member states of the Commonwealth of Nations
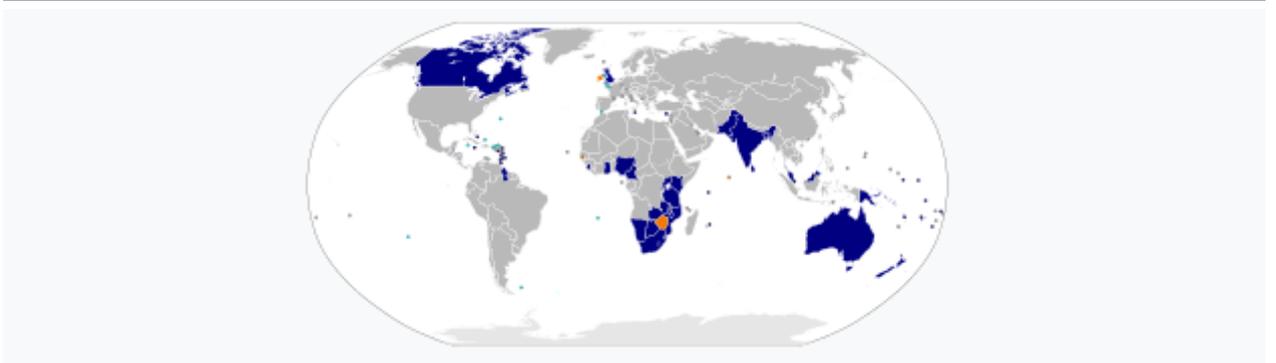
The Commonwealth of Nations is a voluntary association of 52 sovereign states. Nearly all of them are former British colonies or dependencies of those colonies.

No one government in the Commonwealth exercises power over the others, as is the case in a political union. Rather, the Commonwealth is an international organisation in which countries with diverse social, political, and economic backgrounds are regarded as equal in status, and cooperate within a framework of common values and goals, as outlined in the Singapore Declaration issued in 1971.[1] Such common values and goals include the promotion of democracy, human rights, good governance, the rule of law, individual liberty, egalitarianism, free trade, multilateralism, and world peace, which are promoted through multilateral projects and meetings, such as the Commonwealth Games, held once every four years.[2]

The symbol of this free association is Queen Elizabeth II, who serves as the Head of the Commonwealth. This position, however, does not imbue her with any political or executive power over any Commonwealth member states; the position is purely symbolic, and it is the Commonwealth Secretary-General who is the chief executive of the Commonwealth.[3]

The Commonwealth was first officially formed in 1931 when the Statute of Westminster gave legal recognition to the sovereignty of dominions. Known as the "British Commonwealth", the original members were the United

Kingdom, Canada, Australia, New Zealand, South Africa, Ireland, and Newfoundland, although Australia and New Zealand did not adopt the statute until 1942 and 1947 respectively.[4] In 1949, the London Declaration was signed and marked the birth of the modern Commonwealth and the adoption of its present name.[5] The newest member is Rwanda, which joined on 29 November 2009.[6] The most recent departure was the Maldives, which severed its connection with the Commonwealth on 13 October 2016.

As at April 2017, of the states that are members of the Commonwealth of Nations, three are in Europe, twelve in North America and the Caribbean, one in South America, eighteen in Africa, seven in Asia, and eleven in Oceania. There are eight former members, four of which no longer exist as independent entities (but form part of current member states). The members have a combined population of 2.4 billion, almost a third of the world population, of whom 1.21 billion live in India, and 95% live in Asia and Africa combined.[7]

Currently sixteen of the member states are Commonwealth realms, with the Head of the Commonwealth as their head of state. Five others are monarchies with their own individual monarchs (Brunei, Lesotho, Malaysia, Swaziland, Tonga) and the rest are republics. Republic of Ireland (from 1949), Zimbabwe (2003), The Gambia (2013) and Maldives (2016) are former members of the Commonwealth. South Africa and Pakistan left and later rejoined the Commonwealth.

Current members[edit]

All table information based on figures provided by the Commonwealth of Nations Secretariat members list, most population figures are based on 2007 estimates, unless otherwise noted.[8]

Country	Joined	Continent	Population	Notes[A]
Antigua and Barbuda[F]	1 November 1981	Caribbean	86,295	
Australia[F]	11 December 1931	Australia	23,795,300	Granted nominal independence (Dominion status) on 1 January 1901. Australia was one of the original Dominions at the time of

Country	Joined	Continent	Population	Notes[A]
				the Statute of Westminster 1931, although the statute was not adopted in Australia until 1942 (with retroactive effect from 1939).[9]The *Australia Act 1986* established specifically, only the State Premier could now advise the Queen on appointment or removal of a State Governor. Nonetheless, the Queen could still exercise any of her powers with respect to the State if she was "personally present" in the State.[10].
Bahamas[F]	10 July 1973	Caribbean	368,390	
Bangladesh	18 April 1972[11]	Asia	158,088,000	Declared independence from Pakistan in 1971.[12]
Barbados[F]	30 November 1966	Caribbean	285,000	
Belize[F]	21 September 1981	North America	358,899	
Botswana	30 September 1966	Africa	2,024,904	

Country	Joined	Continent	Population	Notes[A]
Brunei	1 January 1984	Asia	393,372	
Cameroon	13 November 1995[13]	Africa	21,143,237	Most of the country was the formerly French mandate territory (later UN trust territory) of Cameroun and gained independence from France on 1 January 1960, uniting with the much smaller former British mandate/trust territory of Southern Cameroons on its gaining independence from the United Kingdom on 1 October 1961.
Canada[F]	11 December 1931	North America	35,702,707	Granted nominal independence (Dominion status) on 1 July 1867. Canada was the first among the several original Dominions at the time of the Statute of Westminster 1931.[14] Incorporated another original Dominion, Newfoundland, on 31 March 1949.[15]The *Canada Act 1982* formally ended the "request and consent" provisions of the Statute of Westminster 1931 in relation to Canada, whereby the British parliament had a general power to pass laws extending to Canada at its own request.
Cyprus[G]	13 March 1961[16]	Eurasia	858,000	Gained independence from the United Kingdom on 16 August 1960.

Country	Joined	Continent	Population	Notes[A]
Dominica	3 November 1978	Caribbean	71,293	
Fiji[B]	10 October 1970	Oceania	859,178	Left in 1987; rejoined in 1997; suspended on 6 June 2000;[17] suspension lifted on 20 December 2001;[18] again suspended on 8 December 2006 because of the 2006 Fijian coup d'état.[19][20] Suspension lifted on 26 September 2014.
Ghana	6 March 1957	Africa	27,043,093	
Grenada[F]	7 February 1974	Caribbean	103,328	
Guyana	26 May 1966	South America	746,900	
India	15 August 1947	Asia	1,269,090,000	Incorporated former French India (Chandannagar from 2 May 1950 and Puducherry, Karaikal, Yanam and Mahé from 1 November 1954), former Portuguese India (Goa, Daman and Diu from 19 December 1961 and Dadra and Nagar Haveli formally from 1961)

Country	Joined	Continent	Population	Notes[A]
				and Sikkim (from 16 May 1975).
🇯🇲 Jamaica[F]	6 August 1962	Caribbean	2,717,991	
🇰🇪 Kenya	12 December 1963	Africa	46,749,000	
🇰🇮 Kiribati	12 July 1979	Oceania	106,461	
🇱🇸 Lesotho	4 October 1966	Africa	2,120,000	
🇲🇼 Malawi	6 July 1964	Africa	16,310,431	
🇲🇾 Malaysia	31 August 1957[21][22]	Asia	30,538,100	Joined as the Federation of Malaya in 1957; reformed as Malaysia on 16 September 1963 with its federation with Singapore (which became a separate state on 9 August 1965), North Borneo, and Sarawak.[23]
🇲🇹 Malta	21 September 1964	Europe	425,384	

Country	Joined	Continent	Population	Notes[A]
🇲🇺 Mauritius	12 March 1968	Africa	1,261,208	
🇲🇿 Mozambique	13 November 1995[24]	Africa	25,727,911	Gained independence from Portugal on 26 June 1975. The first country to be admitted to the Commonwealth without any former colonial or constitutional links with the United Kingdom.[25]
🇳🇦 Namibia	21 March 1990	Africa	2,113,077	Gained independence from South Africa.[26] Includes Walvis Bay and the Penguin Islands transferred by South Africa at midnight 28 February 1994.
🇳🇷 Nauru[B]	1 November 1968	Oceania	10,084	Gained independence on 31 January 1968 from joint trusteeship of Australia, New Zealand and United Kingdom. A special member from 1 November 1968 until 1 May 1999, when it became a full member,[27] before reverting to special status in January 2006.[28] A full member again since June 2011.[29]
🇳🇿 New Zealand[F]	11 December 1931	Oceania	4,572,100	Granted nominal independence (Dominion status) on 26 September 1907. One of the original Dominions at the time of the Statute of Westminster 1931, although the Statute was not adopted in New Zealand until 1947.[30] Removed final links with the British

Country	Joined	Continent	Population	Notes[A]
				Parliament in 1986.
🇳🇬 Nigeria	1 October 1960	Africa	183,523,000	Incorporated the former British mandate/trust territory of Northern Cameroons on 31 May 1961. Suspended in 1995, suspension lifted in 1999.[31]
🇵🇰 Pakistan	14 August 1947[E]	Asia	189,388,000	Includes the city of Gwadar, transferred from Muscat and Oman on 8 September 1958. Included Bangladesh (then known as East Pakistan) until 1971.[12] Left Commonwealth in 1972, rejoined 1989; suspended in 1999, suspension lifted in 2004; again suspended in 2007,[32] suspension lifted in 2008.[33]
🇵🇬 Papua New Guinea[F]	16 September 1975	Australia	7,398,500	Gained independence from Australia.
🇷🇼 Rwanda	29 November 2009[6]	Africa	10,966,891	Gained independence from Belgium on 1 July 1962. The second country (after Mozambique) to be admitted to the Commonwealth without any former colonial or constitutional links with the United Kingdom.[25] Unlike Mozambique, has adopted English as an official language since joining.
🇰🇳 Saint Kitts and	19 Septem	Caribbea	55,000	

Country	Joined	Continent	Population	Notes[A]
Nevis[B][F]	ber 1983	n		
Saint Lucia[F]	22 February 1979	Caribbean	185,000	
Saint Vincent and the Grenadines[F]	27 October 1979	Caribbean	109,000	A special member from 27 October 1979 until 1 June 1985.
Samoa[B]	28 August 1970	Oceania	187,820	Gained independence from New Zealand on 1 January 1962. Joined as Western Samoa, subsequently changing its name to Samoa on 4 July 1997.[34]
Seychelles	29 June 1976	Africa	89,949	
Sierra Leone	27 April 1961	Africa	6,319,000	
Singapore[B]	9 August 1966 (effective from 9 August 1965)[35	Asia	5,469,700	Gained independence from the United Kingdom and joined federation of Malaysia on 16 September 1963. Became independent on 9 August 1965.[36]

Country	Joined	Continent	Population	Notes[A]
	]			
Solomon Islands[F]	7 July 1978	Oceania	581,344	
South Africa	11 December 1931	Africa	54,956,900	Granted nominal independence (Dominion status) on 31 May 1910. One of the original Dominions at the time of the Statute of Westminster 1931. Left on 31 May 1961; rejoined 1 June 1994.[37]
Sri Lanka	4 February 1948	Asia	20,675,000	Joined as the Dominion of Ceylon, subsequently changing its name in 1972. Became a republic in 1972 and severed final ties with Britain.
Swaziland	6 September 1968	Africa	1,119,375	
Tanzania	9 December 1961	Africa	47,421,786	Joined as Tanganyika and later Zanzibar, which subsequently merged to form Tanzania on 26 April 1964.[38]
Tonga	4 June 1970	Oceania	103,252	
Trinidad and Tobago	31 August 1962	Caribbean	1,328,019	

Country	Joined	Continent	Population	Notes[A]
Tuvalu[B][F]	1 October 1978	Oceania	11,323	A special member from 1 October 1978 until 1 September 2000.[39]
Uganda	9 October 1962	Africa	34,856,813	
United Kingdom	11 December 1931	Europe	64,511,000	The Parliament of the United Kingdom enacted the Statute of Westminster 1931.
Vanuatu[B]	30 July 1980	Oceania	264,652	Gained independence from joint rule of France and United Kingdom.
Zambia	24 October 1964	Africa	15,473,905	

^ A. Unless otherwise noted, independence was gained from the United Kingdom on the date (shown in column 2) of joining the Commonwealth.

^ B. Not a member of the Commonwealth Foundation.

^ C. The population figure is based on 2004 estimates.

^ D. The population figure is based on 2005 estimates.

^ E. Though Pakistan celebrates 14 August 1947 as its independence day, independence was officially granted at midnight, 15 August 1947. Therefore, its date of joining the Commonwealth would be 15 August 1947.

^ F. Commonwealth realms, recognising Queen Elizabeth II as their head of state since the day of their independence, distinctly from her being the sovereign of United Kingdom.

^ G. Geopolitically part of Europe, but geographically part of Asia.

Former members[edit]

Country	Joined	Continent	Left	Notes
🏴 The Gambia	18 February 1965	Africa	3 October 2013	Withdrew on 3 October 2013 citing "neo-colonialism".[40][41]Adama Barrow, who was elected as Gambia's President in 2016, has pledged to return the country to the Commonwealth.[42]
🇮🇪 Ireland	11 December 1931	Europe	18 April 1949	One of the original Dominions at the time of the Statute of Westminster 1931.[15] Withdrew after passing the Republic of Ireland Act in 1949,[12] since republics were not permitted membership at the time.[43]
🇲🇻 Maldives	9 July 1982	Asia	13 October 2016	Gained independence from the United Kingdom on 26 July 1965.[44] A special member from 9 July 1982 until 20 July 1985.[45] Announced on 13 October 2016 that it has withdrawn from the Commonwealth.[46][47]
🇿🇼 Zimbabwe	1 October 1980	Africa	7 December 2003	Suspended on 19 March 2002.[18] Withdrew voluntarily on 7 December 2003.[48]

Dissolved members[edit]

Former	Joined	Contin	Dissolv	Rejoined as part	Notes

country		ent	ed	of	
🇲🇾 Malaya	31 August 1957	Asia	31 July 1963[22]	🇲🇾 Malaysia	Reformed as the Federation of Malaysia with Singapore(became a separate member in 1965), Sabah, and Sarawak.
🏴 Newfoundland	11 December 1931	North America	31 March 1949	🇨🇦 Canada	One of the original Dominions at the time of the Statute of Westminster 1931. Government suspended on 16 February 1934, merged into Canada on 31 March 1949.[15]
🟩 Tanganyika	9 December 1961	Africa	26 April 1964	🇹🇿 Tanzania	The two countries merged to form Tanzania on 26 April 1964.[38]
🟦 Zanzibar	10 December 1963				

Prospective members[edit]

Country	Applied	Continent	Population	Notes
🏴 Somaliland	2009[49]	Africa	3,500,000	Somaliland is an unrecognised self-declared sovereign state internationally recognised as part of Somalia. It has applied to join the Commonwealth

				under observer status.[49] Its borders approximate to those of British Somaliland, which was a protectorate from 1884 to 1960.
South Sudan	2011[50]	Africa	8,260,490	Gained independence from Britain as part of Sudan in 1956. Gained independence from Sudan in 2011.[51]
Sudan	2009[52]	Africa	37,289,406	Sudan was a condominium of the United Kingdom and Egypt known as Anglo-Egyptian Sudan, but in practice the structure of the Condominium ensured full British control over the Sudanuntil its independence in 1956. Sudan has expressed an interest in joining the Commonwealth.[53]
Suriname[54]	2012	South America	560,157	English colony of Willoughbyland from 1650 to 1667 and controlled by the British from 1799 to 1816. Subsequently, a Dutch colony. In 2012 Suriname announced plans to join the Commonwealth[55] and the British government has made it a priority to provide guidance to Suriname in applying for Commonwealth membership.[56]

Other states which have expressed an interest in joining the Commonwealth over the years include Algeria, Cambodia, Madagascar, Palestine, and Yemen.[57][58]

History 2

Below you will see some of the key historical events in Britain and the United Kingdom between 1603 and 1945. Complete these with words and expressions from the box.

> • Act of Union • Battle of the Boyne • Battle of Culloden • Battle of Waterloo
> • Bonnie Prince Charlie • Charles II • Emancipation Act • English Civil War
> • First World War • George I • House of Windsor • India • Industrial Revolution
> • Ireland (x2) • Irish • James I • James VI • monarchy • Napoleon Bonaparte
> • Oliver Cromwell • republic • Republic of Ireland • Scotland • slavery
> • Suffragette Movement • vote • War of Independence • William of Orange
> • Winston Churchill

1. _____ of Scotland became _____ of England following the death of Queen Elizabeth I in 1603.

2. King Charles I was overthrown and executed following the _____ (1642 – 1649).

3. In 1650, England became a _____, with _____ at its head.

4. In 1660, the _____ was restored, with _____ (Charles I's son) becoming king.

5. In 1688, the Protestant _____ (a part of the Netherlands) was invited to become King, replacing the Catholic James II.

6. Following William's victory against the forces of James II at the _____ in 1690, England assumed control of the whole of _____, extending their influence beyond the north of the country.

7. The Kingdoms of England and _____ were united in the _____ in 1707.

8. The Hanoverian dynasty (now called the _____) began with the reign of King _____ (a German from Hanover).

9. Charles Stuart (known as _____), the grandson of James II, led an unsuccessful rebellion against the English in Scotland. He was finally defeated at the _____ in 1745.

10. The _____ began in the middle of the 18th century, bringing enormous social and economic changes to the country.

11. Britain lost its American colonies in the American _____. Meanwhile, it was extending its colonial influence in other areas, especially in _____ (and later in Africa).

12. The French Emperor _____, who had successfully conquered much of Europe, was finally defeated at the _____ in 1815.

13. Following lengthy campaigns from people such as William Wilberforce, the _____ of 1833 finally abolished _____ throughout the British empire.

14. The Great War (now known as the _____) began in 1914, and over the next four years millions died in France and elsewhere.

15. After much agitation and campaigning by the Women's _____, women over 30 won the right to _____ in 1918. This was extended to all women aged 21 or over in 1928.

16. _____ nationalists unsuccessfully rebelled against British rule in 1916. Five years later, however, following a guerrilla war, _____ was partitioned. The south eventually became the _____, and the north-east remained part of the UK.

17. _____ led Britain in an alliance with other countries to defeat Hitler and the Nazis in the Second World War of 1939 – 1945.

Grammar focus

Nouns and prepositions

Many nouns have particular prepositions which normally follow them. Here are some common examples:

nouns	preposition	examples
age, attempt, point	*at*	*18 is the **age at** which you are allowed to vote.* *Fisk is making his third **attempt at** the world record.*
need, reason, responsibility	*for*	*What's the **reason for** your unhappiness?* *Nobody seems to have **responsibility for** the budget.*
changes, differences, increase	*in*	***Changes in** society have meant that young people leave home earlier.* *There's been a steady **increase in** the value of the euro.*
inquiry, investigation, research	*into*	*The police **inquiry into** the theft continues.* *She did some **research into** the causes of back pain.*
cause, example, way	*of*	*This is an **example of** international collaboration.* *We need to find another **way of** doing things.*
approach, reaction, response	*to*	*My **reaction to** it all was to try to forget it.* *Her **response to** the criticism was very strong.*

Typical errors

These are some of the most typical errors with nouns. A good learner's dictionary will tell you which prepositions to use after nouns.

address	*Go to our website to get the **address of** your nearest branch.* Not: … ~~the address to your nearest branch~~.
advertisement	*I saw an **advertisement for** a teaching job in Malawi which looked interesting.* Not: … ~~an advertisement of a teaching job~~ …
awareness	*There is a growing **awareness of** the impact of climate change among the young.* Not: … ~~a growing awareness about the impact of climate change~~ …
change	***Changes in** our diet have meant that more and more people suffer heart disease.* (changes that happen) Not: ~~Changes of our diet~~ … *The director of studies must be informed of any **changes to** the timetable.* (changes that people purposely make) Not: … ~~of any changes in the timetable~~. (This means changes that happen, not those that people purposely make.)
congratulations	***Congratulations on** your new job!* Not: ~~Congratulations for your new job!~~
course	*I'd like to do a **course in** computer programming if I could find a good one.* Not: … ~~a course of computer programming~~ …
exhibition	*We went to see an **exhibition of** Viking jewellery.* Not: … ~~an exhibition about Viking jewellery~~.
experience	*Do you have any previous **experience of** working with children?* (usually followed by the *-ing* form of a verb)

	Not: … ~~previous experience in working with children?~~ *She has ten years' **experience in** television and* *radio.*(usually followed by a noun) Not: … ~~ten years' experience on television and radio~~.
increase decrease growth	*There has been an **increase of** 200,000 **in** the city's* *population in the last ten years.* (*Of* is used before numbers and quantities after *increase/decrease/growth*; *in* is used before the thing affected by the change.) Not: … ~~an increase of the city's population~~ … (Compare *change in*, above.)
information	*Can you give us some **information on/about** bus tours,* *please?* Not: … ~~some information of bus tours~~ …?
interest	*He seems to have less **interest in** everything these days.* Not: … ~~less interest to everything these days~~.
invitation	*The **invitation to** the reception at the embassy arrived the* *next day.* Not: ~~The invitation of the reception~~ …
knowledge	*For this job you need some **knowledge of** Portuguese.* Not: … ~~some knowledge in Portuguese~~. *He has an amazing **knowledge of** European history.* Not: … ~~an amazing knowledge about European history~~.
lesson	*I need some **lessons in** how to set up a website.* Not: ~~I need some lessons of how to~~ …
member	*Can anyone become a **member of** your book club?* Not: … ~~a member in your book club?~~
method	*Questionnaires are not necessarily the best **method***

	of collecting sociological data. Not: … ~~the best method to collect~~ …
need	*We understand the **need for** change but we should move slowly.* Not: … ~~the need of change~~ … *(Of is used with need in the expression in need of:* *The village is **in need of** a community centre where people, especially young people, can go in the evenings.)*
newcomer	*I was a **newcomer to** windsurfing so I was very nervous.* Not: ~~I was a newcomer of windsurfing~~ …
place	*I'd love to show you some of the nice **places in** my hometown.* Not: … ~~the nice places of my hometown~~.
possibility	*The **possibility of** making contact with other intelligent beings in the universe is very small.* Not: ~~The possibility to make contact~~ …
problem	*The **problem of** finding a good babysitter is one that many parents have faced.* Not: ~~The problem to find~~ …
reason	*I've never understood the **reason for** all these different forms we have to fill in.* Not: … ~~the reason of all~~ …
risk	*We all know the **risks of** getting a virus if we don't protect our computer.* Not: … ~~the risks for getting a virus~~ …
translation	*She did a **translation into** English of some ancient Chinese poems.* Not: … ~~a translation in English~~ …

visit	*The **visit to** the temple was the high point of the holiday.* Not: ~~The visit in the temple~~ …

Third conditional exercises with answers.

<u>*1.*</u> *Put the verbs in brackets into the correct form (**Conditional 3**).*

1. If the government _____ (give) more money to the factory it _____ (not close).
2. If the government _____ (build) flood barriers, we _____ (not have) the floods last year.
3. If Dan _____ (know) how to swim, he _____ (not drown).
4. If Molly _____ (listen) to the weather- forecast, she _____ (know) it was going to rain.
5. If Greg _____ (tell) me he was ill, I _____ (be) more sympathetic. .
6. If she _____ (prepare) for the exam, she _____ (pass) it.
7. If Bill _____ (see) the house, he _____ (not buy) it.
8. These words _____ (roughly express) Bob's feelings, if he _____ (be) capable of reasoning.
9. But what _____ (you do), if you _____ (see) what I saw
10. It _____ (be) all done though, if Jill _____ (help) at the right time.

<u>2.</u> Do you ever think about what would or would not have happened if … ? Make a chain story, using the following.

If I _____ (not use) so much gas, I _____ (not have) such a big gas bill.

If I _____ (must not) pay my gas bill, I _____ (not go) out in the rain.

If I_____ (not go) out in the rain, I _____ (not catch) a cold.

If I _____ (not catch) a cold, I _____ (not carry) a handkerchief.

If I_____ (not carry) a handkerchief, I_____ (not drop) it.

If I _____ (not drop) my handkerchief, Juan _____ (not pick) it up.

If Juan_____ (not pick) up my handkerchief, we_____ (never meet).

Moral: Paying bills can be a good thing.

 _3._ Correct the **third Conditional sentences** if you see any mistakes. Some of the sentences are correct.

1. Molly might have thought that Paul was enjoying the weather, if there had been any to enjoy.
2. If Krassotkin had known what an effect his words might have on the child, nothing would have had induced him to play this trick on him.
3. Even if Jack had died, he wouldn't just the same has escaped from his horrible position.
4. It can all have gone off more harmoniously if Peter had taken the trouble to embellish his story.
5. I wonder what might have happened if a Gatling (скорострельное стрелковое оружие) had been used.
6. But if Molly had stayed in her home, she wouldn't have any home left to stay in.
7. Bill dreamed of it at the age when everyone would laugh to his face if they could have guessed what was in his head.
8. If the robber had been someone like Molly Smith, she'd simply have put the chain straight in her pocket and get away as fast as she could.
9. If Greg could have moved, Greg would have leapt upon me.
10. If Sally had been with us, the sense of complicity would be cloying.

Rewrite the letter, using if-clauses (Third conditional).

Dear Магу,

If I hadn't booked a Latin band...

I'm writing to you feeling completely frustrated. As you know, I have to give a reception every year to entertain my husband's business associates, so I have to go to a lot of trouble. Well, disaster struck again! In my attempt to appear an original hostess, I ordered some Chinese and Thai food to be served with chopsticks. Needless to say, my guests disapproved. I also booked a Latin band to come and play live, but our middle-aged guests found it hard to dance so energetically. My husband has no sympathy for me and is mad at my choice of entertainment. I must confess I want to get out of organising such social gatherings. It's a pity you weren't here; you missed out on a unique opportunity to see my husband dancing.

Third Conditional exercises. Answers

Exercise 1.

1 had given / wouldn't have closed, 2 had built / wouldn't have had, 3 had known / wouldn't have drowned, 4 had listened / would have known 5 had told / would have been, 6 had prepared / would have passed, 7 had seen / wouldn't have bought, 8 would roughly have expressed / had been, 9 would you have done / had seen, 10 would have been / had helped.

Exercise 2.

Hadn't used / wouldn't have had;

Hadn't had to pay / wouldn't have gone;

Hadn't gone / wouldn't have caught;

Hadn't caught / wouldn't have been carrying;

Hadn't been carrying / wouldn't have dropped;

Hadn't dropped / wouldn't have picked;

Hadn't picked / would have never met.

Exercise 3.

1. correct;
2. would have had induced -> would have induced;
3. has escaped -> have escaped;
4. can -> could ;
5. correct;
6. wouldn't have -> wouldn't have had;
7. would laugh -> would have laughed;
8. get -> would have got / got;
9. correct;
10. would be -> would have been

Exercise 4. Different variants are possible.

Unit 10
Shopping

SHOPPING VOCABULARY

People:

- *Customer*
- *Cashier / clerk*
- *Attendant / assistant*
- *Manager*

Shopping:

- *Wallet (male)*
- *Purse (female)*
- *Scale*
- *Till / Counter*
- *Barcode*
- *Receipt*
- *Gift receipt*
- *Aisle*
- *Shelf / shelves*
- *Trolley / s*
- *Basket / s*
- *Lift / s*
- *Escalator / s*
- *Bag / s*
- *Fitting rooms / changing rooms*

Ways to Pay:

- *Cheques*
- *Cash*
- *Notes*
- *Coins*
- *Card machine*
- *Chop and pin machine*
- *Credit cards / debit cards*

- *Loyalty card*

Where to Buy:

- *convenience store / general store / newsagents / department store / shop / store*
- *chemist / pharmacy*
- *toy shop / toy store*
- *book shop*
- *ladies clothing shop / boutique*
- *men's clothing shop / tailor*
- *shoe shop / cobbler's*
- *jeweller's / jewellery store*
- *opticians / optometrists*
- *electrical store*
- *record shop*
- *ironmonger's / ironmongery*
- *charity shop / second hand shop*
- *haberdasher's / haberdashery*
- *shopping centre*
- *shopping mall / mall*
- *market*
- *florist / botanist*
- *butcher's*
- *fishmonger's / seafood store*
- *greengrocers /* grocery *store*
- *baker's /* bakery
- delicatessen
- *grocer's*
- *DIY store / home supply store*
- *hardware store*
- off-licence
- *post office*
- *supermarket*
- *gardening store / gardening centre*

USEFUL PHRASES THAT A CLERK OR CUSTOMER MIGHT USE

1. Finding the right store / shop
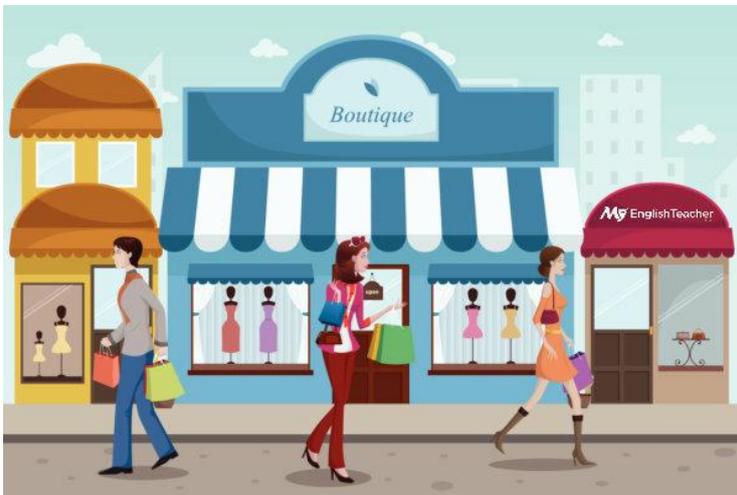
Questions:

- *Can you recommend a good toy shop/store?*
- *Is there a chemist / pharmacy in this area?*
- *Where can I get pet food from?*
- *Where is the nearest shopping centre?*
- *Could you direct me to the nearest post office please?*
- *Do you know where the nearest hardware store is?*

Responses:

- *There is a really good book shop just around the corner.*
- *You can buy that here in the hotel.*
- *The nearest one is a few mile away.*
- *The best toy shop is in the shopping centre.*

- *The post office isn't open on Sundays.*
- *The convenience store on the corner might sell that.*

2. Opening times

Questions:

- *What time are you open until?*
- *What time do you close today?*
- *Are you open on the weekends?*
- *Are you open all day?*
- *What are your opening hours?*
- *Are you open on Sundays?*
- *Are you open every day during the week?*
- *What time do you open tomorrow?*

Responses:

- *We're open from 9am to 6pm.*
- *We're open on weekdays only (Monday to Friday).*
- *We're open from 10am to 8pm.*
- *We're open 7 days a week.*
- *We're open 24/7 (24 hours a day, 7 days a week).*
- *We're closed at lunchtime, between 12pm and 2pm.*
- *We're closed on Bank Holidays (national holidays).*

3. Selecting goods

Clerk's / Assistant's Questions:

- *Can / May I help you?*
- *Can I help you find something?*
- *What colour would you like?*
- *What size would you like?*
- *Is there anything else I can help you with?*
- *Would you like to try it on?*
- *Is that any good?*
- *What can I do for you?*
- *How does it fit?*
- *How about this one?*
- *Anything else?*
- *Would you like anything else?*

Customer's Questions:

- *Excuse me, do you work here?*
- *Could you help me please?*
- *I'm looking for a ….*
- *I'm trying to find a ….*
- *Could you tell me where the …. is, please?*
- *How much is this?*
- *How much are these?*
- *How much does this cost?*
- *How much is that …. in the window?*
- *Where can I find the …. ?*
- *Do you sell …. ?*
- *Do you have any … ?*
- *Would you have this in another colour?*

- *Have you got anything cheaper?*
- *Do you have something less pricey (expensive)?*
- *Do you have this item in stock?*
- *Do you have a smaller/bigger/larger size?*
- *Do you know where else I could try?*
- *Does it come with a guarantee/warranty?*
- *Where is the changing/fitting room?*
- *Is there somewhere I can try it/this/them on, please?*
- *Where can I weigh my groceries?*
- *Do/Can you deliver?*
- *Do you have a refund policy?*
- *Is this in the sale?*

RECOMMENDED FOR YOU:

DIFFERENCE BETWEEN GOOD AT AND GOOD WITH

GOOD VS WELL. QUICK AND EASY TIPS TO UNDERSTAND

Clerk's / Assistant's Responses:

- *I'm afraid that's the only colour we have.*
- *Sorry, we don't have any more in stock.*
- *Sorry, we don't sell those / them here.*
- *I'm afraid we don't have any more left.*
- *I have exactly what you're looking for.*
- *This one is on sale right now!*
- *It comes with a manufacturer's warranty.*
- *It comes with a 1-year guarantee.*
- *The changing / fitting rooms are that way.*
- *The scales are by the counter over there. That's where you can weigh your groceries.*
- *That one is ….(price).*
- *They're ….(price) each.*
- *You can get a refund if you keep the receipt safe, and bring it back within 2 weeks.*

Customer's Responses:

- *I don't need any help. I'm just browsing, thanks.*
- *No, I'm just looking, thanks.*
- *Wow, that's cheap!*
- *That's good value.*
- *Oh, that's expensive.*
- *That's quite reasonable.*
- *That's a little over my budget.*
- *That's not exactly what I'm looking for.*
- *I'll take it.*
- *I'll take this, please.*
- *It's too long / too short.*
- *It's too tight / too loose.*

4. Making payment

Cashier's / Clerk's Questions:

- *Are you in the queue?*
- *Are you being served?*
- *Who's next?*
- *Next, please!*
- *How would you like to pay?*
- *Will that be cash or credit?*
- *Do you have a loyalty card?*
- *Would you like a bag?*
- *Can I help you with anything else?*
- *Will that be all?*
- *Would you like a gift receipt for that?*
- *Would you like me to gift wrap it for you?*
- *Would you like that gift wrapped?*
- *Would you like any cashback?*
- *Put your card into the machine, please.*
- *Enter your PIN, please.*
- *That comes to ....(price), please.*
- *The total is ....(price).*
- *That's ....(price), please.*

Customer's Questions:

- *Do you take credit cards?*
- *Can I pay by cheque, please?*
- *Could I have a receipt, please?*
- *Could I have a gift receipt, please?*
- *Could you gift wrap that for me please?*
- *Can I put one item back, please? I've changed my mind about this one.*
- *Could I leave my bags here, and pick them up later, please?*
- *Do you offer a cash discount?*
- *Does it have a warranty / guarantee?*

Cashier's / Clerk's Responses:

- *We take / accept all major credit cards.*

- *Sorry, we don't accept cheques.*
- *I'm afraid we take cash only.*
- *We're offering 6 months credit, with no deposit, if you're interested.*

Customer's Responses:

- *I'll pay in cash*
- *I'll pay by card*
- *Here's ….(money), keep the change!*
- *That's it for today.*
- *That's all, thanks.*
- *Thank you. Have a good day!*

RECOMMENDED FOR YOU:

SHOULD I SAY 'FREE' OR 'FOR FREE'?

186 FINANCIAL AND BANKING TERMS FOR BUSINESS ENGLISH LEARNERS

5. Returns and complaints

Questions:

- *Who can I speak to about making a complaint?*
- *Could I have a refund please?*
- *Can I speak to the manager please?*
- *I'd like to return this please.*
- *I'd like to make a complaint.*
- *I'd like to change this for a different size please.*
- *Do you have the original receipt?*
- *Did you buy it from one of our other stores?*
- *Can I ask why you're returning it please?*
- *Can I ask why you've changed your mind please?*

Responses:

- *It doesn't work.*
- *It doesn't fit.*
- *It was a gift, but I don't like it.*

- *It was a gift, but the person I bought it for doesn't like it.*

THINGS WRITTEN ON SIGNS THAT YOU MIGHT SEE

- *OPEN*
- *CLOSED*
- *Open 24HRS (HOURS) a day*
- *Special offer*
- *SALE*
- *Clearance sale*
- *Closing down sale*
- *Everything must go!*
- *Liquidation sale*
- *Great value products*
- *Good value*
- *Bargains*
- *BUY 1 GET 1 FREE*
- *Buy one get one half price*
- *Half price sale*
- *70% OFF EVERYTHING*
- *Reduced to clear*
- *Out for lunch*
- *Back in 15 minutes*
- *Back at 2PM*
- *Shoplifters will be prosecuted*
- *CCTV in operation*

USING A CREDIT CARD

- *enter your pin*
- *please wait*
- *remove your card*
- *signature*

PRICES AND NUMBERS

£5.99 = *"Five pounds and ninety-nine pence"* (long way)

£5.99 = *"Five, ninety-nine"* (short way)

$12.75 = *"Twelve dollars and seventy-five cents"* (long way)

$12.75 = *"Twelve seventy-five"* (short way)

€3.20 = *"Three euros and twenty cents"* (long way)

€3.20 = *"Three twenty"* (short way)

RECOMMENDED FOR YOU:

15 BUSINESS ENGLISH IDIOMS AND PHRASES IN USE

FORMAL AND INFORMAL EMAIL PHRASES STARTING WITH GREETINGS

MAKING COMPARISONS

Example Conversation 1:

A: Which sofa should we buy? I can't decide!
B: This one is larger, but it's more expensive. I prefer the smaller one.

Example Conversation 2:

A: I need a new watch, but I don't know which one to get. Can you give me any suggestions?
B: Rolex watches are better than Sekonda, but they're not as affordable. Sekonda watches are better value for money.

Example Conversation 3:

A: I like the red sweater. What do you think?
B: I like the red one too, but I think the blue one is better, and the green one is best. The green colour really suits you.

Example Conversation 4:

A: What do you think of this dress? Does it suit me?
B: It suits you well, but the floral print one is my favourite, and it's more suitable for this season.

RECOMMENDED FOR YOU:

LIST OF SENTENCE CONNECTORS IN ENGLISH WITH EXAMPLES!

ESSENTIAL ACADEMIC WRITING EXAMPLES AND PHRASES!

Different ways of asking someone to SHOW you something

- *Can you show me the ..... please? (Informal)*
- *Could you show me the ..... please? (Informal / Formal / More Polite)*
- *Would you be so kind to show me the ..... please? (Formal)*
- *I'd like to see the ..... please.*
- *Could you direct me to the .... aisle please?*

When you want to TRY something, you can say:

- *Do you have any testers for these (lipstick) colours?*
- *Can I try it / them on, please?*
- *Could I try it / them on, please?*
- *Is it okay if I try this / these on?*
- *Where can I try it / them on?*
- *Where are the changing rooms, please?*

If you'd like the shop assistant to give you a DIFFERENT SIZE OR COLOUR, you could say:

- *Do you have it / them in size ..... please?*
- *Do you have this/these in a smaller / bigger / larger size please?*
- *Can I try the larger / small one please?*
- *Do you have it / them in a different colour please?*
- *This is a little too tight / loose, do you have another one?*

When you finally decide what you want to BUY, you can say:

- *Wow, this one is great. I'll take it!*
- *This one is perfect, I'll take it thanks.*
- *I'll have this one, please!*
- *Can I buy the .... , please?*
- *How much is it / are they?*
- *I'd like to buy this one, please.*
- *I'd like to buy it / them, please.*

RECOMMENDED FOR YOU:

7 WONDERFUL WEBSITES THAT WILL HELP YOU IMPROVE YOUR

PRONUNCIATION

10 BRILLIANT SERIES TO IMPROVE YOUR ENGLISH SPEAKING AND

PRONUNCIATION

EXAMPLE CONVERSATION BETWEEN A SHOP ASSISTANT (A), CUSTOMER (B), AND CASHIER (C)

A: Hi there, can I help you with anything?
B: Yes please, I'm looking for a T-shirt.

A: What size are you?
B: I'm a medium.
A: What colour would you like?
B: Maybe a blue or green one.
A: Here you are. How about these?
B: Thank you. Can I try them on anywhere?
A: Certainly, the changing room is over there.
B: Thank you.
A: How do they fit?
B: They're both fantastic. I really like them.
A: Yes, the blue looks nice on you, it really brings out your eye colour.
B: Thank you. I'll buy both of them!
A: Great! Please go to the tills, and pay over there.
B: Alright, thank you for your help.
C: Who's next please!
B: Hi there, I'd like to buy these please.
C: OK, how would you like to pay?
B: Do you take credit cards?
C: Yes, we do.
B: Okay, here's my credit card.
C: Enter your pin number into the machine please.
B: Okay, done.
C: Thank you. Shall I put your receipt in the bag?
B: Yes please.
C: Here you go. Have a nice day!
B: Thank you, goodbye!

RECOMMENDED FOR YOU:

6 WAYS TO IMMEDIATELY IMPROVE YOUR ENGLISH COMMUNICATION SKILLS USING THE SIMPLEST TIPS

LIVE VIDEO CHAT ROOM FOR ENGLISH LEARNERS

EXAMPLE CONVERSATION BETWEEN A CASHIER (A), AND CUSTOMER (B)

A: Are you next in the queue sir?

B: Yes, I'd like to buy this watch as a gift for my wife please.

A: Okay, would you like me to gift wrap it for you?

B: Yes please, that would be great!

A: Are you sure this is the right size for your wife?

B I'm not sure, it's just a guess!

A: I can print a gift receipt so she doesn't see the price, but can bring it back to change the size if she needs to. Would you like me to do that?

B: Yes please, that would be amazing!

A: Okay, that'll be sixty-five dollars and ninety-five cents for the watch please.

B: Can I pay by cheque please?

A: No, I'm afraid we don't accept cheques.

B: Okay no problem, I'll pay by debit card then.

A: Please insert your card into the machine, and then enter your PIN.

B: Okay, done.

A: Would you like me to put the gift receipt in the box with the watch?

B: Yes please, that'll be perfect.

A: Here you go sir. Enjoy the rest of your day.

B: Thank you very much!

RECOMMENDED FOR YOU:

10 BUSINESS ENGLISH PHRASES ABOUT SPORT YOU CAN USE IN DAILY

BUSINESS COMMUNICATION

PHONE CONVERSATION: MOST COMMONLY USED ENGLISH PHRASES ON

THE PHONE

USEFUL PHRASAL VERBS RELATED TO SHOPPING

PHRASAL VERBS FOR SHOPPING

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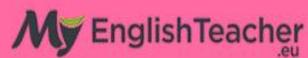
PUT ON	to place something on a surface or person
TRY ON	to test an item to see if it is suitable
TRY OUT	to test something to see if you like it
POP IN	to visit someone, informal
BROUGHT IN	to make something new for the first time
STAND OUT	to be distinctive or more noticeable than others
COME UP	when something is approaching/arriving
TAKE UP	to choose to start doing something new
BRING DOWN	reduce the amount of something
TURN DOWN	to refuse or reject something
SELL OUT	to sell the whole supply of something
HELP OUT	to assist someone

PUT ON (to place something on a surface or person)

- *Put your items on the counter please.*
- *Why don't you put on that new jacket you bought yesterday?*

TRY ON (to test an item to see if it is suitable)

- *Can I **try** these dresses **on** somewhere please?*

TRY OUT (to test something to see if you like it)

- *I'd like to **try out** this lipstick colour please, do you have a tester for it?*

THROW ON (to wear something casually)

- *I'm looking for a simple, comfortable dress that I can just **throw on**.*

DROP IN (to visit someone casually)

- ***Drop in** during your lunch break when you have more time, and I'll help you find the right pair of shoes for you.*

POUR IN (enter in high quantity)

- *The supermarket was so busy over the Christmas weekend. The customers started **pouring in**, as soon as the doors opened!*

POP IN (to visit someone, informal)

- *I'll book you an appointment, and you can **pop in** for a consultation with one of our opticians.*

[Tweet "BROUGHT IN – to make something new for the first time"]

BROUGHT IN (to make something new for the first time)

- *We have **brought in** a brand new summer collection now, so the old winter range is on sale.*

CAVE IN (to surrender or give up to persuasion)

- *The shop assistant was so convincing that this dress was the best one for me, that I **caved in** and bought it, even though it was so expensive!*

THROW IN/CHUCK IN (to include in addition to something – 'chuck' is more informal than throw)

- *If you buy this laptop, I'll **chuck in** a free laptop case for you.*

END UP (to finally make a decision abut something, after lengthy consideration)

- *I couldn't decide which one to buy, so I **ended up** buying both of them*

COME UP (when something is approaching/arriving)

- *I need to buy a gift for my friend, his birthday is **coming up**.*

TAKE UP (to choose to start doing something new)

- *I'm thinking of **taking up** the violin, could you buy one for my next birthday please?*

RECOMMENDED FOR YOU:

MOST COMMONLY USED PHRASAL VERBS ABOUT FAMILY

15 MOST USEFUL PHRASAL VERBS [INFOGRAPHIC]

BRING DOWN (reduce the amount of something)

- *We have **brought down** the prices, because we're having a huge sale before the winter!*

TURN DOWN (to refuse or reject something)

- *He bought a really expensive watch for me, but I **turned** it **down**. I couldn't accept it!*

[Tweet "POP OUT – to leave to go somewhere for a short time"]

POP OUT (to leave to go somewhere for a short time)

- *I'm just going to **pop out** to the cash machine, could you save these items for me please?*
- *I'm just **popping out** to buy some bread and milk from the local store.*

OPT OUT (to choose not to be a part of something)

- *They gave me the option of getting everything on credit, but I **opted out** because I prefer buying things upfront, than being in debt.*

RULE OUT (to decide that something is not suitable / remove something from a list of options)

- *I'm not sure which laptop to buy. I think I'll **rule out** this one, because it's too expensive. Now I just have to decide between these two.*

PHASE OUT (to gradually remove something from existence in one place)

- *Sorry, we don't sell those anymore. We **phased** them **out** last year, because they weren't very popular.*

SELL OUT (to sell the whole supply of something)

- *I'm afraid all those watches have **sold out** now; they were very popular over Christmas!*

HELP OUT (to assist someone)

- *Could you **help** me **out** please? I can't do the zip up on this dress!*

[Tweet "DO UP – to fasten something"]

DO UP (to fasten something)

- *Could you **do** the zip **up** on this dress for me please?*

STAND OUT (to be distinctive or more noticeable than others)

- *This sweater **stands out** from the rest. I love the vibrant colours!*

WALK OUT ON (to abandon someone angrily)

- *I was so disappointed with their service, that I just **walked out** on them, and I didn't pay!*

PAY OFF (to pay back all you owe)

- *I have finally **paid off** all the money I owed on my credit card! It's such a relief!*

PULL OFF (to succeed in doing something difficult)

- *Wow, not many people can **pull off** that outfit, but you look stunning in it!*

TOP OFF (to end or finish something in a special way)

- *I got an amazing deal on this computer, and to **top** it **off**, they gave me an extra three years free warranty!!*

[Tweet "RIP OFF – to charge someone excessively"]

RIP OFF (to charge someone excessively)

- *They **ripped** you **off**! I bought that for half the price in a different store!*

GIVE BACK (to return something)

- *I'll have to **give** this ring **back** to Tom, because he broke off the engagement.*

TAKE BACK (to decide on returning something in the near future)

- *I'm going to **take** this **back** to the store, and see if I can get a different colour.*

PAY BACK (to pay what you owe)

- *If you get our loyalty card now, you won't have to pay the whole amount today, instead you can **pay** us **back** in installments each month.*

TALK OVER (to discuss something before making a decision)

- *I do love this sofa, but I'll need to **talk** it **over** with my wife before committing to buying it.*

Grammar focus

So vs Such - English Grammar Examples and Quiz

SO vs SUCH - English grammar basics

Should you use such or so? What are the grammar rules for so and such? There is a really quick and easy explanation for you to understand the English grammar of so v such just below. Then further down the page there are more details with examples to help you really understand.

When you think you know when, how and why to use so or such, then please take the grammar test at the bottom of the page. You get your test results immediately when you finish the quiz.

QUICK SO v SUCH GRAMMAR RULE:
Use SO + ADJECTIVE (WITHOUT A NOUN)
Use SUCH + A NOUN

Examples:
1. SO + ADJECTIVE: so great, so big, so tall, so crazy, so small, so sunny
2. SUCH + **NOUN**: **such** a bad **mistake,** **such** a long **time,** **such** a funny **film,** **such** an interesting **story**

In number 2 examples, there is an adjective in each phrase. For example in 'such a long time', the adjective is 'long'. BUT, there is also a noun with the adjective. The adjective (long) is helping to describe the noun (time). And when there is a noun (even when it has an adjective connected to it), the noun is more important in deciding if you use so or such.

You look so beautiful   (so + adjective)
That is such a beautiful photo   (such + adjective + noun)
You look so great in that selfie! (so + adjective) ('selfie', which is a noun, is not directly connected to the adjective. 'Great' is not immediately describing 'selfie)
That is such a fantastic selfie! (such + adjective + noun) (fantastic, an adjective, is directly describing the noun, selfie)

SO + MANY

We use SO, w**hen we talk about a COUNTABLE noun** (3 cars, 5 sisters, 1 laptop, 2 mobile phones, 534 people)
Wow, you've got so many friends on Facebook! Do you know them all?
I have been out so many times this month that I need to stay home and save money next month.
There were so many people on the bus this morning that I could hardly breathe!
This food is so salty I can't eat it.
I've got a bad headache because I drank so many vodkas last night.

SO + MUCH
We use SUCH, w**hen we talk about a UNCOUNTABLE noun** (money, food, water, coffee, milk, garlic, golf, happiness, humour, management etc)
I've got a bad headache because I drank so much alcohol last night.
There is so much salt in this food. I can't eat it.
We have got so much furniture from IKEA, we need to sell some before we buy any new stuff.
It doesn't matter where you live in the world, there is so much corruption in politics!

SO + ADVERB
We use SO, w**hen we use an ADVERB** (quickly, slowly, beautifully, well, badly, carefully etc)
My friend speaks English so well. I wish I could learn English so quickly.
She painted the picture so carefully.
The cat walked slowly out of the house.
She sang so beautifully that it made me cry.

II. Мустақил таълим машғулотлари, мавзулари

№	Мустақил таълим мавзулари	Дарс соатлари ҳажми
	3-семестрда	
1	Describing appearance (presentation)	6
2	Travelling (presentation)	6
3	Modern cities and World countries (presentation)	6
4	Food and dieting (presentation)	6
5	Education system of English speaking countries	6
6	Great inventions (presentation)	6
7	Sports (presentation)	6
8	Art and Culture (presentation)	6
9	Nations (presentation)	6
10	Shopping and shopaholism (presentation)	6
11	Space travel (presentation)	6
12	Buying and selling (presentation)	6
13	Health and medicine (presentation)	6
14	Living planet (presentation)	6
15	Advertisement (presentation)	6
16	Newspapers (presentation)	6
17	Money and banking (presentation)	6
18	Traffic congestion (presentation)	4
19	Fun and entertainment/ Leisure time (presentation)	4
	4-семестрда	
29	Crime and punishment (presentation)	6
30	Communication skills (presentation)	6
31	Cutting-edge-technology (presentation)	6
32	Stress (presentation)	6
33	Copyrighting (presentation)	6
34	Marketing (presentation)	6
35	Architecture and buildings (presentation)	6
36	Business (presentation)	6
37	Fashion industry (presentation)	6
38	Political system of world countries(presentation)	6
39	Urbanization (presentation)	6
40	Living standards (presentation)	6
41	Psychology and skills (presentation)	6
42	Virtual life (presentation)	6
43	Professions (presentation)	6
44	Making decisions (presentation)	6
45	Dilemmas (presentation)	6
46	Feeling and mood (presentation)	4
47	Working on portfolios (presentation)	4

Glossary

abalone shell- An ear-shaped shell lined with mother-of-pearl.

Aesthetic Movement- A decorative arts movement with a strong Japanese influence, which flourished in Europe and the USA from c1860 to the late 1880s

aniline dye- A synthetic, industrial dye used in textile and carpet manufacture from the 185Os. It produces strong, brighter colors that are cruder than those of traditional vegetable dyes.

armoire- A French term for a linen-press, wardrobe or large cupboard.

armorial -A crest or coat of arms.

armorial wares- Ceramic, glass, or silverware decorated with coats of arms or crests.

apron- A wooden panel that connects the surface and legs of a table, chair, or chest.

astragal -A small, semi-circular molding; term applied to the glazing barson cabinets and bookcases.

banding -A veneer cut into narrow strips and applied to create a decorative effect; usually found around the edges of tables and drawer fronts.

base metal- A non-precious metal such as iron, brass, bronze or steel.

bleu-celeste -A rare tincture used in heraldry, which is sometimes also called ciel or celeste and is a lighter shade than that of the traditional heraldic azure tincture.

caddy spoon- A spoon for measuring tea out of the caddy. Made in vast quantities from the late 18th century.

cornice- A horizontal top part or cresting on a piece of furniture

credenza- A long side cabinet, with shelves at either end.

drugget rug -A heavy felted fabric of wool, or wool and cotton, used as a floor covering

ebonized -When wood is stained and polished black to simulate ebony.

embossing- A method of creating relief ornament on metal by hammering or

punching from the reverse.

enamel -A form of decoration involving the application of metallic oxides to metal, ceramics, or glass in paste form or in an oil-based mixture, which is then usually tired for decorative effect.

engraving -The decorative patterns cut into a metal surface using a sharp tool.

everted -An outward-turned or flaring, usually describing a rim.

ewer -A large jug with a lip that is often part of a set with a basin. Ewers originally held the water used by diners to wash their hands during meals, prior to the introduction of the fork.

faceted -A decorative surface cut into sharp-edged planes in a criss-cross pattern to reflect the light.

field -A large area of a rug or carpet usually enclosed by borders.

finial- A decorative turned knob.

frieze- A long, ornamental band.

fumed oak- The technique of fuming or smoking oak with ammonia.

gilding- A method of applying a gold finish to a silver or electroplated item,ceramics, wood or glass.

griffin -A mythical animal with the head, wings, and claws of an eagle but a lion's body. It was a popular motif in the Regency and Empire periods.

hallmark -A mark on silver that indicate it has been passed at assn The term derives from the Goldsmiths' Hall, London, where marks were struck.

hollow-ware -Any hollow items such as bowls, teapots, jugs; distinctive from flatware.

inlay -The setting of one material (e.g. marble, wood, metal, tortoiseshell, or mother-of pearl) in another (usually wood).

intaglio- An incised design, as opposed to a design in relief.

ivorine -An artificial product made resemble ivory in color on texture.

jacquard -A fabric with an elaborately woven pattern produced on a Jacquard loom.

ladderback- A vernacular chair with a set of horizontal backrails.

Amenities: These may be within the home, in which case they refer to baths, toilets (w.c.'s), hot water etc., or outside people's homes in which case they would include parks, shops, public transport provision, etc..

Break of Bulk Point: the place where goods have to be unloaded e.g. a port.

Bridging Point: a settlement site where a river is narrow or shallow enough to be bridged. The bridge becomes a route centre and trading centre, the natural location for a market. It is also a good defensive site. The lowest bridging point on a river is the bridge nearest to the sea; this site is ideal for a river port settlement.

Brownfield land: urban land that has previously been developed, such as a the site of a demolished building or factory.

Burgess Model: an urban land use model showing five concentric zones, based upon age of houses and wealth of their inhabitants. (See **concentric ring model**).

By-pass: A road built around a busy urban area to avoid traffic jams.

CBD: Central Business District or city centre; the commercial and business centre ot a town or city where land values are at the highest. This is the most accessible part of the town or city. High land values lead to intensive use of the land and buildings are built as high as possible to maximise office space and therefore rental income.

Central Place: any settlement that provides goods and services for smaller neighbouring settlements.

City: cities are urban places. They are usually large (more than 20,000 people) and are economically self- sufficient (unlike a large **dormitory** or **suburban town**).

Clustered Settlement Pattern: a settlement where buildings are clustered around a particular point.

Commuting: the process by which people living in one place, travel to another place to work.

Comparison Goods/Services: these are high-order (usually expensive) goods such as antiques, jewellery, and some clothing and electrical equipment. They are called comparison goods because people like to compare prices, quality and other features before buying them. Comparison goods are usually sold in shops in city centres or large out-of-town shopping centres. People visit comparison shops only occasionally so they need a large market area.

Comprehensive Redevelopment: an area, usually in the inner city, where the whole urban landscape was demolished before being rebuilt on a planned basis by the council or city government.

Concentric Ring Model: see **Burgess model**.

Congestion: overcrowding on roads causing traffic jams.

Consumer: these are people. As trade in goods and services increases, the power of the consumer increases. Industries must create what people want (or think they need).

Conurbation: a large urban settlement which is the result of towns and cities spreading out and merging together.

Convenience Goods/Services: these are low/order goods - inexpensive things that vary little in price, quality or other features that we need to buy regularly e.g. newspapers, cigarettes and bread. Convenience shops are found on most street corners where they have a small market area of people who visit the shop on most days.

Corner Shop a shop typical of the inner city zone (but also common in all zones except the CBD) found on every street corner, selling a range of every-day needs. (See convenience goods and low-order goods/services).

Counterurbanisation: The movement of people from the MEDC cities to the countryside seeking a better quality of life. Many still commute into the city to work, but increasing numbers are moving to completely change their lifestyle and work in the rural area, often by teleworking.

Cycle of Deprivation: a sequence of events experienced by disadvantaged people in which one problem e.g. lack of work, leads to other problems and so makes things worse.

Defensive Site: a settlement which usually grew at or around a fort or castle on top of a hill, although river meander bends, bridges, dry-point sites and coastal sites with cliffs were also good for defence.

Demand: the willingness and ability of consumers to pay for a particular good or service; As long as the supply of goods and services meets the demand, prices remain the same (stable). High demand for land in the CBD from businesses wishing to locate there results in very high land values because supply cannot be increased to meet the demand.

Dependant person: This is either a dependant child, or a person with long-term sickness preventing him/her from working.

Deprivation: The degree to which an individual or an area is deprived of services and amenities. There are many different types and levels of deprivation included poor and overcrowded housing, inadequate diet, inadequate income and lack of opportunity for employment.

Derelict: abandoned buildings and wasteland.

Detached house: a house standing alone (not joined to another) typical of the wealthy suburb zone of a city. (See **Burgess**).

Dispersed Settlement Pattern: where buildings in a settlement are not clustered around a particular point but are scattered in a random fashion (see linear and nucleated settlement).

Dormitory Settlement: one where many commuters 'sleep' overnight but travel to work elsewhere during the day.

Dry-point Site: a settlement site on dry land surrounded by low, wet ground; this was good for defence.

Ethnic group: This is a group which is defined by race, religion, nationality or culture.

Facilities: see **amenities**.

Family Life Cycle Model: a model which is based on the movements of people within a city seeking a better home as their personal circumstances (both financial and social) change over time.

Family status: This is the position of a person in the . A person's family status reflects age, whether or not the person is married and whether or not the person has children.

Favela: a Brazilian term for an informal, shanty-type settlement.

Filtering: a process by which social groups move from one residential area to another, leading to changes in the social nature of residential areas. (See **Social leapfrogging**).

Formal Sector: the employment sector comprising 'proper' jobs that are usually permanent, with set hours of work, agreed levels of pay, and sometimes pensions and social security rights.

Function of a Settlement: what the settlement does to 'earn its living' e.g. market town, mining town, administrative centre, tourist resort etc..

Gap Town: a town located at a gap between hills, providing a good defensive site and route centre that led to a trade and market function.

Gentrification: a process by which run-down houses in an inner city or other neglected area are improved by better off (affluent) people who move there in order to have easier access to the jobs and services of the city centre. The 'improving' social group changes attract more people of the similar wealthier social group.

Green Belt: An area around a city, composed mostly of parkland and farmland, in which development is strictly controlled. Its purpose is to prevent the outward growth of the city, preserve countryside for farming, wildlife and recreation, and, often to prevent two or more cities from merging to form one huge urban area.

Greenfield land: a term used to describe a piece of undeveloped rural land, either currently used for agriculture or just left to nature.

Hectare: this is an area equivalent to 2.471 acres.

Hierarchy: a ranking of settlements or shopping centres according to their population size or the number of services they provide.

High-order goods/services: a good or service, usually expensive, that people buy only occasionally e.g. furniture, computers and jewellery. High-order services are usually located in larger towns and cities with a large market area - accessible to large numbers of people.

Hinterland: the area served by a port (its **sphere of influence**).

Household: a person living alone or a group of people, not necessarily related, living at the same address with shared housekeeping. Shared housekeeping involves sharing at least one meal a day or sharing a living room or sitting room.

Hoyt Model: an urban land use model showing wedges (sectors), based upon main transport routes and social groupings.

Hypermarket: a giant shopping centre containing a very large supermarkets and other smaller shops found in an out-of-city location, close to a motorway junction. It benefits from cheap land and the new trend to shopping by car, with large carparks to cater for this. Prices are kept low by the supermarket buying in bulk which enables it to negotiate the lowest possible prices from its suppliers.

Industrial Revolution: the growth and development of manufacturing industry and the factory system which began in the UK in the eighteenth century.

Informal Sector: casual, irregular work, e.g. street selling.

Inner City: the part of the urban area surrounding the CBD; it often contains older housing and industry, in a state of poor repair and dereliction (See **urban redevelopment** and **urban renewal**).

Linear Settlement: a settlement which follows the line of, for example, a road or river.

Loose-Knit Settlement: a settlement with many gaps between its buildings and little, if any, pattern. (See **dispersed settlement pattern**).

Low-order Goods/Services: a good or service, usually inexpensive, that people buy on a regular, often daily daily basis - for example, newspapers, bread and milk.

Low-order goods and services are usually purchased from shops located in suburban or neighbourhood centres close to where people live. (See **corner shop**).

Market Area: the area served by a particular settlement, shop or service. (See **sphere of influence**).

Megalopolis: a continuous stretch of urban settlement which results from towns cities and conurbations merging together.

Market Town: a town whose main function is that of a shopping and service centre for the surrounding region.

Millionaire City: a city with over one million inhabitants.

Natural Harbour: where the shape of the coastline helps to provide shelter for ships from storms.

Neighbourhood Unit: the basic building unit for planned new towns, designed to provide people with a safe, traffic-free environment and access to all frequently needed services such as primary schools, shops and clinics within walking distance.

New Town: a well-planned, self-contained settlement complete with housing, employment and services.

Nucleated Settlement Pattern: a settlement where buildings are clustered around a particular point.

Out-of-town Shopping Centre: a large group of shops built either on a site on the edge of the urban area or on the site of a former large industrial area. Such centres usually have large carparks, a pedestrianised, air-conditioned environment and over 100 shops.

Overspill Town: a town that expanded by taking people who were forced to move out of cities as a result of slum clearance and redevelopment schemes.

Over-urbanisation: problems experienced by most LEDC cities e.g. Bombay, where too many people are migrating to the city resulting in housing shortages, poor housing conditions, lack of sanitation and piped water, illness and crime, traffic congestion, pollution, over-stretched services, unemployment, underemployment, etc..

Owner-occupied: a house lived in by its owner (as opposed to renting - see **tenant**).

Pensionable age: a person of a pensionable age is a man aged 65 or over or a woman aged 60 or over.

Planning: attempting to carry out a programme of work, such as building a new town or protecting historic buildings, by following an agreed set of guidelines, design or plan.

Port: a settlement site located where ships could be anchored in safety, sheltered from the sea. Large ports tend to be route centres, serving a hinterland.

Primate City: some countries have one city - the primate city - which, in terms of its population size and functions, dominates all other urban places.

Professional Occupations: these comprise employers, managers and professional workers whose occupations normally require a university degree or other highly selective qualification such as doctors, civil engineers, etc..

Quality of Life: an idea which is difficult to define because it means different things to different people. Things which make for a good quality of life might include high income, good health, good housing, basic home amenities, pleasant surroundings, recreational open space, good local shops, a secure job, etc..

Range of a Good: the maximum distance that people are prepared to travel for a specific service.

Redevelopment: the rebuilding of parts of a city. Sometimes large areas are completely demolished before being rebuilt; sometimes all or some of the old buildings are retained and modernised to combine the best features of the old and the new.

Residential Preference: where people would like to live.

Retail Park: an out-of-town shopping centre with a few large warehouse-type stores, selling electrical goods, carpets, D.I.Y. goods, building supplies etc.

Retailing: the sale of goods, usually in shops, to the general public.

Re-urbanisation: the process whereby towns and cities in MEDCs which have been experiencing a loss of population are able to reverse the decline and begin to grow again. Some form of redevelopment is often required to start re-urbanisation.

Ribbon development: when housing grows out from a town along a main road.

Ring-road: a by-pass that provides a route around the CBD.

Route Centre: a settlement located at the meeting point of several roads/railways; the meeting point of two or more river valleys (which provide good road and rail routes through high land), is often the location of a route-centre settlement. Bridging points, ports and gap towns are also natural route centres.

Rural-Urban Fringe: a zone of transition between the built-up area and the countryside, where there is often competition for land use. It is a zone of mixed land uses, from shopping malls and golf courses to farmland and motorways.

Second Homes: homes purchased by city dwellers in country villages or areas of usually great natural beauty for holiday or weekend use only. These create problems for local communities since house prices in the area of second homes rise out of the reach of young people, and shops, schools and bus services are forced to close due to lack of customers. The newcomers also bring unwanted social changes to the villages.

Sector Model: see **Hoyt model**.

Self-help Housing Schemes: groups of people, especially in LEDCs, are encouraged to build their own homes, using materials provided by the local authority.

Semi-detached house: a house joined to one other. These are common in the middle-class suburb zones of a city in the MEDCs.

Semi-skilled occupations: these jobs involve skills that are quickly learnt, for example bus conductors, labourers, kitchen hands and cleaners.

Settlement Function: the main activity, usually economic e.g. tourist resort or social e.g. dormitory town, of a place.

Settlement Pattern: the shape and spacings of individual settlements, usually dispersed, nucleated or linear.

Shanty Town: an area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally (as a squatter settlement) in a city in an LEDC.

Shopping Mall: A modern very large out-of-town shopping centre with a motorway junction location that provides a family day 'experience'. It offers a range of entertainments besides a large number of shops in an air-conditioned enclosed area of up to half a square kilometre.

Slum: a house unfit for human habitation.

Site: the actual place where a settlement (or farm or factory) is located.

Site and Service Schemes: a method of encouraging housing improvement in poor areas of cities in LEDCs. The government provides the land for a new development and installs services such as water and electricity. Local people can then obtain a plot in the scheme for a low rent and build their own houses.

Situation: the location of a settlement in relation to places (physical and human) surrounding it e.g. roads, rivers, land use etc. A settlement with a good situation is likely to grow to become a market town for the surrounding region.

Social Class: A person's social class reflects wealth, income, education, status and power. A person's occupation is generally used to indicate social class.

Social Leap-Frogging: the process by which those who can afford to do so move out of an area as it becomes older and more run down, to be replaced by less well-off people.

Sphere of Influence: the area served by a settlement, shop or service.

Spontaneous Settlement: a squatter settlement or shanty town containing self-built houses made of scrap materials such as corrugated iron and plastic; the settlement usually lacks piped water, an electricity supply and sewage disposal facilities. Spontaneous settlements are very common in cities in LEDCs and are illegal because the residents neither own the land on which the houses are built, nor have permission to build there.

Squatter Settlement: another name for a spontaneous settlement.

Suburbs: the outer zone of towns and cities.

Suburbanisation: the process by which people, factories, offices and shops move out from the central areas of cities and into the suburbs.

Suburbanised Villages/Towns: dormitory or commuter villages/towns with a residential population who sleep in the village/town but who travel to work in the nearby large urban area. The suburbanised village has increasingly adopted some of the characteristics (new housing estates, more services) of urban areas.

Teleworking: working from home using telecommunications.

Tenant: a person who rents his/her home from a private landlord or the local council.

Tenure: the way in which property is held. A house of flat may be owned by the occupier or rented, either from the council or from a private landlord.

Tenement Blocks: Large residential blocks built in the inner cities of the MEDCs during the Industrial Revolution to house workers in high density cramped and unhygienic conditions next to the factories.

Terraced House: a house within a (usually) long line of joined housing. Terraced housing is typical of the inner city zone in the U.K.

Threshold Population: the minimum number of people required to support a particular good, shop or office. For example, large stores such as Marks & Spencer have a threshold population of over 100,000, whilst shoe shops have a threshold population of about 25,000.

Transition Zone: see **Zone in Transition**.

Twilight Zone: the term applied to an inner city area as it begins to change into the Zone of Transition.

Under-Class: the new urban poor who are often ill, unemployed, homeless, unqualified, and with health problems.

Underemployment: the situation where people do not have fulltime, continuous work, and are usually only employed temporarily or seasonally (e.g. during the summer months in a hotel).

Unskilled manual occupations: these jobs require no specific skills.

Urban Fringe: see **rural-urban fringe**.

Urban Hierachy: see **hierarchy.**

Urban Redevelopment: the total clearance of parts of old inner city areas and starting afresh with new houses, especially high-rise flats.

Urban Renewal/Regeneration: the improvement of old houses and the addition of amenities in an attempt to bring new life to old inner city areas.

Urban Sprawl: the unplanned uncontrolled growth of urban areas into the surrounding countryside.

Urbanisation: the process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation is a feature of most LEDCs.

Wet Point Site: a settlement location where the main advantage is a water supply in an otherwise dry area e.g. at a spring where an impermeable clay valley meets the foot of permeable limestone or chalk hills.

Wholesaling: the sale of goods to retailers; wholesalers are not open to the general public.

Zone in Transition: the inner city area around the CBD. It is a zone of mixed land uses, ranging from car parks and derelict buildings to slums, cafes and older houses, often converted to offices or industrial use.

Tests

1. How was Lisa feeling as she walked home from work?
 A tired
 B anxious
 C depressed
 D relieved
2. What does „pick up" mean in line 5 ?
 A contact
 B visit
 C collect
 D check
3. What first led Lisa to think there was a burglar in her house?
 A Something had been broken.
 B Something had been left outside.
 C Something was in the wrong place.
 D Something was moving inside.
4. Why didn't Lisa wait in her neighbor's until the police arrived?
 A She was worried about losing her television.
 B She wanted to know what was happening.
 C She noticed something from her neighbor's window.
 D She realised that the burglar was leaving.
5. What does „Lisa saw red" (line 16) mean?
 A She got impatient.
B She felt frightened.
 C She got angry.
 D She felt brave.
6. What happened when Lisa shouted at the burglar?
 A He tried to explain why he was there.
 B He fell over as he ran towards her.
 C He pretended not to have heard her.
 D He dropped the TV and attacked her.
7. What did Lisa's father do when he arrived?
 A He told her off.
 B He comforted her.
 C He praised her.
 D He argued with her.

POINTS 20

MIXED VERB TENSES

For each sentence, choose the correct tense of the verb.

1. I _____ for seven hours last night.
a) was slept b) slept c) has slept

2. I _____ that you were here.
a) wasn't knowing b) didn't knew c) didn't know

3. When I came to this city, I _____ anyone.
a) haven't known b) didn't know c) wasn't knowing

4. You know where I live - I _____ in the same place for the past three years.
a) have been living b) had lived c) was living

5. You _____ my brother, have you?
a) haven't seen b) didn't see c) didn't saw

6. Where _____ last night?
a) have you gone b) did you went c) did you go

7. I _____ in bed when I heard the accident outside.
a) was lying b) lay c) have lain

8. Did you just _____ me a liar?
a) call b) called c) have called

9. She is a mean person. I don't like _____ to her.
a) talk b) talking c) have talk

10. I don't know how _____.
a) dance b) dancing c) to dance

11. John _____ in San Diego for the past 3 years (and he still lives there).
a) lived b) was lived c) has lived

12. My brother _____ in San Diego up until last year.
a) was lived b) was living c) has lived

13. I worked as a graphic designer before I _____ to England.
a) came b) have come c) did come

14. _____ reading the paper yet?
a) Were you finished b) Have you finished c) Are you finishing

15. I _____ in love three times in my life.
a) was being b) was c) have been

16. I _____ in love with Mary, but she left me for another man.
a) have been b) was being c) was

17. Frank _____ tennis for three years when he was at school.
a) played b) has played c) was play

18. _____ me last night?
a) Have you called b) Did you call c) Were you called

19. I was at the club yesterday, but I _____ you.
a) haven't seen b) did not saw c) did not see

20. I _____ this upset in many years!
a) haven't been b) was not c) was not being

21. I _____ (take) a shower when you called.
a) was taking b) took c) was taken

22. My brother _____ (have) never been to Europe until he went there last year.
a) has b) had c) hadn't

23. Diane _____ (feel) very sick but she decided to go out anyway.
a) was feeling b) has been feeling c) has felt

24. He _____ (call) her all night.
a) has called b) call c) was calling

25. I _____ (want) to go swimming but the water was too cold.
a) have wanted b) wanted c) am want

26. I _____ (be) able to sleep well for a week now.
a) didn't was b) was not c) haven't been

27. When I first saw her, she _____ (stand) on the balcony.
a) was standing b) has stood c) has been standing

28. Really? You moved to a new apartment? How long _____ (live) there?

a) have you been living b) did you live c) did you living

29. Every time I see that movie, it _____ (make) me cry.

a) has made b) made c) makes

30. I _____ (stop) smoking three years ago.

a) have stopped b) have been stopping c) stopped

31. I never _____ you that I loved her, I only said that I liked her. *(to tell)*

a) told b) have told c) was telling

32. I _____ to Greece until Sally and I went there last summer. *(to be)*

a) have never been b) had never been c) was never being

33. By the time I'm 50, I _____ a million dollars. *(to make)*

a) will make b) would make c) will have made

34. I want _____ the exercises for advanced students. *(to try)*

a) try b) to try c) to have tried

35. Hey, you _____ at the computer all day. You should really take a break. *(to sit)*

a) have been sitting b) were sitting c) did sit

36. He claimed that he had never seen that man, but I know that _____.

a) he did b) he had c) he was

37. What _____ to her about last night? *(to speak)*

a) have you spoken b) you spoke c) did you speak

38. What have you been doing all day? _____ TV? *(to watch)*

a) watch b) watching c) have watched

39. She _____ lunch when someone rang the doorbell. *(to prepare)*

a) was preparing b) prepared c) has been preparing

40. She never _____ when someone leaves her a message. *(to call back)*

a) has called back b) calls back c) will call back

41. By the time I got to the hotel, _____ any rooms left. *(to be)*

a) there weren't b) there hadn't been c) there isn't

42. I was afraid to ask her out because she _____ me before. *(to reject)*

a) was rejecting b) had rejected c) rejected

43. I _____ to music when she came in. *(to listen)*

a) was listening b) listened c) have been listening

44. What have you been doing? I _____ a lot. *(to work)*

a) have worked b) worked c) have been working

45. Last night I _____ that I was living in China. *(to dream)*

a) dreamed b) have dreamed c) dreamt

46. I don't know why you insist on _____ to Cambodia. *(to go)*

a) going b) to go c) to be going

47. The movie that we _____ last Monday was really awful. *(to see)*

a) have seen b) saw c) were seeing

48. He _____ his granddaughter daily. *(to call)*

a) calling b) calls c) is calling

49. I read the book that you gave me - could you _____ me another one? *(to lend)*

a) to lend b) will lend c) lend

50. He _____ her if she hadn't waved to him. *(to see)*

a) didn't see b) would not have seen c) will not have seen