

**O‘ZBEKISTON RESPUBLIKASI  
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI  
SAMARQAND IQTISODIYOT VA SERVIS INSTITUTI**

**“TILLARNI O‘QITISH” KAFEDRASI**

«Tasdiqlayman»

o‘quv ishlari  
bo‘yicha prorektor  
\_\_\_\_\_ prof.Q.J.Mirzayev  
« \_\_\_\_\_ » \_\_\_\_\_ 2021 yil

**XORIJIY TIL (INGLIZ TILI) FANIDAN  
O‘QUV USLUBIY MAJMUA  
(servis fakulteti 3-kurs talabalari uchun)**

<b>Bilim sohasi:</b>	<b>600000-</b>	<b>Xizmatlar sohasi</b>
<b>Ta‘lim sohasi:</b>	<b>610000</b>	<b>Xizmat ko‘rsatish sohasi</b>
<b>Ta‘lim yo‘nalishlari:</b>	<b>5610100</b>	<b>Xizmatlar sohasi (restoran ishi, tovar ekspertizasi xizmatlarini tashkil etish)</b>
	<b>5610200</b>	<b>Mehmonxona xo‘jaligini tashkil etish</b>
	<b>5610300</b>	<b>Turizm (faoliyat yo‘nalishlari bo‘yicha)</b>
	<b>5611400</b>	<b>Aholi va turistlarning ovqatlanishini tashkil etish servisi</b>

Fanning o'quv – uslubiy majmuasi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017 yil 24 avgustdagi “603” sonli buyrig'i bilan tasdiqlangan “Xorijiy til” fan dasturi asosida ishlab chiqilgan.

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O'quv-uslubiy majmua Samarqand iqtisodiyot va servis instituti “Tillarni o'qitish” kafedrasida yig'ilishida muhokama etilgan va o'quv jarayoniga tadbiq etish hamda nashr uchun tavsiya etilgan. Bayonnoma №1. 28 avgust 2021 yil

2021 йил “   28   ” avgust  
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Т.К.Мардиев

## O‘QUV-USLUBIY MAJMUANING MUNDARIJASI

№	Majmuaning tarkibiy qismlari	betlar
I	<u>O‘quv materiallar:</u> 1. <u>Mavzular bo‘yicha matn annotatsiyasi va oxirgi yangiliklar(Mavzuga oid adabiyotlar, jurnallar va internet tarmog‘idan olingan tarqatma materiallar, maqolalar).....</u> 2. <u>Amaliy mashg‘ulotlar uchun topshiriqlar, keys stadi, vaziyatli masalalar testlar.....</u>	_____ _____
II	<u>Mustaqil ta‘lim mashg‘ulotlari</u> .....	_____
III	<u>Glossariy</u> .....	_____
IV	<u>Ilovalar</u> .....	_____

**O‘ZBEKISTON RESPUBLIKASI  
OLY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI  
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**“Amaliy ingliz tili” fanidan**

**O‘quv materiallar:**

**Mavzular bo‘yicha matn annotatsiyasi va oxirgi yangiliklar**

**(Mavzuga oid adabiyotlar, jurnallar va internet tarmog‘idan olingan tarqatma materiallar, maqolalar)**  
**Amaliy mashg‘ulotlar uchun topshiriqlar, keys stadi, vaziyatli masalalar testlar.**

## Annotatsiya

Ta'lim sohasidagi islohotlarning asosiy yo'nalishlaridan biri bu chet tillarni bilishni milliy baholash tizimini amalga oshirish, uyg'un kamol topgan, o'qimishli, zamonaviy fikrlovchi yosh avlodni shakllantirishga, Respublikaning jahon hamjamiyatiga yanada integratsiyalashuviga yo'naltirilgan tizim yaratilishidir. Zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan, o'sib kelayotgan yosh avlodni chet tillarga o'qitish, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish belgilab berildi.

Xorijiy til fani bo'yicha yaratilgan ushbu o'quv-uslubiy majmua talabalarda til o'rganish ko'nikmalarini mustahkamlash, ularning so'z boyligini kengaytiradigan va ingliz tilini tabiiy eshitishga yordam beradigan so'z birikmalari hamda ularni mustahkamlash uchun o'quv jarayonining amaliy, ijodiy jihatlarini to'liq aks ettiruvchi topshiriqlar bilan boyitilgan.

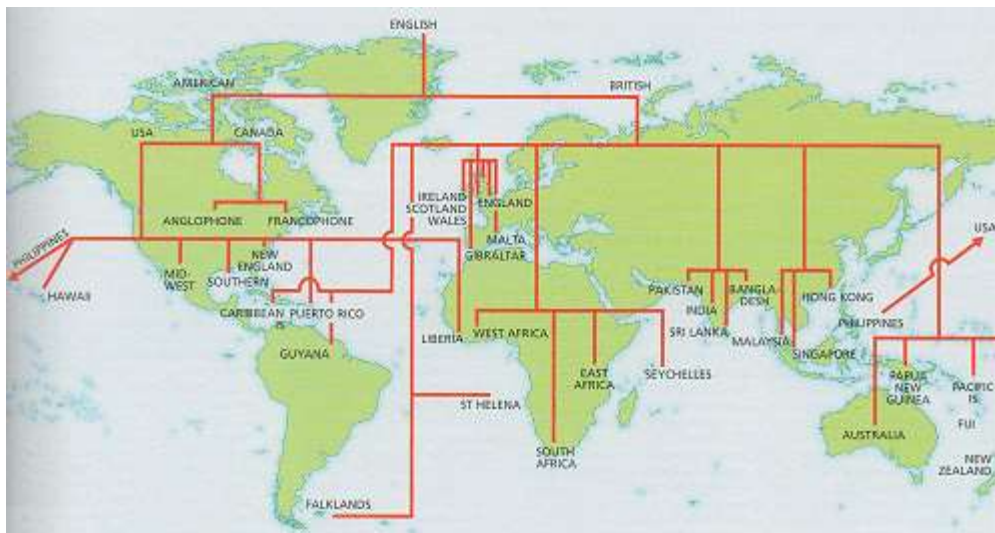
O'quv-uslubiy majmua xizmatlar sohasi, mehmonxona xo'jaligini tashkil etish, turizm yo'nalishlari talabalari uchun mo'ljallangan. Mazkur o'quv – uslubiy majmuaning asosiy vazifasi ingliz tili doirasida ta'lim sohasida talabalarning xizmatlar sohasi, mehmonxona xo'jaligini tashkil etish, turizm sohasiga doir so'z va iboralarni puxta egallashi, shuningdek ularning bilim va ko'nikmalarini oshirish uchun yo'naltirilgan.

Shu bilan bir qatorda sohaga oid terminlarning aksariyati ingliz tilidan ya'ni Roman – German tillaridan olingan bo'lib, iqtisod va menejment yo'nalishlarida tahsil olayotgan talabalarning maxsus terminlar bo'yicha tushunchalarini boyitishga ham yordam beradi.

## Lesson-1

### ENGLISH AS A GLOBAL LANGUAGE

#### Task-1. Read and translate the text.



There is no official definition of "global" or "world" language, but it essentially refers to a language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in international organizations and in diplomatic relations. A global language acts as a “lingua franca”, a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis.

Historically, the essential factor for the establishment of a global language is that it is spoken by those who wield power. Latin was the lingua franca of its time, although it was only ever a minority language within the Roman Empire as a whole. Crucially, though, it was the language of the powerful leaders and administrators and of the Roman military - and, later, of the ecclesiastical power of the Roman Catholic Church - and this is what drove its rise to (arguably) global language status. Thus, language can be said to have no independent existence of its own, and a particular language only dominates when its speakers dominate (and, by extension, fails when the people who speak it fail).

The influence of any language is a combination of three main things: the number of countries using it as their first language or mother-tongue, the number of countries adopting it as their official language, and the number of countries teaching it as their foreign language of choice in schools. The intrinsic structural qualities of a language, the size of its vocabulary, the quality of its literature throughout history, and its association with great cultures or religions, are all important factors in the popularity of any language. But, at base, history shows us that a language becomes a global language mainly due to the political power of its native speakers, and the economic power with which it is able to maintain and expand its position.

As can be seen in more detail in the section on English Today, on almost any basis, English is the nearest thing there has ever been to a global language. Its worldwide reach is much greater than anything achieved historically by Latin or

French, and there has never been a language as widely spoken as English. Many would reasonably claim that, in the fields of business, academics, science, computing, education, transportation, politics and entertainment, English is already established as the de facto lingua franca.

The UN, the nearest thing we have, or have ever had, to a global community, currently uses five official languages: English, French, Spanish, Russian and Chinese, and an estimated 85% of international organizations have English as at least one of their official languages (French comes next with less than 50%). Even more starkly, though, about one third of international organizations (including OPEC, EFTA and ASEAN) use English only, and this figure rises to almost 90% among Asian international organizations.

As we have seen, a global language arises mainly due to the political and economic power of its native speakers. It was British imperial and industrial power that sent English around the globe between the 17th and 20th Century. The legacy of British imperialism has left many countries with the language thoroughly institutionalized in their courts, parliament, civil service, schools and higher education establishments. In other countries, English provides a neutral means of communication between different ethnic groups.

But it has been largely American economic and cultural supremacy - in music, film and television; business and finance; computing, information technology and the Internet; even drugs and pornography - that has consolidated the position of the English language and continues to maintain it today. American dominance and influence worldwide makes English crucially important for developing international markets, especially in the areas of tourism and advertising, and mastery of English also provides access to scientific, technological and academic resources which would otherwise be denied developing countries. ([https://www.thehistoryofenglish.com/issues\\_global.html](https://www.thehistoryofenglish.com/issues_global.html))

## **TASK—2. READ AND LEARN THE INFORMATION.**

### **English Around the World**

English is spoken in many smaller countries and communities all over the world. Many of the spoken dialects are called pidgin English. They do not have a formal written version and may vary a lot from Standard English.

**The countries with the highest populations of native English speakers are, in descending order:**

1. United States (215 million)
2. United Kingdom (61 million)
3. Canada (18.2 million)
4. Australia (15.5 million)
5. Ireland (3.8 million)

6. South Africa (3.7 million)
7. New Zealand (3.0-3.7 million)

In addition to these nations, English is spoken in many smaller countries and communities all over the world. Many of the spoken dialects are called pidgin English. They do not have a formal written version and may vary a lot from Standard English.

### **TASK—3.**

**Use the Internet and find the necessary information to fill in the fact boxes below. Look at Scotland, the example below.**

#### **Countries**

<p><b>Scotland:</b>  Capital: Edinburgh  Languages: English, Gaelic  Why do they speak English? Because most of the population descend from the Anglo Saxons. Some also speak Gaelic or Scots (a local variation of English)  Political system: Constitutional monarchy, has its own Parliament with some self rule  Culture: Clans, kilts, whisky, haggis  Music: Bagpipes, Amazing Grace  Film: Braveheart  Sport: Rugby, golf, Highland Games</p>	<p><b>England:</b>  Capital: London  Languages: English  Why do they speak English? Because most of the population descend from the Anglo Saxons.  Political system: Constitutional monarchy, has its own Parliament with some self rule  Culture:  Music: Film:  Sport:</p>
<p><b>Wales:</b>  Capital:  Languages:  Why do they speak English?  Political system:  Culture:  Music:  Film:  Sport:</p>	<p><b>Republic of Ireland (EIRE):</b>  Capital:  Languages:  Why do they speak English?  Political system:  Culture:  Music:  Film:  Sport:</p>
<p><b>The USA:</b>  Capital:  Languages:  Why do they speak English?</p>	<p><b>Australia:</b>  Capital:  Languages:  Why do they speak English?</p>



## Countries

<p>Political system:          Culture:          Music:          Film:          Sport:</p>	<p>Political system:          Culture:          Music:          Film:          Sport:</p>
<p><b>New Zealand:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>	<p><b>Botswana:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>
<p><b>South Africa:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>	<p><b>The Philippines:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>
<p><b>India:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>	<p><b>Jamaica:</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:          Film:          Sport:</p>
<p><b>Northern Ireland (Ulster):</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:</p>	<p><b>Uganda</b>          Capital:          Languages:          Why do they speak English?          Political system:          Culture:          Music:</p>

## Countries

<p>Film: Sport:</p>	<p>Film: Sport:</p>
<p><b>Ghana:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport:</p>	<p><b>Malta:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport</p>
<p><b>Virgin Islands:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport:</p>	<p><b>Nigeria:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport:</p>
<p><b>Canada:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport</p>	<p><b>Singapore:</b> Capital: Languages: Why do they speak English? Political system: Culture: Music: Sport</p>

## EXERCISES

### TASK-1. Try the quiz below and find out.

1. Which is the world's most widely spoken language?
2. How many people speak English as a first language (mother tongue) worldwide?
3. In which countries is English used as a mother tongue?

4. How many people speak English as a second language or official language?
5. In which countries is English used as a second language?
6. How many people across the world use English as a third language, or a foreign language (EFL)?
7. How many variants of English do we have?
8. Are these variants of English accepted?

Answer

9. What is meant by the abbreviation RP?
10. Is English used as a second or third language in Norway?
11. In which fields of work is English dominant?
12. How many of the texts published on the Internet are in English and how many e-mails are written in English?
13. It is often maintained that English is used as a lingua franca? What does that mean?
14. If people cannot communicate by using a common language, they tend to use body language. What are the disadvantages of using body language?

## **Task-2. Read and learn the collocations. Speaking**

Do you want to become a better conversationalist? Here are a few tips for **making small talk** (*talking casually about simple topics*):

To **strike up a conversation** (*start a conversation*), you can **make comments** about the weather or the local surroundings.

Stay away from **delicate subjects** (*sensitive topics*) like religion and politics – you don't want to get into a **lengthy discussion** (*a long discussion*) or **have an argument** (*have a verbal fight*).

If there's a **lull in the conversation** (*a pause in the conversation*) ask the other person a question about themselves.

If you **tell a story**, don't **go on and on** (*talk too much*) - remember that you're having a **brief chat** (*a quick conversation*); you're not **making a speech**.

Be careful about **cracking jokes** – you might end up having to **apologize profusely** (*apologize many times*) if the person is offended.

Having good communication skills can really improve your relationships. People appreciate it when you **get straight to the point** (*talk directly about the essential message*) rather than **dropping hints** (*trying to communicate very indirectly*).

Of course, nobody trusts a person who **tells lies** (*says things that aren't true*) or **stretches the truth** (*exaggerates and distorts the facts*). If you always **tell the truth**, then people know they can count on you when you **give your word** (*make a promise or statement of the truth*).

It's also important to watch your **tone of voice** (*the emotion with which you speak*) and avoid making **sarcastic remarks** or **disparaging comments** (*very negative and destructive comments*). If you must **make a complaint**, try to give **constructive**



**1. The Commonwealth of Nations is \_\_\_\_\_**

- (A) an association of the former British colonies.
- (B) a union of sovereign states.
- (C) an organization of independent countries.
- (D) all of the above.

**2. Its headquarters are in \_\_\_\_\_**

- (A) Westminster Palace.
- (B) Buckingham Palace.
- (C) Marlborough House.
- (D) Windsor Castle.

**3. Under the reign of which British monarch did Britain become a great sea power and start its colonial policy?**

- (A) Edward I
- (B) Henry VIII
- (C) Elizabeth I
- (D) Queen Victoria - 2 –

**4. Which country was called “the Jewel in the Crown”?**

- (A) The USA
- (B) India
- (C) Canada
- (D) Australia

**5. The country which got its independence of the British Crown first was \_\_\_\_\_**

- (A) the USA.
- (B) Ireland.
- (C) Canada.
- (D) Australia.

**6. The most highly developed country in the Commonwealth is \_\_\_\_\_**

- (A) the USA.
- (B) the UK.
- (C) Australia.
- (D) Singapore.

**7. The Statute of Westminster recognized the independence of the British colonies in \_\_\_\_\_**

- (A) 1921.
- (B) 1931.
- (C) 1939.
- (D) 1947.

**8. The people of which country speak more than 700 different languages?**

- (A) Zimbabwe
- (B) Papua New Guinea
- (C) Trinidad and Tobago
- (D) Pakistan

**9. Half of the people of the Commonwealth lives in \_\_\_\_\_**

- (A) India.

- (B) the USA.
- (C) Great Britain.
- (D) Canada.

**10. The head of the Commonwealth of Nations is \_\_\_\_\_**

- (A) the British Monarch.
- (B) the British Prime Minister.
- (C) the American President.
- (D) the Commonwealth's Governor-General.

## **Lesson-2.**

### **IDEAS ON TOURISM**

#### **Task-1. Read and translate the text.**

##### **The Advantages of Tourism**

- **Economic.** It brings in money. This is probably the main advantage of tourism and the reason why it has been promoted so much, especially in developing countries. The income generated can make up a significant proportion of both private, local, and national incomes.

- **Opportunistic.** It provides jobs. Hotels, bars, transport, activities, shops, and restaurants all need staffing. Tourism can provide much-needed employment for people.

- **Infrastructural.** It provides a means and an incentive for investment in infrastructure such as roads, rail networks, and local medical and education facilities.

- **Environmental.** It can provide economic incentives for a place to preserve, maintain, and regenerate the environment in both urban and rural settings.

- **Cross-Cultural.** It promotes international connections which can bring more business and cultural collaborations in the long term. It also promotes cross-cultural awareness for both locals and tourist and builds bridges of understanding between cultures.

- **Promotional.** It "puts a place on the map": Tourism gives the locality a chance to show itself off and raise its profile in the world.

##### **The Disadvantages of Tourism**

- **Environmental.** Tourism can often cause environmental damage with risks like erosion, pollution, the loss of natural habitats, and forest fires. Even if tourists behave responsibly, the sheer number of them can cause damage. Ancient buildings, monuments, and temples often struggle to cope with increased traffic and suffer inevitable wear-and-tear. Reefs and other natural tourist attractions can suffer permanent damage.

- **Cultural.** The commercialization of culture can undermine the soul of a tourist destination. Local traditions that have a rich cultural heritage are reduced to wearing costumes and putting on acts for the tourists in return for money.

- **Culture Clashes.** Tourists often lack respect for local traditions and culture, refuse to follow local dress standards, get drunk in public, or behave rudely or inappropriately towards locals.

- **Service Economy.** Although jobs are created by tourism, most are relatively low-level such as bar work, hotel service, restaurant serving, and so forth. These low-wage, low-skill workers have little prospect for advancement or promotion.

- **Seasonal Fluctuations.** Tourism jobs are quite commonly seasonal and insecure, with no extra benefits such as pensions, sick pay, or healthcare. Some areas can be inundated with visitors during busy times, and then virtually deserted for many months.

- **Imbalanced Funding.** Money can end up being directed to tourist areas when it could be used more effectively elsewhere in a country. The locals who don't live in specific tourist areas miss out and suffer relative decline.

- **Foreign Poaching.** Oftentimes, most of the tourism industry in a developing country is owned by big foreign companies. They make the major profits, leaving local businesses with relatively little benefit.

- **Tourism Dependence.** Sometimes, tourism becomes so focal that other forms of income-generation are neglected and an economic dependence on tourism forms. This is fine in good times, but it can leave the country vulnerable to economic ruin in the long run and can contribute to political upheaval or natural disasters.

## **Task-2. Read the text and state your opinion.**

### **Negative Environmental Impacts of Tourism**

Although tourist money might be put to good use in preserving environments, tourism does put burdens on natural resources and often promotes overconsumption and unfair allocations of resources in places where resources are already limited. When tourism becomes unsustainable, it can permanently damage the environment. Tourism impacts the wildlife, vegetation, air quality, the quality and supply of water, and natural phenomena.

**Pollution.** When huge numbers of people visit, they invariably burden the transportation system and contribute to pollution—locally and globally. Flying one mile in a plane produces about 53 pounds of carbon dioxide, and tourists account for almost 60% of air travel. Some estimate that cruise ships to the Caribbean create over 70,000 tons of annual waste.

**Environmental Damage.** Many tourist activities have negative ecological impacts. Snorkeling, hiking, and fishing all affect and deplete the local scenery. There's a trail in the Himalayas that's nicknamed the "toilet paper trail." A tropical

golf course requires the amount of water that would feed 60,000 locals... plus over 3,000 pounds of chemical pesticides, fertilizers, and herbicides per annum.

**"Ecotourism."** Oftentimes, even environmentally savvy travelers have a negative impact. By traveling to witness remote natural sites like rainforests and other dwindling and at-risk spots, tourists often damage the things they came to see.

**Invasive Organisms.** Tourism can spread non-native species. The increased human presence from many diverse geographical regions has a detrimental effect on native plants and introduces non-native species in these areas.

**Negative Effects of Human Interaction With Wildlife.** Increased human presence can severely damage the delicate balance of the food webs, ecological communities, and keystone species of an area.

**Depletion of Natural Resources.** Tourism can put pressure on natural resources and encourages over-consumption. This is particularly damaging in spots where resources like food and water are already scarce.

### **Exercise 1: True/False Statements**

**For each of the statements below, choose True or False.**

Read the following text:

Tourist Boards promote tourism in their area through marketing and publicity. They monitor the standards of accommodation and tourist attractions, keep statistical information and assess future trends. Tourist Information Centre Assistants give visitors up-to-date information about places of interest in the area. They advise on places to stay and eat, forthcoming events and local transport details. The work involves dealing with personal callers, telephone enquiries and letters. Some jobs may be seasonal. Transport Companies provide the means of transport for passengers, i.e. aircraft, coaches, ships, car hire and trains. They need a wide range of staff, e.g. drivers, stewards and stewardesses, guides, behind-the-scenes service staff, etc.

The mission of Tourist Boards is to make bookings for visitors.

- TRUE
- FALSE

Part of the job of Tourist Boards is to keep a check on standards.

- TRUE
- FALSE

The mission of Tourist Information Centres is to make bookings for visitors.



- TRUE
- FALSE

Part of the job of Tourist Information Centres is to monitor standards.

- TRUE
- FALSE

Tourist Information Centres often need extra staff during high season.

- TRUE
- FALSE

Transport companies employ many different kinds of people.

- TRUE
- FALSE

## **Exercise 2: Multiple Choice Questions**

**Choose the expression, A or B, that is closest in meaning to the word as used in the text.**

### 1. TO MONITOR

- a.  to check somebody or something at regular intervals
- b.  to teach somebody

### 2. TO ASSESS

- a.  to present a demand for payment
- b.  to judge or evaluate somebody or something

### 3. TRENDS

- a.  tendencies
- b.  statistics

### 4. UP-TO-DATE

- a.  current
- b.  contemporary

5. FORTHCOMING

- a.  available
- b.  which is going to happen very soon

6. EVENT

- a.  an organised social occasion like a concert or sports competition
- b.  an incident or affair

7. AIRCRAFT

- a.  a helicopter
- b.  any vehicle capable of flight

8. CAR HIRE

- a.  buying a car
- b.  car rental

9. STEWARD

- a.  somebody who attends to the passengers on an aeroplane or ship
- b.  somebody who looks after the property of another person

10. BEHIND-THE-SCENES STAFF

- a.  employees who are not in direct contact with the public
- b.  people who work privately or secretly

**Exercise 3: Exposed Cloze**

**Use the correct word or expression from the list below to fill in the gaps in the sentences.**

- art
- freelance
- gardens
- paintings
- safety
- sightseeing
- souvenir
- theme

Tourist guides often work , that is to say they work independently and offer their services to more than one employer, or else they are employed full-time by tour operators or other organisations to take groups to various destinations or on  tours. Most guides offer specialist knowledge of a particular subject e.g. local history or architecture. Many tourist attractions such as museums,  galleries,  parks like Disneyland, folk parks and visitor centres employ guides. On this side of the industry many other opportunities exist:

Receptionist - dealing with admissions, enquiries from the public and the  shop.

Warden - in direct contact with the public, looking after audio-visual presentations and responsible for the  of the exhibitions.

Craftsperson - responsible for restoration and ongoing repairs.

Grounds Staff - looking after the grounds and .

Curators - specialists in a given field, for example textiles, buildings, furniture,  and so on.

#### **Exercise 4: True/False Statements**

#### **What personal qualities do you think are needed for a career in travel and tourism?**

Have a friendly and helpful manner

TRUE

FALSE

Enjoy dealing with people

TRUE

FALSE

Have a sense of initiative

TRUE

FALSE

Be well organised and well informed

TRUE

FALSE

Be patient and understanding

TRUE

FALSE

Be able to cope under pressure

TRUE

FALSE

Have a sense of responsibility

TRUE

FALSE

Have good communication skills, with a clear speaking voice

TRUE

FALSE

### **Exercise 5: Cloze**

**Fill in the gaps in the letter of application using only vocabulary from the previous exercise.**

Read the following text:

Our client is a Tour Operator seeking a Reservations Consultant with a minimum of 12 months travel reservations experience. This well-established travel organization specializes in holidays in Eastern Europe. Due to expansion they are now looking for friendly and professional reservations consultants with basic experience to join their professional and dynamic reservations team. The ideal Reservations Consultant will sell to the public, the travel industry and to corporate clients. If you are looking for a career move within travel and are seeking an exciting new challenge then this is the opportunity you have been waiting for. Please note only candidates with travel industry background and experience will be considered.

Dear Sir or Madam,

I am writing with reference to your online advertisement for Travel Consultants. As you can see from my CV, I have a Diploma in Travel and Tourism. Before taking the course, I spent two years as a Customer Services Assistant for TeleComPlus. In this post I gained a good telephone  and excellent communication . I have a clear speaking  and am able to  under pressure.

For the last year I have been working for Wanderlust Travel, a small family travel agency, where customers consider me to be friendly and . I enjoy  with people and am both patient and . I am well organised and always try to keep myself well  about the latest trends in the travel industry.

I am now looking to move to a larger organization where I will be able to put my sense of responsibility and  to greater use. I am bilingual in Hungarian and English, and also have a good  of Romanian.

I should be grateful if you could send me further details of the post.

I look forward to hearing from you,

Yours faithfully,

Istvan Fischer.

## TESTS

**1. Tony's business is doing well and they want to get a landlord to design a modern, detached house for them, and a(an) \_\_\_\_\_ to build it.**

A) agent B) surveyor C) architect D) builder

**2. It can be quite busy here during the tourist.....**

A season C phase

B period D stage

**3. The brochure says that the hotel has a great..... of the sea.**

A appearance C sight

B look D view

**4. When you ..... your destination, your tour guide will meet you at the airport.**

A arrive C reach

B get D achieve

**5. Make sure you ..... a hotel before you come to our island, especially in the summer.**

A book C put

B keep D take

**6. I'm going on a business \_\_\_\_\_ to Paris next weekend.**

A) trip B) travel C) journey D) cruise

**7. Air France \_\_\_\_\_ 507 from Paris to New York will be taking off in ten minutes.**

A) cruise B) tour C) voyage D) flight

**8. The \_\_\_\_\_ from Heathrow Airport to the centre of London takes about 45 minutes by underground.**

A) flight B) trip C) journey D) cruise

**9. On our first day in New York we went on a three-hour \_\_\_\_\_ of the city by bus, which showed us the main sights.**

A) cruise B) tour C) voyage D) flight

**10. During our stay in Paris we went on a day \_\_\_\_\_ to Disneyland.**

A) trip B) travel C) journey D) cruise

### Lesson-3. Advertising and fashion.

#### Task-1. Read and translate.

##### Advantages and disadvantages of advertising

- Advertising is a key part of modern business
- Companies need to tell customers about their products and services
- Advertisements inform us about the choices we have
- Advertising is a creative industry that employs many people
- Without advertising we would have less choice
- Without advertising there would be higher unemployment
- Advertising is a form of modern art
- People enjoy adverts

##### Types of Ads

TV commercial	Promotion of products and services using colour, action, sound and sight. These are memorable and accessible to a large market. They are good to show how something works and can be persuasive.
Newspaper ad	These adverts can either be national or local. They are placed in particular sections in the newspaper. <a href="http://www.ieltsliz.com">www.ieltsliz.com</a>
Magazine ads	These are aimed at a specific market and interest group. The ads are colourful and eye-catching but can be more expensive than newspaper ads.
Billboards	These are often signs on the road or at sports stadiums. Large billboards can give a message with impact but with limited information.

Direct Mail	Letters and adverts are sent directly to customers. This is a direct approach with a select audience.
Radio advertising	This approach reaches a target audience and relies on them listening to a particular station. However, the message can easily be forgotten. <a href="http://www.ieltsliz.com">www.ieltsliz.com</a>
Text messages	These promotions reach a target audience in real-time but they have a limited number of characters in the text.
Internet Pop-ups	They can impact a viewer and allow them easy access to the product. However, they can be annoying, intrusive and some even crash the system.
Email Advertising	Direct advertising to the customer. It is cost effective as long as the customer database is up-to-date.
Flyers	Small flyers with printed information handed out to customers face to face. They can be attractive and informative but also costly.

Transit advertising	These are usually posters on trains, buses, taxis and underground railways.
Covert Advertising	This is when a product or brand is incorporated into a movie or TV show. It is not commercial advertising, it is subtle advertising. For example, James Bond drives a BMW.
Sponsorship	A company sponsors an event or entity in return for recognition of the brand or product. For example, companies funding schools or sporting events in return for them using their equipment. <a href="http://www.ieltsliz.com">www.ieltsliz.com</a>
Telemarketing	This involves promoting and selling over the phone. This offers direct contact with the customer but can be intrusive if it is a "cold-call", which means an unasked for call.
Celebrity Endorsement	A celebrity is paid to promote and market a product through TV ads or event appearances. This can be effective as it is high profile but it does rely on the celebrity image remaining constant and popular.

## Task-2 .Fashion. Learn the topic words and definitions.

### Word patterns

<b>advise</b> sb to do; advise sb that; advise sb on/about sth; advise (sb) against sth/doing	<b>proud</b> of sth/sb/doing; proud to do
<b>anxious</b> about sth/doing; anxious to do	<b>refer</b> to sth; refer sb to sth
<b>criticise</b> sb (for sth/doing)	<b>seem</b> to be; it seems that
<b>insist</b> on sth/doing; insist that	<b>stare</b> at sth/sb
<b>plenty</b> of sth; plenty more sth; plenty to do	<b>use</b> sth (for sth/doing); use sth to do
<b>prepare</b> (sb) for sth; prepare to do	<b>useful</b> for sth/doing; useful to sb

### Word formation

advertise <b>advertisement</b> , <b>ad(vert)</b> , advertising, <b>advertiser</b>	enthus <b>(un)enthusiastic(ally)</b> , <b>enthusiasm</b> , <b>enthusiast</b>	similar <b>dissimilar(ly)</b> , <b>similarity</b>
attract <b>(un)attractive(ly)</b> , <b>attraction</b>	<b>expect</b> (un)expected(ly), expectation, expectancy	<b>style</b> (un)stylish(ly), stylist, stylishness
beauty <b>beautiful(ly)</b>	<b>fashion</b> (un)fashionable, (un)fashionably	<b>succeed</b> success, (un)successful(ly)
decide <b>decision</b> , <b>(in)decisive(ly)</b> , <b>undecided</b>	<b>like</b> alike, dislike, unlike, likeness, (un)likeable, liking	<b>use</b> usage, useful(ly), useless(ly), user, (un)usable
desire <b>(un)desirable</b>	<b>produce</b> product, producer, production, (un)productive(ly)	

## Task-3

### 5. Complete the sentences by changing the form of the word in capitals

- 1 This designer's clothes are really quite..... (LIKE) anything I've ever seen before.
- 2 His clothes are very..... (DESIRE) and they sell for thousands of dollars.
- 3 I couldn't decide which hat to get, but then again I've always been quite..... (DECIDE).
- 4 We went on a school trip to a clothes factory and saw some of th e ..... (PRODUCE) process.
- 5 I'm afraid I'm completely.....(USE) when it comes to mak ng my own clothes.



- 6 I don't..... (LIKE) this season's fashion - I just don't think it suits me personally, that's all.
- 7 These dresses are.....(BEAUTY) made - just feel the quality!
- 8 I'm still.....(DECIDE) about whether to go to the fashion show next wee« or not.

## Exercises

### 1. Complete using the correct form of the words in the box.

current • glimpse • fit • clothing • match • look • glance

- 1 If you care about your..... too much, people might start to think you're vain.
- 2 It's quite a nice skirt, but I don't think it really..... my shoes.
- 3 My mum always looks quite..... and tries to keep up with the latest fashions.
- 4 The ancient Romans wore items o f..... quite different from today's fashions.
- 5 As I went into the designer's office, I caught a ..... of her drawings before she hurriedly put them away.
- 6 I know long skirts were in last year, but the ..... fashion is to wear them quite short.
- 7 I've got to buy some..... shoes for the wedding on Saturday.
- 3 I didn't get the coat in the end because t didn't.....me under the arms.
- 9 The shirt is so expensive because it's made out of a special..... that has gold in it.
- 10 I don't think this jumper..... you because you've got blue eyes and pale skin.
- 11 I he designer..... at my designs and told me that they needed more work.
- 12 Long dresses and high heels is quite a good..... for you.

### 2. Circle the correct word.

look round • come by • make out • put by • get through • bank on • giveaway

- 1 Do you think the average / everyday person is interested in fashion?
- 2 I wish Dad would get a new costume / s u i: to wear for his job interview.
- 3 I've got red hair, so I never put on / wear red clothes or I'd look silly.
- 4 John got a really cool blouse / top in town yesterday with Eminem on it.
- 5 India supplies / produces the world with cheap clothes.
- 6 I'm going to get my nails dyed / painted tomorrow.
- 7 During the design / manufacture of the clothes, lasers are used to cut the material accurately.
- 8 Which costume / suit do you think I should wear to the fancy-dress party - the cowboy or the vampire?

### 3. Write one word in each gap.

- 1 It was Lia's first job as a model and she was quite anxious..... it.
- 2 Bill seems..... have had his hair done differently.
- 3 I couldn't help staring..... the man in the restaurant who was wearing a kilt.
- 4 Before starting my design, I referred..... some books of past designs to give me inspiration.
- 5 Plenty..... fashion designers have been successful in spite of not having any formal training in fashion.
- 6 I asked the shop assistant to advise me..... my choice of shoe.
- 7 Many fashion journalists criticized the actress..... arriving at the Oscars in a

second-hand dress.

8 The supermodel insisted.....having a star on her dressing room door.

9 These days, most designers use a computer.....visualize their designs before they  
Make any clothes.

10 Visiting fashion shows can be quite useful.....picking up new ideas.

#### 4. Complete using the correct form of the verb in brackets.

1 I was very proud.....(see) my designs up there on the catwalk.

2 My teacher advised me.....(study) fashion at university, despite my  
parents' objections.

3 To be a model, you have to be prepared.....(work) very long hours.

4 Mario knew that there was still plenty.....(do) before his first fashion  
show.

5 I managed to chat to Charlie and she advised me against.....(become)  
a model.

6 Westwood's designs didn't seem.....(be) as interesting as the ones she  
produced last year.

7 When I first started as a fashion photographer, I was anxious.....  
(please) everyone.

8 My teacher advised me.....(forget) about becoming a fashion model  
and concentrate on my studies instead.

#### 5. Complete the sentences by changing the form of the word in capitals

1 This designer's clothes are really quite..... (LIKE) anything I've ever seen before.

2 His clothes are very..... (DESIRE) and they sell for thousands of dollars.

3 I couldn't decide which hat to get, but then again I've always been quite.....  
(DECIDE).

4 We went on a school trip to a clothes factory and saw some of the ..... (PRODUCE)  
process.

5 I'm afraid I'm completely.....(USE) when it comes to make my own clothes.

6 I don't..... (LIKE) this season's fashion - I just don't think it suits me personally,  
that's all.

7 These dresses are.....(BEAUTY) made - just feel the quality!

8 I'm still.....(DECIDE) about whether to go to the fashion show next week or not.

## TESTS

#### Choose the correct answer.

1 I don't like.....on clothes in shops because I don't want people to see me in  
something that doesn't suit me.

A putting

B trying

C wearing

D handing

2 I'm not sure a green skirt.....combination with a blue top is such a good idea.

A on

B at

C in

D for

3 Everyone complimented Kitty.....her new outfit.

A on

B to

C in

D from

4 I think some modern designs are more like.....of art.

A makes

B works

C objects

D jobs

5 I wish people didn't.....a tendency to follow fashion without thinking about what suits them personally.

A do

B make

C get

D have

6 I don't think T-shirts and jeans will ever go .....of style, do you?

A away

B out

C off

D down

7 Make sure you.....your make-up with a soft brush, like this one.

A apply

B construct

C decorate

D dress

8 If you wear that shirt with the .....pattern, you'll look like a chessboard!

A plain

B striped

C shiny

D checked

9 You always seem to look so formal. If only you would.....your hair down!

A get

B set

C put

D let

10 The latest trend.....footwear is to wear very simple, traditional shoes.

A of

B on

C in

D from

11 My sister and I share the same taste.....clothes and we wear each other's things all the time.

A in

B of

C for

D on

12 Why can't you.....Edgar's example and wear a tie to work?

A set

B make

C follow

D do

13 My dad asked me whether his clothes were..... fashion and I said they were – about twenty years ago!

A in

B from

C on

D of

#### **Lesson-4.**

### **Health, Food and Medicine**

#### **Task-1. Read and translate the text. Learn the collocations.**

The food we eat can affect our health in many ways. If we eat food that's **contaminated** with bacteria, we'll be sick and go to the toilet more often. We can also get sick if we eat dangerous foods like poisonous mushrooms or certain kinds of fish. These foods have short-term effects on our health, but food can also have long-term effects on our health.

These long-term effects vary depending on where we live and how much we eat. In a country with food shortages due to war or lack of rain, people might suffer from **malnutrition**. People with malnutrition lose a lot of weight and become very thin and weak. They can also develop long-term illnesses due to the lack of essential **nutrients** like vitamin C and iron. People in rich, developed countries can also

develop food-related illnesses, but they're usually related to eating too much, or **overeating**, rather than eating too little. The term **malnutrition** is made from the combining form **mal-** (bad) + the noun **nutrition** (food, nourishment, eating). It therefore means "bad eating", and covers "wrong" eating, under-eating and over-eating.

People who are suffering from malnutrition can usually recover by simply eating **nutritious** food, but people who are obese face a far more difficult situation. To recover they must lose a lot of weight by eating less and changing to a healthy **diet**<sup>1</sup>. This can be very difficult to do, especially if they live in a place full of Western-style **fast foods** and **processed** foods. And even if they lose weight by going on a **diet**<sup>2</sup>, most people soon return to their usual diet and put the weight back on. So learning about food and health and how to prevent obesity in the first place is one of the most important things we can learn.

All the energy our bodies need comes from the food we eat, and it's measured in **calories**. If we balance the calories we get from food with the number we "burn" each day as energy, our body weight stays the same. But if we eat more food than we need, the extra energy is stored as body fat and we put on weight. You can check to see if your body weight is healthy or not by measuring your height and weight and then calculating your **body mass index (or BMI)** with a special formula. If your BMI is between 18.5 and 25, your weight is healthy. If it's between 25 and 30, you're overweight, and if it's over 30, you're obese and need to change your diet.

Before the 1970s obesity wasn't a serious problem, but in the mid-70s obesity rates began rising in Western countries like the USA, UK and Australia. These were the first countries in which major food companies began increasing their **profits** by selling more snack foods, fast foods and processed **junk food** than ever before. Fast food companies opened hamburger, pizza and fried chicken outlets in every big town and city and spent huge amounts of money **marketing** them. Major food companies filled supermarkets with frozen "TV dinners" and convinced families they were as healthy as home-cooked meals. They marketed more and more sweets, snack foods and sugary drinks to children even though they knew they were damaging their health and ruining their teeth. They spent millions of dollars **lobbying** governments in order to stop them from **regulating** their industry and reducing their profits.

In the 1990s Western food companies began targeting people in developing countries as well, and many are now eating hamburgers, pizzas and other Western foods instead of traditional local foods. As a result, obesity rates have increased greatly in those countries as well. According to the World Health Organization (WHO), only 1% of the world's children were obese in 1975, but the number is now 10 times higher. The number of overweight and obese adults has also increased greatly since 1975 and is now over 2 billion people. The situation has become so serious that it's being called an obesity **epidemic**.

An epidemic usually involves just one disease, but the obesity epidemic is related to several diseases. It's a major risk factor for **heart disease** and heart attacks, **high blood pressure** and **strokes**, **diabetes** and kidney disease, and many kinds of

**cancer**, all of which can be fatal. And our risk of developing one of these diseases increases every time we eat certain dangerous or fattening foods.

Most nutritionists now agree that a diet of Western-style processed food and fast food is one of the unhealthiest diets of all. This is because it's so high in **saturated fats, trans fats**, sugar and salt, all of which can be a danger to health.

Saturated fats and trans fats

Saturated fats and trans fats are dangerous because they increase our blood levels of **cholesterol**, a substance that can form fatty lumps that block blood flow and cause heart attacks and stroke. The worst foods for saturated fats include bacon, sausages, hamburgers, fatty steaks, ham and salami pizzas, high-fat cream, etc.

Trans fats are even more dangerous and harder to avoid because food companies use them so often. They can be found in potato crisps, donuts, JAMSHID pastries, cookies and other processed foods as well as in margarine and oils used to make French fries, onion rings and other deep-fried foods. They're banned in New York City and certain other places, but still used elsewhere even though the WHO has said they cause over half a million deaths every year. (Source: WHO News Release, 14 May 2018)

## **Task-2. Read and translate the text. Learn the collocations.**

Most people **eat out** quite often, even if they like cooking and eating at home. They might eat breakfast or lunch in a **cafeteria** or canteen where they work or study, or go to a **café** or **restaurant** nearby. Many people also go out to eat dinner once or twice a week. They might go to a **fast food** restaurant for a quick meal, or go to a proper restaurant if they're eating out with family or friends, or when going on a date. They might go somewhere that serves just one country's food like an Italian or Japanese restaurant, or to a restaurant that serves a particular type of food like seafood or **vegetarian** food. They might even go to a **high-class** restaurant that serves expensive **cuisine** in a formal setting.

English has become the world's international language, so if you're travelling, studying or working overseas it's the language you'll probably use when eating out. You might use it to **make a booking** and reserve a table, and when you arrive you might be greeted in English by the head waiter or **maitre d'** before being led to your table. Then your **waiter** or **waitress** will probably bring **menus** in English and tell you about the day's **specials** and answer any questions, also most-likely in English.

### **Menus and courses**

A menu is a list of the food and drinks that guests can order. Menus are sometimes written on large boards for everyone to see, and sometimes they're printed on paper and handed to each guest. A simple menu like a breakfast menu or a children's menu might list just a few dishes and drinks, but lunch and dinner menus usually list many dishes. They can be **à la carte** dishes ordered individually, or dishes grouped together in a **set menu**. In European or Western-style menus, dishes are listed in a series of **courses**.

The first course is called starters, **appetizers** or **hors d'oeuvres**, and can be a bowl of soup, a small serving of **pasta**, a salad or one of many **savoury** starters. Next is the main course or **entrée**, and this is usually fish, meat or poultry served

with vegetables or salad or other **side dishes**. In many restaurants vegetarian entrées are also available these days.

**Overweight and obesity** People who overeat can become **overweight**, especially if they don't exercise. Being a little overweight isn't usually related to serious health problems, but putting on more weight and becoming **obese** definitely is. This is because **obesity** is a major **risk factor** for many serious illnesses that can be **fatal** and shorten our lives by many years.

People who are suffering from malnutrition can usually recover by simply eating **nutritious** food, but people who are obese face a far more difficult situation. To recover they must lose a lot of weight by eating less and changing to a healthy **diet**<sup>1</sup>. This can be very difficult to do, especially if they live in a place full of Western-style **fast foods** and **processed** foods. And even if they lose weight by going on a **diet**<sup>2</sup>, most people soon return to their usual diet and put the weight back on. So learning about food and health and how to prevent obesity in the first place is one of the most important things we can learn.

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## EXERCISES

### Task-1. Circle the correct word.

1 I particularly like Mexican and Indian **kitchen** / **cuisine**.

2 **Frozen** / **Freezing** fish is just as tasty as fresh fish.

3 My mum's the best **cooker** / **cook** in the world!

4 Once the **kettle** / **tea pot** has boiled, pour the boiling water over the jelly cubes. They'll melt within seconds!

5 Excuse me. Could we have the **catalogue** / **menu** , please? We like to see what you have to dessert.

6 Boil the eggs for three minutes in a saucepan on the **grill** / **hob** / **oven**.

7 Any meat that's kept in the **fridge** / **freezer** should be defrosted thoroughly before cooking.

8 Grandma's having her new **chef** / **cooker** delivered next week. It's gas, so it will make cooking much easier for her.

### TASK-2. Speaking practice

Work with a colleague. One of you is the customer and the other works in Chin Mai restaurant.

1. Telephone the restaurant and ask when they open (10am-midnight daily, closed Monday).

2. Call the restaurant and book a table for four people for Monday evening.

3. Call the restaurant again, and change the booking from 4 to 6 people, for Tuesday instead of Monday.

4. Telephone a restaurant and cancel a booking you made last week.

### TASK-3. Read and learn the topic vocabulary.

## Phrasal verbs

drop in (on) visit unexpectedly	put off make sb not want to do or not like sth
get on for be almost a particular time, number, age, etc run into meet by chance	go off be no longer fresh
run out of not have any left	go on continue happening or doing sth; do sth after doing sth else
take to begin to like; begin to do sth regularly	go/come round go/come to sb's house to visit them
try out experiment with	keep on continue doing sth
turn out develop in a particular way or have a particular result	leave out not include
turn up appear unexpectedly or without making a firm arrangement	

## Phrases and collocations

<b>cook</b>	<b>a good/great/etc cook; cook a meal/chicken/etc; do the cooking</b>
<b>drink</b>	make (sb) a drink; have a drink (of sth); drink sth; drink to sb; drink to sb's health; drink a toast to sb
<b>feed</b>	an animal/etc; feed on sth
<b>fill</b>	fill sth (up); filled with sth; full of sth
<b>food</b>	make/prepare/cook/serve food; fast/junk food; pet food; health food
<b>meal</b>	make/cook/have a meal; go out for a meal
<b>note</b>	make/take/keep (a) note of sth; note sth (down)
<b>occasion</b>	on this/that occasion; on occasion; on the occasion of sth; special occasion
<b>recipe</b>	follow a recipe; recipe book; recipe for disaster
<b>table</b>	
<b>wash</b>	lay/set/clear the table; book/reserve a table

## Phrases and collocations

associate sb/sth with sb/sth	regard sb as (being) sth
careful with/about/of sth	remember to do; remember sth/sb/doing; remember that
choose between; choose to do	suggest sth/doing (to sb); suggest that
compliment sb on sth	tend to do

full of sth	wait for sth/sb; wait (for sth) to do; wait and see
lack sth; lack of sth; lacking in sth	willing to do
offer sb sth; offer sth (to sb); offer to do	

### Phrases and collocations

anxious anxiously, anxiety	grow growth, grown-up, growing, grown, home-grown, grower	safe unsafe, (un)safely, save, safety, saviour, saver
appreciate (un)appreciative(ly), appreciation	mix mixed, mixture, mixer	surprise (un)surprising(ly), surprised
contain container, content(s)	origin (un)original(ly), originate, originator	sweet sweetly, sweetener, sweetness
create creative(ly), creation, creativity, creator	prepare preparation, preparatory, (un)prepared	thorough thoroughly, thoroughness
disgust disgusting, disgusted		

## TESTS

### Choose the correct answer.

1 There's a pack of .....vegetables in the freezer, I think.

- A freezing                      C iced  
B frozen                         D icy

2 There are no vegetarian dishes on the ...

- A leaflet  
B brochure  
C catalogue  
D menu

3 ..... the onions in cooking oil until they're golden brown.

- A Boil                            C Fry  
B Bake                          D Grill

4 Pre-heat the .....to 200°.

- A oven                          C cuisine  
B kitchen                       D cook

5 I'll .....the washing up tonight!

- A make                      C do  
B take                      D have

6 The problem with most fizzy drinks is that they're .....sugar.

- A full up                      C filled with  
B filled up with              D full of

7 Susie and Fran .....in on us last night, so I had to quickly defrost a pizza.

- A turned                      C came  
B dropped                      D went

### **Lesson-5.**

## **DEVELOP YOUR WRITING**

**TASK: Read and focus on the structures of an essay writing.**

### **STRUCTURE OF AN ESSAY**

An essay consists of three parts:

- **Introduction** - you introduce the topic and say what you are going to do in the essay
- **Body** - you give your opinion on the problem and prove your opinion with relevant supporting examples;
- **Conclusion** - you restate your opinion, summarize your main points and make a final comment speculate about future implications, make recommendations, etc.

### **Basic Structure**

#### **► Introduction**

Introduce the subject  
and come to the point

#### **► Body**

The real power of your writing  
Support your thesis

- Examples
- Detailed Information

#### **► Conclusion**

Begin by restating your thesis

- Not word for word!
- Gradually become more broad  
and general

### **STEPS IN WRITING AN ESSAY**

- 1. Analyze** the task.
- 2. Brainstorm** ideas.
- 3. Plan** your essay.
- 4. Write** your essay.
- 5. Proofread** your essay.

## Analyzing the task

When analyzing the task:

1. Identify the **topic** - what does the essay question ask you about?
2. Identify **the focus (controlling idea)** - which particular aspect (part) of the topic are you asked to write?
3. Identify **instruction words** - what kind of essay are you expected to produce?

*Example:*

The internet allows us to stay connected with each other no matter where we are. On the other hand, it also isolates us and encourages people not to socialize.

To what extent do you agree or disagree?

Give reasons for your answers and include any relevant examples from your own knowledge or experience.

### **Topic: The internet**

*Focus (controlling idea):* connected, isolates, not to socialize.

*Instruction words:* agree, disagree.

So, the essay questions asks you to produce an “agree-disagree” essay about the effects of the Internet on people’s interaction with each other.

Remember: you should write about the **focus**, not about the topic in general!

## 1. The Discussion

You are given a **problem** and asked directly **to discuss it**, and very often asked to **suggest a solution** for it.

*Examples’.*

In many countries schools have severe problems with student behaviour. What do you think are the causes of this? What solutions can you suggest?

Many universities charge higher fees for foreign students. Why do they do this? Do you believe that it is fair?

### **Problems with understanding**

**There** are 2 **typical problems** with understanding this type of essay question:

1. You are being asked for your **personal opinion**: it is not enough to talk generally about the topic. You must give your personal view.

2. Very often you given two tasks: for example, to discuss the causes and the solution. If

you discuss only one of these, you will be penalized.

## ESSAY TYPES

You are given **an opinion** about some social issue to discuss. Typically, you are asked whether or to what extent you **agree** with it.

*Examples:*

Fatherhood ought to be emphasized as much as motherhood. The idea that women are solely responsible for deciding whether or not to have babies leads on to the idea that they are also responsible for bringing the children up. To what extent do you agree or disagree?

Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous. To what extent do you agree or disagree?

### **There are three typical problems with understanding this type of essay question:**

1. The questions are simply longer to read and sometimes harder to **understand**. Spend plenty of time reading the question and underlining the key words and making sure you **understand** what words like “this” and “these” refer to.
2. It can be easy to confuse the **background information** from the **opinion**. You must discuss the opinion. If you only discuss the topic, you will be penalized.
3. You need to discuss **the opinion in the question**. You cannot only give your opinion.

### **3. The argument**

You are given a **problem** and **two different solutions or opinions** about it.

Typically, you are then asked to decide **which solution/opinion is the better**.

Alternatively, you may be given a **situation** and asked to discuss **two sides (the advantages and disadvantages)** of that situation.

### **Examples:**

In some countries people pay different rates of tax depending on their salary, in other countries everyone pays the same rate. Which do you believe is the best system?

Unemployment is one of the most serious problems facing developed nations today. What are the advantages and/or disadvantages of reducing the working week to thirty five hours?

### **There are two typical problems here:**

1. The essay discusses the problem generally and doesn't talk about **advantages or disadvantages** or **make a choice** between the two options. Again this will be penalized.
2. The essay only looks at the advantages or the disadvantages. It needs to look at **both** sides of the question.

## Here is a simple checklist to help you decide which type of question you are looking at:

1. Does it ask me what **my own opinion** is about a topic? —> Discussion question —▶ Use my own opinions.
2. Does it ask me to discuss **a particular proposal**? —> Proposal question —> Discuss that proposal.
3. Does it ask me to decide between **two different opinions** or look at **the advantages and disadvantages** of a topic —> Argument question-^ Discuss both sides and come to a decision.

## 2. The proposal HOW TO WRITE AN INTRODUCTION

An introduction can be structured in one of the following ways:

### *Introduction: Way 1*

#### *Structure Example*

1. A general statement on the **topic** (Background information)

History, in common parlance, is the record of the past events and it bears immense importance for the human civilization.

2. A restatement of the **focus**

Although there are good arguments against the importance of history, many people argue that that history plays a crucial role apprehending the present situation.

3. **Thesis** statement I personally believe that history is the key to understanding the current situation and the world in which we live in and it teaches us how to build a better future.

### *Introduction: Way 2*

#### *Structure Example*

1. One side of the **problem**. Many people are excited about space exploration.

2. The **other side** of the problem

However, others feel it is a massive waste of money.

3. **Thesis** statement This essay will look at some of the arguments for and against space exploration.

### *Structure Example*

1. Statement of the **problem** (situation)

Everyday, we read about new record contracts and salaries earned by sportsmen and women.

**2. Two sides of (opinions on) the problem (situation)**

Some people do not agree with these huge payments.

Others believe that our sports heroes deserve every penny.

**3. Thesis statement** This essay will look at some of the arguments for and against the high salaries of athletes.

### *Introduction: Way 3*

#### **Structure Example**

1. Statement of the problem Most people would accept that some action needs to be taken about the chronic housing shortage that is threatening so many countries around the world.

2. Further development of the One logical solution to this problem would be to create problem more housing in the countryside which is relatively underpopulated.

3. Thesis statement My view, however, is that this would lead to serious damage to the environment and alternative options need to be found.

#### **Thesis statement**

A **thesis statement** is a sentence (or two) that states what you are going to do in your essay. It is a kind of a **signpost** - something that tells you where to go- or a map that shows the reader what direction your essay will take. Also, your reader may be able to tell how many parts or which paragraphs will follow the thesis statement. You can use verbs like *analyze, look at, examine, discuss, outline, consider, describe, focus on, cover, decide, believe, agree, disagree, convinced, unconvinced* in your thesis statement.

#### **Examples:**

*In this essay, I will outline the arguments for and against sex education in schools.*

*This essay looks at ideas in favour of and against early marriage.*

*I am going to analyze the effects of drugs on the individual, the family, and society.*

*In my opinion, this trend has more disadvantages than advantages.*

*I agree that for certain conditions this type of medicine is ineffective and could even be dangerous, but for some illnesses it is a good alternative choice.*

*However, I strongly believe that this form of medicine does not work and is possibly a danger to those using it.*



*While some people are of the opinion that this is an entirely acceptable practice, I believe that this is completely wrong and should be made illegal.*

## **BODY PARAGRAPHS**

You can organize your body paragraphs in many different ways:

<b>Structure of a paragraph</b>	<b>Example</b>
Topic Sentence Support 1 Explanation / Example of support 1 Support 2 Explanation / Example of support 1 Support 2 Support 3 Explanation / Example of support 3	<p>One solution to the problem of deforestation is to use less paper. If we use less paper, fewer trees will be cut for paper making. One way of reducing paper use by using both sides of the paper when making a photocopy or writing a letter. A second way is to reuse old paper when we can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when we write a rough draft of an essay, we can write it on the back of something else. Yet another way is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If we follow the three Rs-reduce, re-use, and recycle-we can help save the world's forests.</p>

Topic Sentence Explain Topic Sentence Example Concession	<p>Technology may be able to help students with some things but it has many limitations. I.T. cannot educate people as effectively as real human beings because computers cannot detect things such as context, emotions and how an individual learns. A prime example is language learning, in which teachers need to explain not only individual words but how these words work in different situations. However, there may come a time in the very distant future when computers are able to carry out these tasks.</p>
Topic sentence Expand / Explain Example Result	<p>One of the principle advantages of an increase in the use electronic devices in education is the autonomy it provides students. Students have the freedom to focus on whatever topic or subject they want and study it in depth through the internet. A prime example of this is the amount of online university courses available to students, covering a myriad of subjects, that up until recently were unavailable to most learners. This has resulted in more people studying third level degrees than ever before, at a pace and schedule that suits them.</p>

Topic sentence  
Expand / Explain  
Further expand / explain  
Example

The two most important factors that lead to someone being satisfied at work are being treated with respect by managers and being compensated fairly. If those more senior than you respect you as a person and the job you are doing then you feel like you are valued. A fair salary and benefits are also important considerations because if you feel you are being underpaid you will either resent your bosses or look for another job. These two factors came top of a recent job satisfaction survey conducted by Monster.com, that found that 72% of people were pleased with their current role if their superiors regularly told them they were appreciated.

## WRITING A CONCLUSION

A well-written conclusion restates your point of view. It may also:

- summarize the information in your essay;
- using the information provided in the essay, make a generalization;
- predict what might happen next;
- suggest actions, based on the information in the essay.

### *Examples:*

All in all, success involves much more than money. Learning skills and having a happy life are equally important parts of a successful life.

All in all, I would have to say that life is better for families when one parent stays home with the children. Both the parents and the children benefit.

In the future we will rely on the Internet for quick access to all of our news and information. This will bring us many benefits as long as we remain aware of the potential pitfalls.

While art and music classes cost time and money, they provide children with important experiences. Every school should devote at least some resources to this part of their curriculum.

## ***EXERCISES***

### ***Activity 1:***

**In the essay questions, the same or similar idea can sometimes be asked using different words. Identify which of the following basically ask the same question. (In each case the statement would be followed by a question asking for your opinion.)**

**Sometimes, you might be asked the same question from the opposing ends.**

a) Tertiary education is of greater benefit to the individual receiving it than to the society as a whole. It is therefore not desirable for governments to spend the

taxpayers' money on supporting students just so that they can earn more money in future.

**b)** Parents have a greater influence on their children's future success than schools do. Governments should therefore provide parent training courses rather than teacher training courses.

**c)** Free tertiary education is essential for every country since tertiary graduates are the only qualified and educated people that can help countries to progress in the modern world.

**d)** Education is the most important source of children's development. No matter what their background, if children have good school and teachers, they can progress. Governments should therefore put their major resources into school education.

**e)** Modern science and technology can solve environmental problems, such as pollution and global warming, if we apply enough resources to research.

**f)** People throughout the world are ignoring the dangers of environmental pollution and of global warming in the hope that science and technology can find solutions.

This is not true. We all need to take responsibility for the damage we are causing and must change our life-styles.

### **Activity 2:**

**Write an introduction to the following essay.**

Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

**Activity 3: Using the ideas provided, write two body paragraphs for the following essay.**

#### **Task:**

Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences. Discuss both sides of this argument and then give your own opinion.

#### **Introduction:**

There is an ever-increasing use of technology, such as tablets and laptops, in the classroom. It is often argued that this is a positive development, whilst others disagree and think it will lead to adverse ramifications. It is agreed that an increase in technology is beneficial to students and teachers. This essay will discuss both points of view before coming to a reasoned conclusion.

#### **Body paragraph 1:**

- access to more information
- the ability to research and learn about any subject
- a very worthwhile tool for education
- example: Wikipedia

### **Body paragraph 2:**

-no real human interaction

--valuable skills like discourse, debate and empathy.

-human interaction is still possible through the internet

--examples: Skype and Facebook

### **Activity 3:**

#### **Write an essay on the following topic.**

According to those in the travel business, the nature of the average 'holiday' is changing. Rather than seeking a relaxing break in a far-away place, people now want excitement on their holidays and are keen to participate in unusual and challenging activities.

Do you agree or disagree?

### **Writing questions for Task 2 essay.**

#### **Question-1.**

*What k* Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.

Discuss both views and give your opinion.

#### **Question-2.**

Education is not a luxury, but a basic human right and as such should be free for everyone irrespective of personal wealth.

Do you agree or disagree?

### **Lesson-6**

#### **Tourist Attractions**

#### **Task-1. Read and translate the text.**

A tourist attraction is a place of interest popular with tourists. Usually something becomes an attraction due to its historical or cultural value, or it can be something exceptionally beautiful or amusing. A tourist attraction can be either natural or human built. For example, one of the most popular tourist attractions in Europe are Eiffel Tower in Paris, Buckingham Palace in London and the Colosseum in Rome. Heritage is something valuable and inherited, of special cultural or natural significance. It can be a monument, a building, a whole city, a national park, or a forest inhabited with rare species. There are various organizations around the world that strive to preserve such places, for example UNESCO World Heritage Centre.



Natural heritage is often preserved in national parks, while cultural heritage is conserved via traditions and practices passed from generation to generation.

A package tour is a fixed price holiday that includes different elements and makes the whole journey easier for a traveler. Usually a 'package' contains airplane tickets, hotel, and a meal plan, but it can also include entertainment, cultural activities and sightseeing. Package tours are arranged and sold by companies called **tour operators**.

### **Bed & Breakfast**

This type of accommodation is offered by a hotel or a private family home, and it consists of a room for the night and breakfast the following morning.

### **All-inclusive resort**

All-inclusive means that accommodation, entertainment, three meals per day and beverages are included in the price of your stay.

### **Booking**

This is a reservation, usually for a room in a hotel, table in a restaurant, or seat on a train, airplane, etc. It is important to make your booking in advance during **peak season**.

### **Airport transfer**

An airport transfer is a pre-arranged pick up and drop off service to and from the airport, usually arranged by tour operator or a hotel for an additional cost.

### **Sightseeing**

Sightseeing means visiting interesting places that tourists usually go to. It can be a sightseeing tour of the city, covering the main tourist attractions.

**Accommodation** is a place where travelers can sleep and find other services. There are two types of accommodation:

**Serviced accommodation** – means that alongside an overnight stay other amenities are provided, such as meals, cleaning, spa, entertainment etc. A hotel is an example of serviced accommodation.

**Non-serviced accommodation** – also known as **self-catering**, means that travelers are responsible for preparing their own meals. This type of accommodation is usually cheaper and more popular among young people.

## **Task-2. Focus on the collocations and expand your vocabulary**

I recently spent a month on vacation – but instead of staying in a hotel, I looked for a **short-term rental** (*a place to live that can be rented for a short period of time*). I ended up sharing a **two-bedroom apartment** – that's an apartment with two bedrooms, a living room, and a kitchen – with some friends.

It was actually cheaper than renting a **studio apartment** (*an apartment with only one big room*) all by myself.

The apartment was on the top floor of a **five-story building** (*that's a building with five floors*) and it had a balcony **overlooking the ocean** (*that means you can see the ocean from the balcony*).

From the roof, we also **had a nice view of** the city skyline (*this is another expression used when you can see something from a certain place*).

The apartment had **recently been remodeled/renovated** – meaning it was fixed up and improved – and was **fully furnished**, so it already had furniture (beds, tables, etc.) and appliances (refrigerator, stove, etc.)

We loved the **spacious living room** (*the room was big*), but unfortunately **the bedrooms were rather cramped** (*small and uncomfortable*).

It was nice to spend a month there, but by the end of the trip I started to **feel homesick** – that's when you feel sad because you miss your life at home.

I'd really like to **have a place of my own** so that I'm not throwing away money on rent every month, but there's a real shortage of **affordable housing** (*houses/apartments that are reasonably priced*) in my city.

Even if I stay away from the **upscale neighborhoods** (*areas where rich people live*), I'd still have to **take out a mortgage** (*borrow money from the bank, in order to buy a house*) and it'll take me more than 30 years to **pay it off**.

But still, I'm gonna start saving up for a **down payment** (*an initial payment on a big purchase*). Someday, when I do **move into a new place**, I'll be sure to **throw a housewarming party** (*a party to celebrate living in a new house/apartment*).

My parents finished paying off their **borrow / budget / mortgage** after 25 years. This weekend I'm helping my cousin **change / move / turn** into his new place. We're going to need a more **short-term / spacious/widespread** apartment now that we're going to have a baby. We're **regenerating / rejuvenating / remodeling** the bathroom, so you'll have to use the one on the second floor.

## EXERCISES

### Exercise -1. Fill in the gaps with the correct words:

1. Her father paid the **affordable / down / studio** payment on her apartment.
2. I can't stand living with my parents; I need a place of my **independent / own / short-term**.
3. I hope the apartment is **decorated / furnished / upscale**, because I can't afford to buy appliances.
4. I was having so much fun during my semester abroad that I didn't feel **cramped / homesick / housewarm** at all.

5. It's a ten- **level / room / story** building with two elevators.  
6. My bedroom window **overlooks / oversees / overviews** the mountains.

## Exercise –2.

Match the expressions on the left with their meaning on the right.

### Vocabulary: Accommodation I

- |   |  |
|---|--|
| <input type="checkbox"/> budget accommodation     | <input type="checkbox"/> near the sea                |
| <input type="checkbox"/> superior rooms           | <input type="checkbox"/> a booking                   |
| <input type="checkbox"/> in the heart of the city | <input type="checkbox"/> bedroom includes a bathroom |
| <input type="checkbox"/> on the foreshore         | <input type="checkbox"/> in the centre of the city   |
| <input type="checkbox"/> reservation              | <input type="checkbox"/> on-line reservation         |
| <input type="checkbox"/> en-suite                 | <input type="checkbox"/> good quality accommodation  |
| <input type="checkbox"/> serviced                 | <input type="checkbox"/> cheap rooms                 |
| <input type="checkbox"/> internet booking         | <input type="checkbox"/> rooms are cleaned regularly |

## Exercise –3.

Re-write this passage in the simple past tense.

### Maria's holiday

Every year I go to Bali for my holidays. I stay in a small hotel near the beach. In the mornings I swim in the sea then I have breakfast by the swimming pool. I go shopping in the afternoons and in the evenings I eat at my favourite restaurant. I usually have pork and noodles.

Before I come back home I always buy a few souvenirs for my friends. That is why my baggage is always heavy.

Last year

Maria.....  
.....  
.....  
.....  
.....

**Exercise –4.**

**From the text find words which mean.**

- 1. luggage .....
- 2. next to .....
- 3. return .....
- 4. annually .....
- 5. mementos .....
- 6. go for a dip .....
- 7. café :.....

**Exercise –5.**

**Insert a word or phrase from the box into a sentence.**

**Vocabulary: Accommodation II**

Facilities, tour, serviced, guests, fill in, self-contained, customers, apartment, luxury.

- 1. All our apartments are ..... They have a fridge, a stove, cutlery and crockery. They are also ..... once a week.
- 2. Welcome to our five star ..... hotel.
- 3. Every morning our hotel bus takes guests on a guided ..... of the city.
- 4. Our hotel has good ....., including a swimming pool, gym and coffee shop.
- 5. In a shop, clients are called ..... In a hotel they are called .....
- 6. If you are staying in Deli for a long time it is cheaper to rent an ..... than to stay in a hotel.
- 7. Welcome to our hotel. Could you please ..... his registration form?

**TESTS**



Tony and Sheila's first home was a(an) \_\_1\_\_ house, one of a line of houses all connected. But several years later when they had a small child, they found it rather \_\_2\_\_ for three people. They wanted something more \_\_3\_\_ and so decided to move. They went to a(an) \_\_4\_\_ and looked at details of the houses he had to offer. They looked at a \_\_5\_\_ house (one of a pair attached to each other), liked it, and asked a \_\_6\_\_ to inspect it for them. He said that it was in good \_\_7\_\_, and they therefore decided to buy it. Luckily they sold their house quickly and soon a(an) \_\_8\_\_ firm was taking all their furniture and other possessions to their new home. But already, after a couple of years, they are hoping to move again. Tony's business is doing well and they want to get a(an) \_\_9\_\_ to design a modern, \_\_10\_\_ house for them, and a(an) \_\_11\_\_ to build it.

1. A) detached B) semi-detached  
C) cramped D) terraced
2. A) detached B) semi-detached  
C) cramped D) terraced
3. A) cramped B) detached C) spacious D) stuffy
4. A) builder B) estate-agent  
C) architect D) tenant
5. A) detached B) semi-detached  
C) cramped D) terraced
6. A) architect B) surveyor C) tenant D) builder
7. A) condition B) manner C) mood D) case
8. A) builder B) estate-agent  
C) architect D) removals
9. A) builder B) estate-agent  
C) architect D) landlord
10. A) detached B) apartment C) cramped D) villa
11. A) agent B) surveyor C) architect D) builder

## **Lesson-7.**

### **The Economy of Great Britain**

#### **Task-1. Read and translate the text.**

The United Kingdom of Great Britain and Northern Ireland is sometimes called the United Kingdom, the U.K., Great Britain or England. The country is located in the North West of Europe. It is surrounded by the Atlantic Ocean, the English Channel and the North Sea. The geographical position has made the U.K. a commercial and maritime power.

Nowadays Great Britain is one of the highly developed mixed private-and public enterprise economies. The state sector was reduced during the 1980s and 1990s owing to the policies of privatization or denationalization of publicly owned

corporations. There was also an improvement in standard of living. Unemployment and inflation rates were gradually reduced but remained high. The British government controls the production of coal, steel and ships; it also runs certain utilities, the railway and most civil aviation.

Britain lives by industry and trade. The country is one of the world's biggest importers of food and raw materials. In return Britain exports its manufactured goods such as china, automobiles and other vehicles, wooden goods, steel, electrical and mechanical machinery, tractors, instruments, chemical and petrochemical goods and petroleum. Invisible exports – shipping, insurance, aviation, tourism, etc. – earn nearly as much as commodity exports. The USA, Canada, Australia, India, New Zealand and the Federal Republic of Germany are among Britain's main trading partners.

Britain is a major financial and commercial centre of the capitalist world. With its many famous institutions such as the Bank of England, the Stock Exchange and Lloyd's, and its international markets for such commodities as rubber, metals and tea the City of London has always been and still remains the most important financial and commercial center in the world.

Britain has always been a manufacturing country. Manufacturing industries account for one-fifth of the GNP. Most of the companies in industry are small, though companies with 500 or more employees employ a larger percentage of the work force. Major manufactures include motor vehicles, aerospace equipment, electronic data processing and telecommunication equipment, metal goods, instruments, petrochemicals and other chemicals. High-technology industries are being intensively developed now.

Agriculture accounts for less than 2 percent of the GNP and employs about 2 percent of the work force. Farming is highly mechanized though farms are not very large, and is dominated by raising of sheep and cattle. Chief crops include barley, wheat, sugar beets, and potatoes. The United Kingdom is not self-sufficient and it imports a lot of food products.

The extracting industry accounts for approximately 6 percent of the GNP but employs less than 1 percent of the work force. Production from oil fields in the North Sea has allowed the United Kingdom to become self-sufficient in petroleum. The United Kingdom's coal industry, despite its steady decline since the early 1950s remains one of the largest and the most technologically advanced in Europe.

Just under half of the total population is in the labor force. The highest proportion of employees (more than two-thirds) are in the service sectors, financial services and distribution. Manufacturing, although it has declined, employs more than one-fifth of all workers. Smaller numbers are in construction, energy, agriculture, forestry and fishing.

Though Great Britain has lost its former position as the leading industrial nation of the world it still ranks among the top industrial countries in growth rates, productivity and competitiveness. The United Kingdom is the 5<sup>th</sup> in size of its GNP among capitalist countries of the world.

### **Task-2. Answer the questions on the text.**

1. What kind of country is Great Britain from the economic point of view?
2. What made Great Britain a commercial and maritime power?
3. What is the rank of the U.K. in the world in terms of the GNP?
4. What are the major industries in the U.K.?
5. What are the main economic problems in the U.K.?
6. Is Great Britain self-sufficient in petroleum?
7. In what sector of economy is the highest proportion of employees?

### **Exercises**

#### **Exercise I. Match English and Russian equivalents.**

1. commercial and maritime power
2. a high developed country
3. financial and commercial centre
4. productivity and competitiveness
5. mixed private-and state economy
  1. обрабатывающая промышленность
  2. стать самостоятельным, независимым экономически
  3. основные торговые партнеры
  4. финансовый и торговый центр
  5. производительность и конкурентоспособность
6. owing to the policy of privatization and denationalization
7. commodity exports
8. main trading partners
9. manufacturing industry
10. to become self-sufficient
11. technologically advanced
  6. смешанная экономика с государственной и частной собственностью
  7. высокоразвитая страна
  8. передовая на технологическом уровне
  9. экспорт товаров
  10. благодаря политике приватизации и денационализации
  11. торговая и морская держава

#### **Exercise II. Choose the right word or word combination:**

1. The economy of Great Britain is ...  
a) developing; b) highly developed.
2. British government controls ...  
a) import and export; b) production of coal, steel, ships, the railway and certain utilities.
3. Britain lives by ...  
a) industry and trade; b) agriculture.
4. Britain is a major ...  
a) producer of raw materials; b) financial and commercial centre of the capitalist world.
5. British manufacturing employs ...  
a) more than one-fifth of all workers; b) half of the total population.
6. The United Kingdom is the ... in size of its GNP.  
a) first; b) fifth.

**Exercise III. Agree or disagree with the following statements according to the text.**

1. The economy of Great Britain is among less developed countries in growth rates and competitiveness.
2. The United Kingdom has a developed mixed private-and public enterprise economy.
3. The state sector increased considerably during the 1980s and 1990s.
4. Small companies dominate in the economy of the U.K.
5. Agriculture accounts for more than 50% of the GNP.
6. The United Kingdom's coal industry remains the largest and most technologically advanced in Europe.

**Exercise IV. Answer the questions on the text.**

1. What kind of country is Great Britain from the economic point of view?
2. What made Great Britain a commercial and maritime power?
3. What is the rank of the U.K. in the world in terms of the GNP?
4. What are the major industries in the U.K.?
5. What are the main economic problems in the U.K.?
6. Is Great Britain self-sufficient in petroleum?
7. In what sector of economy is the highest proportion of employees?

**Lesson-8.**

***Service and Business.***

***Task-1 .Learn the topic words and definitions.***

**Topic vocabulary in contrast**

(see glossary for definitions)

employer / employee / staff	wage(s) / salary / pay	overtime / promotion / pension
job /work /career	commute/deliver	company / firm / business
earn / win / gain	retire/ resign	union / charity

raise / rise

fire / sack / make redundant

## Phrasal verbs

back out <b>decide not to do smth. you agreed to do</b>	set up <b>start (a business, organization, etc)</b>
bring out <b>produce and start to sell a new product</b>	<b>slow down</b> decrease speed
close down <b>stop operating (for companies)</b>	<b>speed up</b> increase speed
see through (to) <b>continue (or help to continue) to the end of smth. unpleasant or difficult</b>	<b>stand in for</b> do smb.'s job for them while they are not available
see to <b>deal with</b>	<b>see to</b> deal with
take on <b>start to employ; accept (work or responsibility)</b>	<b>set to</b> start doing smth. in a determined or enthusiastic way
take over <b>take control of (a business, etc)</b>	<b>set out</b> start working on sth in order to achieve an aim
<b>turn down</b> not accept (an offer, request, etc)	

## Phrases and collocations

<b>agreement</b>	come to/reach (an) agreement (on/about sth); in agreement (on/about/with) sth
<b>arrangement</b>	make an arrangement (with/for sb) (to do); have an arrangement (with sb) (to do)
<b>business</b>	do business (with sb); in business; go somewhere on business; business trip; small business; big business
<b>complaint</b>	have/make a complaint (about sth) (to sb); letter of complaint (to sb) (about sth)
<b>day</b>	have/take/get a day off; day job; day trip; day by day; the other/next day
<b>decision</b>	make/take a decision (to do sth); come to/reach/make a decision (about sth)
<b>duty</b>	do one's duty; a sense of duty; on/off duty; have a duty to sb/to do
<b>effort</b>	make an effort (to do); put effort into sth/doing
<b>experience</b>	have an experience; have/gain/get experience in/of sth/doing; experienced in/at sth/doing
<b>hold</b>	put/keep sb on hold; hold on (to sth); hold sth
<b>interest</b>	have/take/express an interest in sth/doing; in your interest to do; earn/get/pay interest
<b>interview</b>	have/go to/attend an interview; job interview
<b>job</b>	do a job; have a job (to do); apply for a job; take/get a job; in a job
<b>work</b>	do some work; have work to do; go to work; at work; work hard; out of work; place of work

## Word patterns

<b>absent</b> from sth	<b>good</b> for sb (to do sth); good at sth/doing; good to sb
<b>apply</b> for sth; apply in writing	<b>qualify</b> as/in sth
<b>attach</b> sth to sth; attached to sth	<b>responsible</b> for sth/doing

<b>begin</b> doing/to do/sth; begin by doing	<b>specialise</b> in sth/doing
<b>depend</b> on sth/sb	<b>train</b> to do
<b>experienced</b> in/at sth/doing	<b>work</b> as/at/in sth; work for sb

### Word formation

add added, addition, additional(ly)	help (un)helpful(ly), helpless(ly), helping, helper	profession(un)professional(ly)
apply (in)applicable, applied, applicant, application	industry industrial(ly), industrious(ly)	qualify (un)qualified, qualifying, qualification
commerce commercial(ly)	machine machinery	responsible irresponsible, (ir)responsibly, (ir)responsibility
dedicate dedicated, dedication	manage managing, management, manager	supervise supervision, supervisor
effect (in)effective(ly)	meet met, meeting	work working, (un)workable, worker, works
employ (un)employed, (un)employable, (un)employment, employer, employee		

**5. Cross out the incorrect word in each sentence and write the correct word on the line.**

### Task-2

- 1 Sadie's quite good in typing.....
- 2 Jimmy qualified at a doctor a couple of years ago.....
- 3 You need to be good at languages to work in an interpreter.....
- 4 It'll be good that Rudy to get some work experience this summer.....
- 5 You've got to be experienced from dealing with difficult authors if you want to be an editor.
- 6 We specialize for manufacturing tiles for the building industry.....
- 7 After qualifying as veterinary medicine, she decided to move to Yorkshire.....
- 8 I'd love to work as advertising.....
- 9 Joanne is training for become a trapeze artist at the moment!.....

### Exercises

**1. Circle the correct word.**

- 1 The **charity/union** I'm a member of is calling for a nationwide strike next week.
- 2 It's **company / firm / business** policy not to allow the use of phones for personal calls during working hours.

- 3 The recent **raise/rise** in the cost of petrol has affected loads of small businesses round here.
- 4 In some professions, you have to **retire/resign** when you're 60 or 65 years old.
- 5 My grandfather gets a **pension/promotion** from the company he used to work for.
- 6 Not only did we all have to work **overtime/promotion** this weekend, but we didn't get paid for it!
- 7 Have you had any news about that **work /job/career** you applied for yet?
- 8 The starting **salary/wage** is €20 00C per year.
- 9 You'll get a weekly **pay/wage** of about €300 before deductions.
- 10 She became a full-time member of **employees/staff/employers** last year.

## 2. Complete using the correct form of the phrasal verbs in the box.

commute • deliver • earn • gain • make • sack • win

- 1 No sooner had Denzel.....the lottery than he decided to quit his job.
- 2 How long does it take you to .....to work every day?
- 3 How much does a state school teacher.....each year?
- 4 Over a hundred workers were.....redundant when the factory closed.
- 5 Our next- door neighbour was.....for stealing company property.
- 6 Does your local supermarket.....?
- 7 Rarely have I .....so much valuable experience in such a short space of time.

## 3. Write one word in each gap.

### It just takes hard work and commitment

Entrepreneur Jarie Dickson describes how she got started

I was working as an IT Manager for a small publishing company (in fact, I was standing (1)..... for the actual manager while she was away on maternity leave) when the company was taken (2)..... by a large multinational media organization. It was in the depths of the recession, and initially our new owners promised to see our small company (3).....the hard times. Things got worse, though, and they finally backed (4) ..... of their agreement. Our company closed (5) ..... We were all made redundant- it was horrible!

I wasn't sure what I wanted to do next. I (6).....down several offers of work as I didn't want to rush into anything. Then, one day, I woke up and thought 'I'm going to set (7) ..... my own business! At first it was tough. I had to (8) ..... to everything myself - I was the only employee! - but I set (9) ..... it with dedication and refused to give up, whatever happened. Over the last five years, as the company's grown, I've taken (10) ..... more and more staff. Dickson's now employs over five hundred people! I set (11) ..... to be successful, and I've managed it. I feel very lucky, although, to be honest, luck has nothing to do with it. It just takes hard work and commitment. I don't feel satisfied yet, though. We're bringing (12) .....new products all the time, and I want to continue doing that. I also want to speed (13) ..... our production process to make it more efficient. I'm not planning to slow (14)..... any time soon!

## 4. Write one word in each gap.

- 1 Maybe you should write a letter..... complaint to the manager.
- 2 When was the last time you had a ..... off?
- 3 Hardly had the police officer come..... duty when he had to respond to an emergency.
- 4 My dad's.....work at the moment, I'm afraid. Can you call back later?
- 5 I am available to ..... an interview at your convenience.
- 6 He's been..... this job for over thirty years.
- 7 Our company..... a lot of business with Altech Industries.
- 8 Sol's made an arrangement..... the wholesalers to deliver more frequently in future.
- 9 June's got several years' experience..... dealing with young children.

### 5. Cross out the incorrect word in each sentence and write the correct

- 1 Sadie's quite good in typing.....
- 2 Jimmy qualified at a doctor a couple of years ago.....
- 3 You need to be good at languages to work in an interpreter.....
- 4 It'll be good that Rudy to get some work experience this summer.....
- 5 You've got to be experienced from dealing with difficult authors if you want to be an editor.
- 6 We specialize for manufacturing tiles for the building industry.....
- 7 After qualifying as veterinary medicine, she decided to move to Yorkshire.....
- 8 I'd love to work as advertising.....
- 9 Joanne is training for become a trapeze artist at the moment!.....

## TESTS

The health of a big, developed country's \_\_1\_\_ depends largely on its industry. Factories have to keep busy. They must \_\_2\_\_ and sell their \_\_3\_\_ in large quantities. \_\_4\_\_ must make and sell ships; car \_\_5\_\_ must make and sell cars. A period of industrial success, when everything goes well and large profits are made, is called a(an) \_\_6\_\_. On the other hand a period when there is not much industrial activity is called a \_\_7\_\_. To maintain a high level of production is not simple. For example Japan, a very successful industrialized country, has very few natural \_\_8\_\_ such as oil or coal, and has to \_\_9\_\_ them from other countries in order to keep its industries going, and thus to supply needs at home and also to \_\_10\_\_ its goods to its overseas friends.

1. A) imports B) productions C) economy D) exports
2. A) import B) produce C) create D) export
3. A) shipyards B) plants C) discoveries D) products
4. A) shipyards B) ports  
C) factories D) manufacturers
5. A) yards B) plants C) centers D) resources
6. A) slump B) increase C) boom D) import
7. A) export B) slump C) boom D) decrease
8. A) markets B) products C) imports D) resources



9. A) import B) produce C) borrow D) export

10. A) import B) produce C) lend D) export

## Lesson-9.

### Buying and selling

#### Task-1 .Learn the topic words and definitions.

##### Topic vocabulary in contrast

(see glossary for definitions)

economic / economical	discount/offer	till / checkout
receipt/bill	price / cost	products/goods
make / brand	change/cash	refund / exchange
bargain / sale	wealth / fortune	fake / plastic

##### Phrasal verbs

**bank on** depend on sth happening

**give away** give free of charge; reveal sth you are trying to hide

**come across** find sth or meet sb by chance

**live on** use as a source of money

**come by** get sth, especially sth that is hard to get

**look round** examine (a place)

**come into** inherit

**make out** write all the necessary information on a cheque, etc

**do without** live without (sth you can't afford)

**make up for** provide sth good, so that sth bad seems less important

**get by** manage to survive (financially)

**put by** save an amount of money for the future

**get through** use all of; finish

**save up (for)** save money little by little (for a specific purpose)

##### Phrases and collocations

<b>amount</b>	an amount of sth; in large/small/etc amounts; amount to
<b>charge</b>	charge sb (an amount of money); pay a charge; take charge (of sth/doing); in charge (of sth/doing)
<b>debt</b>	in debt (to sb); get in/into debt; clear a debt; owe sb a debt of gratitude
<b>demand</b>	in demand; on demand; a demand for sth
<b>enough</b>	have enough (of sth); have enough sth (to do); enough is enough

<b>expense</b>	at sb's/your own expense; go to the expense of; business expense; expense account
<b>fortune</b>	make/earn/win/spend a fortune; cost (you) a fortune; make your fortune
<b>increase</b>	an increase in sth (of a certain amount); a wage/price increase
<b>least</b>	at least; at the very least; last but not least; to say the least
<b>money</b>	make/earn/win/save/have money; spend money (on sth/doing); short of money; do sth for the money
<b>notice</b>	notice sb doing/do; take notice of sth; at short notice; give sb notice of
<b>profit</b>	make a profit (from sth)
<b>save</b>	save money/time; save sth for later
<b>shopping</b>	do the shopping; go shopping; shopping centre; window shopping

**afford** to do

**Word patterns**

**forget** to do; forget doing; forget about sth/doing; forget if/whether

**argue** with sb; argue about sth/doing; argue that

**lend** sth to sb; lend sb sth

**beg** sb (for sth); beg sb to do

**pay** sb (for sth/doing); pay sth (to sb)

**belong** to sb/sth

**profit** from sth/doing

**borrow** sth (from sb)

**save** sb from sth/doing; save sth (for sth/sb)

**charge** sb (for sth/doing)

**spend** sth (on sth/sb/doing)

**demand** sth (from sb); demand that

**Word formation**

**accept** acceptance, accepting, (un)acceptable, (un)acceptably

**expense** (in)expensive(ly), expenses

**poor** poorly, poverty

**assist** assistance, assistant

**finance** financial(ly), finances

**real** unreal, really, realise, realisation, reality, realistic(ally)

**day** daily, everyday

**invest** investment, investor

**value** (in)valuable, (in)valuably, valueless, valuation

**economy** economic, (un)economical(ly), economics, economist

**luxury** luxuries, luxurious(ly)

**wealth** wealthy

**end** endless(ly), ending, unending

**pay** paid, payment, payable

**Task-2 A Circle the correct word.**

- 1 My grandfather made a **wealth / fortune** by investing at the right time.
- 2 I think you'll find that the Microcar is really very **economic / economical** to drive.
- 3 I'm afraid we can only accept the return of the item if you still have the **receipt / bill**.
- 4 If you show this coupon at the **checkout / discount**, you'll receive a free gift.
- 5 I'm not keen on Justin Timberlake so I'll try to **refund / exchange** this **CD** for one by Blue.
- 6 The assistant called the manager when the note I gave her turned out to be **plastic / fake**.
- 7 This unbeatable special **offer / bill** is only available until the end of the week, so hurry!
- 8 Excuse me, but I don't suppose you have **make / change** for a fifty, can you?
- 9 I went back to the shop a week later, and the **price / cash** had gone up by 50%!

### *Exercises*

#### 2. Complete using the correct form of the phrasal verbs in the box.

look round • come by • make out • put by • get through • bank on • giveaway

- 1 Of course I'll pay you back next week. You can .....it.
- 2 Would you please.....the cheque to Mr. P. Edwards?
- 3 I try to .....a little money each year to spend on a nice holiday.
- 4 We.....a lot of butter in our family every week.
- 5 Do you fancy coming into town on Saturday to .....the shops?
- 6 The robber couldn't explain how h e .....such a large amount of money when the police caught him.

#### 3. Write one word in each gap.

##### A lucky find

When I was young, we always had to do (1)..... a lot of things that other kids had. We lived(2)..... my dad's wage, which wasn't much, but we managed to get (3).....If we needed anything, we would (4)..... up for it, but there was never very much for luxuries. Then, one day, I was helping my mum clean out my great-aunt's attic after she died when we came (5) ..... my great-aunt's will! In it, she had left all her money to my mum, and my great-aunt had been very rich! We had suddenly come (6) ..... a fortune! Life changed after that, I can tell you. We bought a new house and a new car and went on a great holiday to (7) .....up for all the times we hadn't been able to afford it. They say money isn't everything, but having money is a lot more fun than not having it!

#### 4. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence.

- 1 I suggest not spending all your money now so that you'll have some later, **for** What about.....later?
- 2 Did your mum gain any money when she sold her business? **profit** Did you mum .....when she sold her business?

- 3 Not many people want this type of bank account, **demand**  
There is .....this type of bank account.
- 4 I didn't want to owe Sue money, so I didn't borrow any. **debt**  
I didn't want .....Sue, so I didn't borrow any money.
- 5 You must have paid a lot of money for such a nice engagement ring, Jim! **fortune**  
A nice engagement ring like that must .....Jim!
- 6 Inflation has gone up by 3% this year, **increase**  
There has been an .....3% this year.
- 7 You won't have any money if you keep buying CDs. **it**  
You won't have any money if you keep .....CDs.
- 8 Don't spend money on hiring a limousine at the airport, **expense**  
Don't go .....hiring a limousine at the airport.
- 9 I had to pay £50 for breaking the vase in the shop! **charged**  
They.....£50 for breaking the vase in the shop!

## Lesson-10.

### Travel. Working on language skills.

#### **Task-1. Read and translate the following text.**

Travel and tourism provide services of all types for both inbound and outbound travellers, and have become one of the world's fastest growing industries. International travel and tourism are the world's largest export earner and an important factor in the balance of payments of most nations. The market is increasingly diverse, covering not only traditional sunshine tourism and business trips but also many new types of travel that have developed in recent years. Tourism has become one of the world's most important sources of employment. It covers a wide range of jobs, including all branches of the travel industry, hospitality in hotels and restaurants, entertainment and recreation, as well as the tourist attractions in a particular region. Areas of work include Tour Operators, Travel Agencies, Tourist Boards and Tourist Information Centres, Transport Companies, Tour Guides, Tourist Attractions.

#### **Task-2. How would you define the following types of tourism? Fill the gaps with one of these words.**

adventure

- cultural
- ecotourism
- health
- heritage
- language
- rural
- sport

## Example:

### Doctor Capello attended an international gynaecology conference in Helsinki. [congress] tourism

1. Jeff and his wife spent a week at a farmhouse in France and rode bicycles round the countryside. tourism

2. We're interested in history and art so for our last holiday we went to Vilnius. tourism

3. More and more young people spend a month in Canada to practise their English. tourism

4. Jack and Jill went skiing in Austria last winter. tourism

5. Last summer we went rafting and rock-climbing in Arizona. tourism

6. Robert has rheumatism and he needs to lose some weight, so he's going to a spa for a month. Tourism

7. I thought the Railway Museum and Mining Museum were fascinating. Tourism

8. Elena and her husband went on a trip to the Danube Delta to look at the flora and fauna.

### Task – 3. Focus on the collocations.

Last week I had the worst **business trip** I've ever taken. Normally a **travel agency** takes care of **booking my flight** (*buying a plane ticket*) and **making my hotel reservation**, but this time I decided make the **travel arrangements** myself. Big mistake!

First of all, **the plane was overbooked** (*there were more passengers than seats available*) so **I was bumped to a later flight**. When they gave me my new **boarding pass** (*the ticket that allows you to enter the airplane*), they didn't ask me if I'd prefer a **window seat** or an **aisle seat** (*a seat next to the corridor*) – and I was stuck in the middle. To top it off, it was a very **bumpy flight** (*a flight with a lot of turbulence*).

I then missed my **connecting flight** and had a **ten-hour layover** (*I had to wait ten hours for my next flight*) in Chicago. Unfortunately, my **checked luggage** (*the bags in the airplane's cargo compartment*) had already gone through to my final destination, so all I had was my **carry-on bag** (*the bag you take with you on the plane*). I **checked into a hotel** near the airport just so I could take a nap.

When I finally arrived in Los Angeles, it turns out that I had made a mistake with my hotel reservation, and instead of booking a room at a **five-star hotel**, I had booked three nights at a **seedy hotel** (*a hotel that is not very safe or comfortable*) in **the red-light district** (*an area of the city where there are many sex shops, strip clubs, etc.*)! So I was stuck sleeping on an uncomfortable mattress in a **dingy room** (*a dirty and dark room*) while my colleagues enjoyed the **luxury hotel**.

The trip home was uneventful, but when I arrived I discovered that the airline had **lost my luggage**. All in all it was a miserable experience.

**Task – 4. Circle the best word to complete each sentence:**

1. Are you **adding** / **bumping** / **checking** any bags today?
2. Hello, I need to change the dates of my hotel **district** / **layover** / **reservation**.
3. I always try to get a window **chair** / **seat** / **spot** on long flights.
4. I won't be in the office next week - I'll be on a business **flight** / **travel** / **trip**.
5. On their honeymoon, Will and Cassie spent a week at a **five-star** / **ten-point** / **gold-star** hotel.
6. Sorry, sir, but your **bring-in** / **carry-on** / **take-up** bag is too heavy.
7. The gate number is printed on your **boarding** / **checking** / **entering** pass.
8. The **checkout** / **layover** / **stop-off** was only 30 minutes – I had to run to catch my **attaching** / **connecting** / **linking** flight!
9. The rooms of the hotel were nice, but the fitness center was rather **dingy** / **red-light** / **one-star**.
10. The travel **agency** / **organization** / **department** is offering a great deal on a 5-day package in Miami.
11. We felt sick on the plane because the flight was really **bumpy** / **seedy** / **messy**.
12. You should **book** / **make** / **set** your flight now, before prices g

**Lesson-11.**

**SERVICE INSIGHTS**

**TASK-1. READ AND TRANSLATE THE TEXT**

The lobby is deserted. It's not hard to overhear the conversation between the front-desk receptionist at the Marriott Long Wharf Hotel in Boston and the late-arriving guest. "Yes, Dr. Jones, we've been expecting you. I know you are scheduled to be here for three nights. I'm sorry to tell you, sir, but we are booked solid tonight. A large number of guests we assumed were checking out did not. Where is your meeting tomorrow, sir?" The doctor tells the receptionist where it is. "That's near the Omni Parker House! That's not very far from here. Let me call them and get you a room for the evening. I'll be right back." A few minutes later, the receptionist returns with the good news. "They're holding a room for you at the Omni Parker House, sir. And, of course, we'll pick up the tab. I'll forward any phone calls that come here for you. Here's a letter that will explain the situation and expedite your check-in, along with my business card so you can call me directly here at the front desk if you have any problems." The doctor's mood is moving from exasperation toward calm. However, the receptionist is not finished with the encounter. He reaches into the cash drawer. "Here is a \$50 bill. That should more than cover your cab fare from here to the Parker House and back again in the morning. We don't have a problem tomorrow night, just tonight. And here's a coupon that will get you complimentary continental breakfast on our concierge level

on the fifth floor tomorrow morning . . . and again, I am so sorry this happened.” As the doctor walks away, the hotel’s night manager turns to the receptionist, “Give him about 15 minutes and then call to make sure everything went okay.” A week later, when it is still a peak period for hotels in that city, the same guest who had overheard the exchange is in a taxi, en route to the same hotel. Along the way, he tells his companion about the great service recovery episode he had witnessed the week before. The two travelers arrive at the hotel and make their way to the front desk, ready to check in. They are greeted with unexpected news: “I am so sorry gentlemen. I know you were scheduled here for two nights. But we are booked solid tonight. Where is your meeting scheduled tomorrow?” The would-be guests exchange a rueful glance as they give the receptionist their future plans. “That’s near the Meridien. Let me call over there and see if I can get you a room. It won’t but take a minute.” As the receptionist walks away, the tale teller says, “I’ll bet he comes back with a letter and a business card.” Sure enough, the receptionist returns to deliver the solution; it’s not a robotic script, but all the elements from the previous week’s show are on display. What the tale teller thought was pure initiative from the front-desk receptionist the previous week turns out to be a predetermined response to a specific category of service problem.

### **TASK-2. Think and answer the questions .**

1. Think about the last time you experienced a less-than satisfactory service experience. Did you complain?

Why? If you did not complain, explain why not.

2. When was the last time you were truly satisfied with an organization’s response to your complaint?

Describe in detail what happened and what made you satisfied.

3. What would be an appropriate service recovery policy for a wrongly bounced check for (a) your local savings bank, (b) a major national bank, and (c) a private bank for high net-worth individuals? Please explain your rationale and also compute the economic costs of the alternative service recovery policies.

4. Design an effective service guarantee for a service with high perceived risk. Explain (a) why and how your guarantee would reduce perceived risk of potential customers and (b) why current customers would appreciate being offered this guarantee although they are already a customer of that firm and therefore are likely to perceive lower levels of risk.

## **Lesson-12.**

### **How to improve reading.**

#### **Read and discuss the text**

Knowing your reading level will help you find good reading materials and keep track of your progress. There are a few different ways to determine your reading



level. With the [Oxford Bookworms](#) tests, you can find your level by filling in missing words in stories. The website [A2Z Home's Cool](#) shows some other good ways to figure out your reading level, using lists of words. These are meant for parents teaching their children, but can be helpful for anyone trying to improve their reading. Even if you don't know exactly what your level is, the ideal (perfect) reading level is one that is comfortable but also a little challenging.

**Determine the reading level of books before you choose them** Some books (especially children's books) include information on reading level.

If you want to find out the reading level of a book or article, you can put a page or more of it [into this tool](#), and it will tell you everything you need to know about its level.

**Choose the kind of reading you want to do** Will you be reading books for kids or adults? Fiction or non-fiction? Are you studying English so you can get a job or make friends? All these questions are important in choosing the kind of material to read. Find writing that's interesting or relevant to you.

If you're not sure where to start, you can check out [this post](#) on easy English books.

If you're interested in reading some English classics, you can find a [list of free ones here](#).

If you love movies, why not read a book that [inspired a movie adaptation](#)?

Or maybe you [prefer magazines](#). [Magazine Line](#) is a great site for finding magazines that match your interests, whether those include news, sports, fashion, music or something completely different. It's an especially good place to buy magazine subscriptions because they give you discounted rates (lower prices). If you're a college student, you may be able to get an even lower rate on some magazines. (Check the "Student and Educator Rates" section to find out how.) Still can't figure out what to read?

Browse through any summer book list, like [these ones](#) from the New York Public Library.

You can also browse websites like [Goodreads](#) or [Amazon](#) for lists of books created by members. Here's [a great one](#) if you like mysteries, and [another one](#) if you want more variety.

**Visit your local library...or don't** You can get English books and other reading materials from your local library. If the selection there is not that great, try your library's digital lending section.

You can also get discounted books from websites like [Amazon](#) or [Half.com](#).

If you prefer digital books, [Project Gutenberg](#) and Amazon are good places to start.

**Find a good time to read** Pick a time and place where you can read without interruption. Choose someplace quiet and well-lit, where you can sit comfortably for a while.

**Have a notebook nearby** Have a notebook and pen or pencil close to you. This way, you can jot down new words as you read, or write notes if you like.

Now you're ready to start reading...right?



But wait just a moment. Before you dive into your reading, there's one last thing you should do!

**How to Skim.** Think about when you watch a movie. Before you go to the theater and spend money to see it, you probably want to know more about it. If none of your friends have seen it, you might watch the movie's trailer. The trailer tells you a little about what you're going to watch. This way, you have an idea of what the movie is about before you watch it.

Skimming works the same way.

To **skim** means to glance over the text without fully reading it to get a general idea of what it's about. Skimming will become easier the more you do it. Here are some tips for skimming your text:

- Read the title and first paragraph.
- Read all the headings and subheadings (the big words at the tops of some sections).
- Read the first sentences of a couple of paragraphs.
- Watch out for words in **bold**, *italics*, charts, pictures and lists (like this one!).
- Let your eyes wander over the page and stop on any words you don't know.
- Try to understand what the main idea of the text is. See if you can answer **the five Ws: who, what, where, when, why**.
- Don't spend too much time on skimming—five minutes at the most!

**Try skimming this article.** What can you learn about the content? You might conclude that the next section has some specific tips for increasing your reading skills. And you would be right! Moving on...

**How to Read.** So you have your perfect book. You're sitting in a comfortable place and you have plenty of time. Next to you is your handy notebook. Now we read!

Here are some tips to help you keep improving as you read.

**To improve your reading skills, read a lot.** As they say, practice makes perfect! The more you read, the better you'll get.

### **Take your time**

There's no need to rush. It doesn't matter if you read one page or one hundred. What matters is that you understand what you read. Pause if you're tired. Re-read if you're confused.

### **Read along with an audiobook if you can**

If the book you're reading has an [audiobook version](#), read along with the narrator. This may force you to read at a slightly faster speed than is comfortable, which can help [improve your fluency](#).

If you like reading along with audio, you may also want to try learning with [FluentU](#). FluentU takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons. You can use interactive subtitles, flashcards and vocabulary lists to improve your reading level and learn English better than ever!

### **Read phrases, not words**

Have you ever gotten stuck reading one sentence over and over...and still not understanding it? Try backing away from the sentence. Try not to see it as being

made out of words. Instead of reading the words one by one, read entire phrases. Don't try to understand the meaning of each word. Just try to understand what they mean together. (If you're getting stuck on words you don't know often, that might be a sign you should move to a slightly easier book.)

### **Learn sight words**

To learn to read entire sentences instead of individual words, work on learning sight words. **Sight words** are common words that appear often in texts. You can find a list of some sight words [on this website](#). Sight words are words that our eyes glide over as we read because we already know them.

Take a look at this sentence, for example:

“The cerulean cat is in a tree.”

You should only have to pause at the word “cerulean.” By the way, cerulean is a shade of blue.

What a strange cat...

### **Use context clues**

Using context clues means trying to understand a new word by looking at what's around it. If you're stuck on a word you don't know, try looking at the whole sentence for a hint about what it means.

In the cat sentence above, for example, you might not know what “cerulean” means. But you can at least figure out that whatever it is, it's describing the cat. That might be all you need to know!

Don't stop to look up every new word. It's harder to focus on your reading if you keep interrupting it. You can write down the word and look it up later. Only look up a word if you can't understand what you're reading without it.

### **Use your imagination**

When you're reading in English, it might be difficult not to translate into your native language in your head. Don't do this! Instead, try to picture what you're reading.

### **Read for meaning, and test your understanding**

After you finish reading, give yourself a few minutes to think about what you just read. How much did you understand? Try to summarize what you read. You can write it, say it out loud or just think about it. If you can't do this, you might have been too focused on the words instead of the meaning. Next time you read, try to focus less on each word you read, and more on what the text is trying to say.

Use these tips when you read, and you will find yourself getting better and better!

### **How to Work on Your Reading Speed**

When you're learning a language, it's better to focus on understanding what you read instead of reading quickly. Of course, you may have reasons for wanting to speed up your reading: Maybe you need to read a lot of text for school. Maybe you're trying to improve your fluency.

Whatever your reason, if you really want to improve your speed, try these tips:

- **Time yourself.** How many words per minute can you read? Time how long it takes you to read a couple of pages from a text at your reading level. Here's an easy

way to figure out about how many words are on a page: Count the number of words in one full line and multiply it by the number of lines on the page.

- **Use the same kind of text each time.** It might take you longer to read a non-fiction article than to read a few pages from a thriller book. If you want to keep track of your improvement, use the same kind of reading material each time you work on your reading speed.

- **Set a realistic goal.** Your goal right now might be to read “faster,” but how fast do you want to read? Speed is not just about how fast you can read the words on the paper. It’s about how fast you can read them and still understand them. If you read this entire article in a minute, but can’t remember any of what it said, then you are pushing yourself too hard. Aim for the middle—a faster speed where you can still understand most of what you read.

- **Use your pen or finger to guide your reading.** You might think only slow readers use their fingers, but using a finger or pen to guide you is a great way to increase speed. Have your eyes follow the pen at a comfortable speed. Then slowly increase how fast you move the pen. This will help focus your eyes on the area you’re reading, and will push you to speed up little by little.

- **Don’t read every word.** When we read, our eyes take in a few words at a time. Let your eyes take in more words, and don’t focus on every single word. Instead, try to read in chunks.

- **Don’t sub-vocalize.** Sub-vocalization is that voice you hear in your head when you’re reading. That voice is actually much slower than your fastest reading speed—he’s slowing you down! Don’t read in your head. It sounds easy, but it might be the hardest of all these tips! The voice is not that simple to silence, but if you keep trying, you’ll learn to do it.

## **EXERCISE**

**You are going to read an article about a sporting event. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **A hop, skip and a jump away**

I want you warming up. Do some bounding on the grass while you wait to sign in.’ It was Paula, our coach. I wasn’t too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What’s more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and tried to imagine **it**; the perfect jump. I’d only recently taken up this event and wished I’d had more practice. It’s so much more than a hop, skip and a jump. It’s a take-off. The announcer’s voice boomed, All triple-jump

girls please sign in now.’ About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn’t make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analyzing their form, you could see those who didn’t have enough momentum from the board.

Finally my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. ‘Twenty eight feet, five-and-a-half inches,’ called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. ‘I want you to try something. All right? Where’s a relaxing place for you?’ ‘In the water, I guess Swimming.’ It was the first thing that came to mind and I didn’t realize how silly it must sound.

‘Perfect’, she responded. Right before you jump, I want you to imagine you’re in the water, just floating, OK?’ I agreed, smiling to show my appreciation. I paced until my name was called again.

Pirog, you re up! I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn’t quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

Twenty-nine feet, ten inches. I couldn’t stop myself from screaming and jumping into the air. My team-mates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my success couldn’t be put down to sheer luck. My face ached from smiling but I knew I wouldn’t stop. I found Paula and land to hug her. That was all thanks to you. She smiled in return: ‘Thank the water.’

**Q1. From the first paragraph we understand that Audrey**

- A. was already feeling very tired.
- B. needed to beat the other jumpers.
- C. had a specific aim in mind that day.

D. felt guilty about ignoring her coach.

**Q2. The word 'it' in line 8 refers to**

- A. background noise at the event.
- B. the place where this event is held.
- C. the amount of practice needed for the event.
- D. a technically good performance in the event.

**Q3. In the third paragraph, Audrey reveals that**

- A. she once suffered a leg injury.
- B. she had already won another event that day.
- C. she felt confident in her ability to achieve her goal.
- D. she was impressed by the performance of the other jumpers.

**Q4. When she was talking to Paula, Audrey felt**

- A. embarrassed by a question her coach asked her.
- B. amused by a suggestion her coach made.
- C. sad that she'd let her coach down.
- D. grateful for her coach's support.

**Q5. During her second jump, Audrey**

- A. was still feeling very tense.
- B. felt unhappy with one aspect of her jump.
- C. was rather self-critical of her performance.
- D. felt that everything was going better than last time.

**Q6. When she heard the length of her second jump, Audrey**

- A. realised that she had actually been very lucky.
- B. acknowledged the contribution of her coach.
- C. was surprised by her team-mates reaction.
- D. was lost for words for a few moments.

## **Lesson-13.**

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### **RESTAURANT SERVICES**

#### **Task-1. Read and translate the text.**

##### *Insights from an Expert*

For a restaurateur, time and dare are the most essential commodities. However, in the restaurant world mismanaged time and date frustrates ownership personally and professionally, as well as staff, and guests. Technology used properly offers a solution. Smart phones, tablets, electronic inventory and point of sales systems streamline staff administration and provide pertinent real0time information by efficiently using time and resources.

With the current available technology, a restaurateur's day is laid out before even entering the building. By simply checking a smart phone, a manager or owner can access previous day's numbers, notes, inventory, projected sales, and staff schedules. In this manner, one device save hours of miraculous data analysis and allows the manager to spend time resolving more immediate issues.

In addition to mobile devices, intuitive inventory programs have the ability to automate several time consuming tasks in one place. An inventory program allows the manager to calculate theoretical costs and costs of sales in order to analyze the profit margin; the system in then able to create accurate grocery and liquor orders that can be electronically sent to vendors. This guarantees that proper amounts are ordered and waste is eliminated. Additionally, managers can use a hand held computer or tablet with a scanner to take an electronic inventory to compare theoretical with actual costs provided by the system. With the information, one can determine exactly which items help with the margin and simultaneously conduct menu analysis. By using this tool the manager will see a reduction in food and beverage costs and an increase in time to work with guests and staff.

Historically, gut feelings or hours of date examination have determined decisions to help prepare for a shift. With new real-time, up to the minute point of sale (POS) systems, managers have access to information from one or more restaurants available to them on a smart device in their pocket; information such as when employees` shifts begin and end, current sales and labor costs, and how the restaurant compares week to week or even year to year. They can see which employees up wait at the front desk and if the front of house quotes the wait time accurately. Such efficiency ensures that everyone works together to give the guest the best experience possible.

## **Task-2. Read and learn the topic vocabulary.**

### *Phrasal verbs*

drop in (on) visit unexpectedly

put off make sb not want to do or not like sth

get on for be almost a particular time, number, age, etc  
run into meet by chance

go off be no longer fresh

run out of not have any left

go on continue happening or doing sth; do sth after doing sth else

take to begin to like; begin to do sth regularly

go/come round go/come to sb's house to visit them

try out experiment with

keep on continue doing sth

turn out develop in a particular way or have a particular result

leave out not include

turn up appear unexpectedly or without  
making a firm arrangement

### Phrases and collocations

<b>cook</b>	<b>a good/great/etc cook; cook a meal/chicken/etc; do the cooking</b>
<b>drink</b>	make (sb) a drink; have a drink (of sth); drink sth; drink to sb; drink to sb's health; drink a toast to sb
<b>feed</b>	an animal/etc; feed on sth
<b>fill</b>	fill sth (up); filled with sth; full of sth
<b>food</b>	make/prepare/cook/serve food; fast/junk food; pet food; health food
<b>meal</b>	make/cook/have a meal; go out for a meal
<b>note</b>	make/take/keep (a) note of sth; note sth (down)
<b>occasion</b>	on this/that occasion; on occasion; on the occasion of sth; special occasion
<b>recipe</b>	follow a recipe; recipe book; recipe for disaster
<b>table</b>	
<b>wash</b>	lay/set/clear the table; book/reserve a table

### Phrases and collocations

associate sth/sb with sth/sb	regard sb as (being) sth
careful with/about/of sth	remember to do; remember sth/sb/doing; remember that
choose between; choose to do	suggest sth/doing (to sb); suggest that
compliment sb on sth	tend to do
full of sth	wait for sth/sb; wait (for sth) to do; wait and see
lack sth; lack of sth; lacking in sth	willing to do
offer sb sth; offer sth (to sb); offer to do	

### Phrases and collocations

anxious anxiously, anxiety	grow growth, grown-up, growing, grown, home-grown, grower	safe unsafe, (un)safely, save, safety, saviour, saver
appreciate (un)appreciative(ly), appreciation	mix mixed, mixture, mixer	surprise (un)surprising(ly), surprised
contain container, content(s)	origin (un)original(ly), originate, originator	sweet sweetly, sweetener, sweetness

create creative(ly), creation,  
creativity, creator

prepare preparation,  
preparatory,  
(un)prepared

thorough thoroughly,  
thoroughness

disgust disgusting, disgusted

## EXERCISES

### RESTAURANT SERVICES

#### TASK-1. Insert the correct word(s) into the sentences.

1. Staff to customer: Welcome to our restaurant. The ..... will take your .....shortly.

2. Customer to staff: Should we ..... the waiter?

Staff: No, that is not necessary. We don't give .....in Timor.

3. At lunchtime the restaurant serves a .....meal, so it is very quick. But in the evening it is..... .

4. Waiter: I hope you enjoyed your main course sir. Would you like to see the .....menu?

5. Receptionist to customer: Will you be .....this evening sir? We have a lovely restaurant and a European chef.

Customer: No thank you. We are .....tonight at a restaurant near the beach.

6. Waiter: Welcome to our restaurant. Would you like to see the .....before you order?

7. Customer: I think it is time to go, could we please have the ..... .

8. Waiter: Would you like something to drink sir?

Yes, could I please see the .....

9. Receptionist: If you would like to order something from your room, please call .....

#### TASK-2. Speaking practice

Work with a colleague. One of you is the customer and the other works in Chin Mai restaurant.

1. Telephone the restaurant and ask when they open (10am-midnight daily, closed Monday).

2. Call the restaurant and book a table for four people for Monday evening.

3. Call the restaurant again, and change the booking from 4 to 6 people, for Tuesday instead of Monday.

4. Telephone a restaurant and cancel a booking you made last week.



**TASK-3. Circle the correct word.**

1 I particularly like Mexican and Indian **kitchen** / **cuisine**.

2 **Frozen** / **Freezing** fish is just as tasty as fresh fish.

3 My mum's the best **cooker** / **cook** in the world!

4 Once the **kettle** / **tea pot** has boiled, pour the boiling water over the jelly cubes. They'll melt within seconds!

5 Excuse me. Could we have the **catalogue** / **menu** , please? We like to see what you have to dessert.

6 Boil the eggs for three minutes in a saucepan on the **grill** / **hob** / **oven**.

7 Any meat that's kept in the **fridge** / **freezer** should be defrosted thoroughly before cooking.

8 Grandma's having her new **chef** / **cooker** delivered next week. It's gas, so it will make cooking much easier for her.

**Lesson-14.**

**World Tourism Day**

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**TASK-1. Read and translate the text.**

Since 1980, the United Nations World Tourism Organization has celebrated **World Tourism Day** as international observances on September 27. This date was chosen as on that day in 1970, the Statutes of the UNWTO were adopted. The adoption of these Statutes is considered a milestone in global tourism. The purpose of this day is to raise awareness on the role of tourism within the international community and to demonstrate how it affects social, cultural, political and economic values worldwide. The theme of the day was "sustainable tourism", in 2017. In 2018 the theme was "Tourism and the Digital Transformation" and in 2019 the theme is "Tourism and Jobs: a better future for all".

At its Twelfth Session in Istanbul, Turkey, in October 1997, the UNWTO General Assembly decided to designate a host country each year to act as the Organization's partner in the celebration of World Tourism Day. At its Fifteenth Session in Beijing, China, in October 2003, the Assembly decided the following geographic order to be followed for World Tourism Day celebrations: 2006 in Europe; 2007 in South Asia; 2008 in the Americas; 2009 in Africa and 2011 in the Middle East.

The late Ignatius Amaduwa Atigbi, a Nigerian national, was the one who proposed the idea of marking September 27 of every year as World Tourism Day. He was finally recognized for his contribution in 2009. The colour of World Tourism Day is Blue.

Tourism can help us build a better future for everyone. Around the world, the tourism sector is leading source of employment, supporting many millions of jobs and driving economies forward, both at the local and the national level.

At the same time, it is a catalyst for equality and inclusivity. In many places, tourism employment gives women, young people and those living in rural communities the chance to support themselves and their families and to integrate more fully into wider society.

The true potential of tourism, both as a creator of jobs and as a driver of equality and sustainable development, is only just being realized. Providing decent work opportunities and contributing to developing professional skills are at the heart of this. Well managed, the continued growth of our sector will encompass countless opportunities and allow tourism to live up to its global social responsibility to leave no one behind.

Not one single economic, social or human activity prospers in isolation. For this reason, governments and stakeholders from the public and private sectors are increasingly working together to manage tourism in a responsible and sustainable manner and to ensure its enormous potential is properly realized.

Just as new technology is changing the way we travel, so too is it changing the way we work. Tourism is leading the way in providing workers with the skills and knowledge they need for the jobs of tomorrow. Embracing this creative spirit, including through effective collaboration with partners in the technology sector and in academia, will drive the creation of more and better jobs.

As we celebrate World Tourism Day, let us recognize the transformative power of tourism. Together, we can realize tourism's potential to build a better, more equal future.

## *Conditionals*

### *Task-1 .Focus on the grammar rules*

#### *Zero conditional*

<b>Form</b>	simple, present simple	
	<b>Use</b>	<b>Example</b>
	General or scientific facts and definitions	<i>If you have faith in something, you believe In something you cannot prove.</i>

#### *First conditional*

<b>Form</b>	if f a present tense, <i>will</i> + bare infiniti	
	<b>Use</b>	<b>Example</b>
	Real or likely conditions in the present or future and their results in the present and future	<i>If you <b>have</b> a birthday party, you'll <b>get</b> loads of cool presents!</i>
		<i>If you're <b>working</b> till half past six, we'll <b>have</b></i>

dinner at about eight.

If you **have revised** properly you **won't have** any problems in the test next week.

• We can also use *may, might, can, could, shall, should, ought to, have to* instead of *will*, depend'ng on the meaning.

/ *If you have a birthday party, you might get loads of cool presents!*

• We can also use *should* + bare infinitive instead of present simple. This suggests the situation is possible, but unlikely to happen.

/ *If you should bump in to Alex at the concert, you'll be able to get a lift home.*

• We can also use a form of the first conditional to give instructions about real or likely situations in the present or future. This is: *if*+ a present tense, imperative.

/ *If you decide to have a birthday party, tell me!*

*unless, in case, as/so long as, provided (that)*

<i>Second conditional</i>	<b>M e a n i n g</b>	<b>Example</b>
<i>unless</i>	'except if'or'if... not'	<i>I'll be there at six unless I get delayed. (= except if I get delayed / if I don't get delayed)</i>
<i>in case</i>	'because he/she/ityetc might'	<i>Let's take our wellies in case it's muddy. (= because it might be muddy)</i>
<i>as/so long as</i>	'if'or'only if	<i>As long as I'm happy, my parents don't care what job I do. So long as I'm happy, my parents don't care what job I do.</i>
<i>provided (that)</i>	'if'or'only if	<i>Provided (that) I'm happy, my parents don't care what job I do.</i>

**Form** if+ past simple or past continuous, would I- bare infinitive

<b>Use</b>	<b>Example</b>
Impossible, unlikely or hypothetical conditions in the present or future and their results in the present or future	<i>If you had a beard[ you would look just like Charles Dickens! If you were flying to Rio, would you get there much quicker?</i>
Advice	<i>If I were you, I would think very carefully about</i>

*my future, (more formal)*  
*If I was you, I'd have a party at the weekend!*  
 (more informal)

• We can also use *might* or *could* instead of *would*, depending on the meaning.

(Note: *could* here often means *would be able to*.)

/ *If we were older, we could go on holiday on our own.*

• We can also use *could* in the //clause. Here, it means *was/were able to*.

/ *If I could drive, I'd buy a car.*

### Third conditional

**Form** if+ past perfect (simple or continuous), would + have + past participle

Use	Example
Hypothetical conditions in the past and their results in the past	<i>If you had worn a fake beard, no one would have known who you were!</i> (= You didn't wear a fake beard so people knew who you were.) <i>If she'd been wearing her new glasses, I would have noticed them.</i> (= She wasn't wearing her new glasses so I didn't notice them.)

### Mixed conditionals

**Form** if+ past perfect (simple or continuous), would + bare infinitive

Use	Example
Hypothetical past condition and a present result	<i>If I had listened to my parents, I wouldn't be in so much trouble now.</i> (= I didn't listen to my parents so I'm in lots of trouble now.)

**Form** if+ past simple or past continuous, would + have + past participle

Use	Example
Hypothetical present condition and a past result	<i>If I had a mobile, I would have called you last night.</i> (= I don't have a mobile so I didn't call you last night.)

### Mixed conditionals

**Form** Should I/you/he/etc... instead of If I/you/he/etc should...  
 Were I/you/he/etc... instead of If I/you/he/etc were...  
 Had I/you/he/etc... instead of If I/you/he/etc had ...

Use	Example
More formal form of the first conditional (with should)	<b>Should</b> the situation worsen, the United Nations is prepared to send in a peacekeeping force. { = If the situation should worsen...}

More formal form of the second conditional

**Were** the situation to worsen, the United Nations would be prepared to send in a peacekeeping force. (= If the situation were to worsen...)

More formal form of the third conditional

**Had** the situation worsened, the United Nations would have been prepared to send in a peacekeeping force. (= If the situation had worsened...)

## Task-2

### 5. Complete using the correct form of the verbs in

- 1 If.....(you/do ) your homework last night, you'd know the answer to this question!
- 2 We.....(not/stand ) by the side of the road at the moment trying to get a lift if .....(we/bring ) a spare tyre with us.
- 3 If I ..... (not/stay up) so late last night, I .....  
(not/feel) so tired this morning!
- 4 (I/be) in terrible trouble right now if you (not/help ) me.
- 5 If I had a video recorder,.....(I/record) the match last night.
- 6 (I/ask) for Andy's phone number when I met him if I .....  
.....(not/already/have) a boyfriend!
- 7 If Cody.....(not /live) so far away, he..... (not /be) so late to the barbecue yesterday.
- 8 Tracy.....(not/need) extra lessons last month if she .....  
.....(be) as good at maths as you are.
- 9 (you / got) a job when you left school if the university .....  
.....(not/offer) you a place?
- 10 If you.....(have) as much money as she does, .....  
.....(you /retire) by now?

## Lesson-15.

### SERVICE GUARANTEES

#### TASK-1. READ AND TRANSLATE THE TEXT.

One way for particularly customer-focused firms to institutionalize professional complaint handling and effective service recovery is by offering service guarantees.

In fact, a growing number of companies offer customers a service guarantee, promising that if service delivery fails to meet pre-defined standards, the customer will be entitled to one or more forms of compensation (such as an easy-to-claim replacement, refund, or credit). A well-designed service guarantee not only

facilitates effective service recovery but also institutionalizes the practice of learning from service failures and ensuring subsequent system improvements.

## **TASK-2. READ AND TRANSLATE THE TEXT.**

### **The Power of Service Guarantees**

**Service guarantees are powerful tools for promoting as well as achieving service quality:**

1) Guarantees force firms to focus on what their customers want and expect in each

element of the service.

2) Guarantees set clear standards, telling customers and employees alike what the company stands for. Payouts to compensate customers for poor service cause managers to take guarantees seriously, because they highlight the financial costs of quality failures.

3) Guarantees require the development of systems for generating meaningful customer feedback and acting on it.

4) Guarantees force service organizations to understand why they fail and encourage them to identify and overcome potential fail points.

5) Guarantees build “marketing muscle” by reducing the risk of the purchase decision and building long-term loyalty.

From the customer’s perspective, the primary function of service guarantees is to lower the perceived risks associated with purchase.<sup>34</sup> The presence of a guarantee may also make it easier and more likely for customers to complain. They will anticipate a readiness on the part of front-line employees to resolve the problem and provide appropriate compensation.

The benefits of service guarantees can be seen clearly in the case of Hampton Inn’s “100% Hampton Guarantee”: “If you’re not 100% satisfied, you don’t pay”. As a business-building program, Hampton’s strategy of offering to refund the cost of the room to a guest who expresses dissatisfaction has not only attracted new customers but also served as a powerful retention device. People choose to stay at a Hampton Inn because they are confident that they will be satisfied. The guarantee has also become a vital tool to help managers identify new opportunities for quality improvement.

## **EXERCISES**

### **TASK-1. Application Exercise.**

**Read and answer the questions.**

1. How do customers typically respond to service failures?

2. Why don’t many more unhappy customers complain?

4. What is the service recovery paradox?
5. Think about the last time you experienced a less-than satisfactory service experience. Did you complain?  
Why? If you did not complain, explain why not.
6. When was the last time you were truly satisfied with an organization's response to your complaint?  
Describe in detail what happened and what made you satisfied.

## TASK-2.

### 1. Choose the correct word or phrase.

- 1 Tim looks really pale and **thin** / **slim**. I'm worried he might be ill.
- 2 Choose the correct word or phrase.
  - 1 The prime minister **was** / **has** criticized for his recent actions.
  - 2 When I walked past the Wilsons' house, their new sofa **was** / **has** being delivered.
  - 3 Our teacher **was** / **has** told us to take our favorite book to school tomorrow.
  - 4 I think my mobile **was** / **has** been stolen!
  - 5 Jonathan **was** / **has** chosen to play the lead role in the school play.
  - 6 I'm sleeping downstairs because my bedroom is being **painted** / **has** been painting
- 7 This picture **was** / **has** probably taken during the winter.
- 8 Your essays must **be** / **have** handed in on Friday morning.
- 9 Someone **was** / **has** left their wallet on the floor.
- 10 Did you hear about the bank **being/having** robbed?

### 2. Complete using the correct passive form of the verbs in brackets.

- 1 The Earth..... (hold) by the gravity of the Sun and orbits around it.
- 2 The first feature-length comedy film..... (create) by Charlie Chaplin.
- 3 The award for best video.....(present) later this evening.
- 4 By the time you read this, .....(arrest) for murder.
- 5 I don't know whether our tests.....(mark) yet or not.
- 6 Radio waves.....(discover) by Marconi.

- 7 You wouldn't think it to look at him now, but Jack.....(bully) when he was at school.
- 8 Your application.....we've made a decision. ....(consider) and we will let you know as soon as
- 9 The roof of the car can.....(lower) by pressing this button here.
- 10 Our tent.....(blow) over in the night by the wind.
- 11 Chess.....(play) for around two thousand years now.
- 12 Two men.....the burglary. ....(q u e s t i o n ) at this moment by police in connection with.

**3. Write sentences in the passive.**

- 1 Our car / service / a mechanic / at the moment.
- 2 A man / shoot / an air gun / outside the petrol station last night.
- 3 Gunpowder / invent / the Chinese.
- 4 At the surgery yesterday, I / examine / Dr Peterson / and I / give / a prescription.
- 5 I went to see it because I / tell / it was a good film / all my friends.
- 6 This photograph / take / my grandfather.
- 7 It looked like the window / break / a hammer / sometime before.
- 8 Our dog / give / an injection / a special syringe / the vet.
- 9 The winning goal in last night's match / score / Donatello / a brilliant free kick.
- 10 Your cherub / send / last Friday and / should / deliver / to you tomorrow.

**4. Rewrite using the phrase given.**

- 1 They have been building the new road for a long time now. (under construction)
- 2 They had been training the horse for the race for over a year, (in training)
- 3 They have been discussing the issue in Parliament, (under discussion)
- 4 They had been observing the criminal for the past two weeks, (under observation )
- 5 They have been using this plane for over 25 years now. (in use)
- 6 They have been developing the Cyborg D423 robot for over ten years, (in development)

**5. Rewrite in the passive starting with the words given.**

- 1 People say that Bali is a beautiful island.  
It.....
- 2 People generally think that life won't be found on Mars.  
It.....
- 3 It is generally said that Christmas is too commercialised.



Christmas.....  
 4 People often argue that prison doesn't work.  
 I t .....  
 5 People have suggested that the school should start to produce a magazine.  
 I t .....  
 6 People say that crocodile tastes like squid.  
 Crocodile.....  
 7 It is said that the Vikings discovered America before Columbus.  
 The Vikings.....  
 8 People think that heart disease is caused by eating the wrong things.  
 Heart disease

**Lesson-16.**

**Travel and transport**

**Task-1 .Learn the topic words and definitions.**

(see glossary for definitions)

**Topic vocabulary in contrast**

voyage / journey / trip / travel / excursion	fare / ticket / fee	live / stay
view/sight	miss / lose	border / edge / line
world/earth	take / bring / go	length / distance
area/territory	book/keep	guide / lead
season / period	arrive / reach	native / home

**Phrasal verbs**

**catch up with** reach the same point/level as      **pick up** stop in a vehicle to give someone a lift

**check in** register at a hotel or an airport      **pull in** stop by the side of the road in a car

**checkout** leave a hotel;investigate      **run over** hit with a car

**drop off** let someone get out of a vehicle; fall asleep      **see off** go to a train station, etc, to see someone leave

**get back** return from a place      **set out/off** start a journey

**go away** go on holiday      **take off** leave the ground

**keep up with** stay at the same point/level as      **turn round** go back in the opposite direction

**make for** go in the direction of

## Phrases and collocations

<b>accident</b>	have an accident; be (involved) in an accident; do sth by accident
<b>advance</b>	in advance; advance to/towards a place
<b>ahead</b>	go straight ahead; go ahead; be ahead of sth/sb
<b>direction</b>	a change of direction; in the direction of sth; in this/that direction
<b>head</b>	off the top of your head; head for/towards a place; head over heels (in love)
<b>holiday</b>	go/be on holiday; have/take a holiday; bank holiday
<b>left</b>	go/turn/etc left; on the left; on the left-hand side; in the left-hand corner; left-handed
<b>route</b>	plan your/a route; take a route
<b>sights</b>	see the sights
<b>sightseeing</b>	go sightseeing
<b>speed</b>	at (high/full/etc) speed; a burst of speed; speed limit
<b>tour</b>	go on/take a tour of/(a)round somewhere; tour a place; tour guide
<b>trip</b>	business trip; school trip; go on a trip; take a trip (to a place)
<b>way</b>	lose/make/find your way; in a way; on the way; go all the way (to sth/swh)

## Word patterns

afraid of sth/sb/doing; afraid to do	invite sb to do
appear to be	keen to do; keen on sth/sb/doing
arrange sth (with sb); arrange for sb to do	live in/at a place; live on/for sth; live here/there
arrive in/at a place; arrive here/there	regret (not) doing; regret sth; regret to tell/inform you
continue sth/doing; continue to do; continue with sth	think of/about sth/sb/doing
differ from sth/sb	write about sth/sb/doing; write (sth) (to sb); write sb sth; write sth down
I dream about/of sth/sb/doing	

## Word formation

**arrange** rearrange, arrangement

**direct** indirect, direction, director, (in)directly

**recognise** (un)recognisable, recognition

<b>arrive</b> arrival	<b>distant</b> distantly, distance	<b>time</b> timetable
<b>broad</b> breadth, broaden	<b>enter</b> entrance	<b>tour</b> tourism, tourist
<b>culture</b> cultural(ly), (un)cultured	<b>inhabit</b> inhabitant	<b>world</b> worldwide
<b>differ</b> different(ly), difference	<b>photograph</b> photography, photographer, photographic	

**Task-2**

**5. Complete the sentences by changing the form of the word in capitals when this is necessary.**

- 1 Beijing has changed so much in the last few years that it's almost.....  
**(RECOGNISE)**.
- 2 The number of cars..... **(WORLD)** is about a billion and is increasing all the time.
- 3 The new maglev trains run on a completely..... **(DIFFER)** system from ordinary trains.
- 4 Living in a foreign country really does..... **(BROAD)** your horizons.
- 5 I can't find a ..... **(DIRECT)** flight from London to Delhi so I've booked one that changes in Frankfurt.
- 6 All passengers must complete a visa form upon..... **(ARRIVE)** at Singapore airport.
- 7 You can still see old milestones by the side of the road in England, showing the ..... **(DISTANT)** to the nearest town.
- 8 The Museum of Transport has a full-sized jet plane next to the..... **(ENTER)**.

**EXERCISES**

**TASK-1**

**Write a phrasal verb in the correct form to replace the words in italics. Add any other words you need.**

- 1 We can start our journey..... towards the mountains at dawn.
- 2 Dad fetched the luggage while Mum registered..... at the hotel.
- 3 I asked the taxi driver to let me get out..... outside the train station.
- 4 Oh, no! I've forgotten my passport! We'll have to go back..... and get it!
- 5 The most exciting moment is when the plane leaves the ground.....
- 6 Stop the car! I think we've hit..... a dog.
- 7 I don't think a horse can ever stay at the same speed as ..... a car.

**TASK-2**

**Phrases and collocations**

**Write one word in each gap.**

- 1 The speed.....in towns is 50 km/h and you shouldn't go faster than that.
- 2 Why don't we.....the scenic route along the coast?
- 3 If you buy your plane ticket.....advance, it's often cheaper than if you wait.
- 4 I can't remember the name of the hotel we stayed at off the.....of my head.
- 5 I'm sorry I'm late! I .....my way and had to ask for directions.
- 6 My mum's away in Germany on a business.....at the moment.
- 7 The bank? Well,turn left here,then go.....ahead for a kilometre and it's on the left.
- 8 If you look on your left-hand.....as we turn this corner, you'll see Big Ben.
- 9 I'll look round the shops in the morning and then.....sightseeing in the afternoon.
- 10 My grandma hasn't driven since she..... an accident last year.
- 11 I love visiting foreign places,.....the sights and learning about other cultures.
- 12 During the 70s, many British people started to go.....holiday to Spain.
- 13 While you're in London, you should take a tour.....the Houses of Parliament.

**TASK-3**

**Find the extra word in each line.**

**The cancelled trip**

- 1 ...Oh, let me tell you about our trip. Did you know that Sara is afraid of be
- 2 ... flying? We had arranged it with her family to go to France for a few days.
- 3 ... I have always wanted to see Paris and would love to live in there one day.
- 4 ...Well, we got to the airport and Sara appeared being nervous. I asked her if
- 5 ...she was okay and she said she was fine, so we continued on to our way.
- 6 ...We went through passport control and I could see so that Sara wasn't
- 7 ...keen on going any further. Just then, a voice announced:'We regret it to
- 8 ...inform passengers that Flight 114 to France is been cancelled.'That was
- 9 ...our flight! Sarah said she was glad because of she was too frightened to
- 10 ... fly anyway! So,.we all went to home.That was the end of that trip!

**TASK-4**

**Word formation**

**Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.**

It's not always easy being a (1)..... You spend half your time making (2)..... for your holiday and the other half worrying about sticking to the (3)..... I think it's relaxing sometimes to spend a holiday at home. There are no (4)..... problems, you don't need someone to be the (5)..... and you know that the local (6)..... are always friendly!

**TOUR**

**ARRANGE**

**TIME**

**CULTURE  
PHOTOGRAPH  
INHABIT  
TASK-5**

**I Complete the sentences by changing the form of the word in capitals when this is necessary.**

- 1 Beijing has changed so much in the last few years that it's almost.....  
**(RECOGNISE).**
- 2 The number of cars..... **(WORLD)** is about a billion and is increasing all the time.
- 3 The new maglev trains run on a completely..... **(DIFFER)** system from ordinary trains.
- 4 Living in a foreign country really does..... **(BROAD)** your horizons.
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- 7 You can still see old milestones by the side of the road in England, showing the ..... **(DISTANT)** to the nearest town.
- 8 The Museum of Transport has a full-sized jet plane next to the.....  
**(ENTE**

**Lesson 15.  
SERVICE GUARANTEES**

**TASK-1. READ AND TRANSLATE THE TEXT.**

**O**ne way for particularly customer-focused firms to institutionalize professional complaint handling and effective service recovery is by offering service guarantees.

In fact, a growing number of companies offer customers a service guarantee, promising that if service delivery fails to meet pre-defined standards, the customer will be entitled to one or more forms of compensation (such as an easy-to-claim replacement, refund, or credit). A well-designed service guarantee not only facilitates effective service recovery but also institutionalizes the practice of learning from service failures and ensuring subsequent system improvements.

**TASK-2. READ AND TRANSLATE THE TEXT.**

**The Power of Service Guarantees**

**Service guarantees are powerful tools for promoting as well as achieving service quality:**

1) Guarantees force firms to focus on what their customers want and expect in each element of the service.

2) Guarantees set clear standards, telling customers and employees alike what the company stands for. Payouts to compensate customers for poor service cause managers to take guarantees seriously, because they highlight the financial costs of quality failures.

3) Guarantees require the development of systems for generating meaningful customer feedback and acting on it.

4) Guarantees force service organizations to understand why they fail and encourage them to identify and overcome potential fail points.

5) Guarantees build “marketing muscle” by reducing the risk of the purchase decision and building long-term loyalty.

From the customer’s perspective, the primary function of service guarantees is to lower the perceived risks associated with purchase.<sup>34</sup> The presence of a guarantee may also make it easier and more likely for customers to complain. They will anticipate a readiness on the part of front-line employees to resolve the problem and provide appropriate compensation.

The benefits of service guarantees can be seen clearly in the case of Hampton Inn’s “100% Hampton Guarantee”: “If you’re not 100% satisfied, you don’t pay”. As a business-building program, Hampton’s strategy of offering to refund the cost of the room to a guest who expresses dissatisfaction has not only attracted new customers but also served as a powerful retention device. People choose to stay at a Hampton Inn because they are confident that they will be satisfied. The guarantee has also become a vital tool to help managers identify new opportunities for quality improvement.

### *The impersonal passive*

#### *Task-1 .Focus on the grammar rules.*

#### *The impersonal passive*

To express other people's opinions in a formal style, we can use two special forms of the passive.

They can be used with a number of verbs, including: say, believe, think, claim, estimate, etc.

Some other verbs (argue,suggest, calculate, etc) are usually used with only the second structure.

**Form**            noun + is/are said to + bare infinitive/perfect infinitive  
                      It is said that + clause

**Active**

**Passive**

People think he is a great chef.	He is thought to be a great chef. It is thought that he is a great chef.
People believe he was a great chef.	He is believed to have been a great chef. It is believed that he was a great chef.
People claim he has had an influence on many other chefs.	He is claimed to have had an influence on many other chefs. It is claimed that he has had an influence on many other chefs.
People say he has been making the best cheese in the area for over thirty years.	He is said to have been making the best cheese in the area for over thirty years. It is said that he has been making the best cheese in the area for over thirty years.
People estimated that his restaurant was worth over \$10 million.	His restaurant was estimated to be /to have been worth over \$10 million. It was estimated that his restaurant was worth over \$10 million.
People have suggested that he is a great chef.	It has been suggested that he is a great chef.

### The causative

**Form** noun + have/get in the correct form + noun + past participle (+ by/with + noun)

Use	Example
To show that someone arranges for someone else to do something for them	/ have my groceries delivered by the supermarket once a week. We are having a new cooker put in tomorrow. We had a large wedding cake made. Have you had your kitchen decorated? We are going to have the food for the party made by a catering company.
<b>To refer to an unpleasant situation which hasn't been arranged</b>	We had our herb garden vandalised while we were away. The Smiths have had their new microwave stolen.

### Direct and Indirect objects

Some verbs can be followed by both a direct and an indirect object (usually a person).

These verbs include:

bring, buy, get, give, lend, make, offer, owe, pass, promise, send, show, take, teach, tell, write, etc.

Active	Passive
We can put the indirect object either immediately after the verb, or at the end of the sentence with a preposition (for/to, etc). A friend gave my sister this cookery book. A friend gave this cookery book to my sister.	The subject of the sentence can be either the indirect object or the direct object of the active sentence. My sister was given this cookery book by a friend. This cookery book was given to my sister by a friend.

### Task-2

#### 5. Rewrite in the passive starting with the words given.

1 People say that Bali is a beautiful island.

It.....

2 People generally think that life won't be found on Mars.

It.....

3 It is generally said that Christmas is too commercialised.

Christmas.....

4 People often argue that prison doesn't work.

It .....

5 People have suggested that the school should start to produce a magazine.

It .....

6 People say that crocodile tastes like squid.

Crocodile.....

7 It is said that the Vikings discovered America before Columbus.

The Vikings.....

8 People think that heart disease is caused by eating the wrong things.

Heart disease

### EXERCISES

#### TASK-1. Application Exercise.

#### Read and answer the questions.

1. How do customers typically respond to service failures?

2. Why don't many more unhappy customers complain?

4. What is the service recovery paradox?



5. Think about the last time you experienced a less-than satisfactory service experience. Did you complain?

Why? If you did not complain, explain why not.

6. When was the last time you were truly satisfied with an organization's response to your complaint?

Describe in detail what happened and what made you satisfied.

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### 1. Choose the correct word or phrase.

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**3. Write sentences in the passive.**

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- 3 Gunpowder / invent / the Chinese.
- 4 At the surgery yesterday, I / examine / Dr Peterson / and I / give / a prescription.
- 5 I went to see it because I / tell / it was a good film / all my friends.
- 6 This photograph / take / my grandfather.
- 7 It looked like the window / break / a hammer / sometime before.
- 8 Our dog / give / an injection / a special syringe / the vet.
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 Heart disease

**Lesson 16.**

**Travel and transport**

**Task-1 .Learn the topic words and definitions.**

**Topic vocabulary in contrast**

(see glossary for definitions)

voyage / journey / trip / travel / excursion	fare / ticket / fee	live / stay
view/sight	miss / lose	border / edge / line
world/earth	take / bring / go	length / distance
area/territory	book/keep	guide / lead
season / period	arrive / reach	native / home

**Phrasal verbs**

**catch up with** reach the same point/level as      **pick up** stop in a vehicle to give someone a lift

**check in** register at a hotel or an airport      **pull in** stop by the side of the road in a car

**checkout** leave a hotel;investigate      **run over** hit with a car

**drop off** let someone get out of a vehicle; fall asleep      **see off** go to a train station, etc, to see someone leave

**get back** return from a place      **set out/off** start a journey

**go away** go on holiday      **take off** leave the ground

**keep up with** stay at the same point/level as      **turn round** go back in the opposite direction

**make for** go in the direction of

**Phrases and collocations**

have an accident; be (involved) in an accident; do sth by accident

**advance** in advance; advance to/towards a place

**ahead** go straight ahead; go ahead; be ahead of sth/sb

**direction** a change of direction; in the direction of sth; in

<b>head</b>	this/that direction off the top of your head; head for/towards a place; head over heels (in love)
<b>holiday</b>	go/be on holiday; have/take a holiday; bank holiday
<b>left</b>	go/turn/etc left; on the left; on the left-hand side; in the left-hand corner; left-handed
<b>route</b>	plan your/a route; take a route
<b>sights</b>	see the sights
<b>sightseeing</b>	go sightseeing
<b>speed</b>	at (high/full/etc) speed; a burst of speed; speed limit
<b>tour</b>	go on/take a tour of/(a)round somewhere; tour a place; tour guide
<b>trip</b>	business trip; school trip; go on a trip; take a trip (to a place)
<b>way</b>	lose/make/find your way; in a way; on the way; go all the way (to sth/swh)

### Word patterns

afraid of sth/sb/doing; afraid to do	invite sb to do
appear to be	keen to do; keen on sth/sb/doing
arrange sth (with sb); arrange for sb to do	live in/at a place; live on/for sth; live here/there
arrive in/at a place; arrive here/there	regret (not) doing; regret sth; regret to tell/inform you
continue sth/doing; continue to do; continue with sth	think of/about sth/sb/doing
differ from sth/sb	write about sth/sb/doing; write (sth) (to sb); write sb sth; write sth down
I dream about/of sth/sb/doing	

### Word formation

<b>arrange</b> rearrange, arrangement	<b>direct</b> indirect, direction, director, (in)directly	<b>recognise</b> (un)recognisable, recognition
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<b>broad</b> breadth, broaden	<b>enter</b> entrance	<b>tour</b> tourism, tourist
<b>culture</b> cultural(ly), (un)cultured	<b>inhabit</b> inhabitant	<b>world</b> worldwide
<b>differ</b> different(ly), difference	<b>photograph</b> photography, photographer, photographic	

## Task-2

5. Complete the sentences by changing the form of the word in capitals when this is necessary.

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(RECOGNISE).
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(ENTER).

## EXERCISES

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- 5 The most exciting moment is when the plane leaves the ground.....
- 6 Stop the car! I think we've hit..... a dog.
- 7 I don't think a horse can ever stay at the same speed as ..... a car.

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#### Phrases and collocations

Write one word in each gap.

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- 3 If you buy your plane ticket.....advance, it's often cheaper than if you wait.  
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 5 I'm sorry I'm late! I .....my way and had to ask for directions.  
 6 My mum's away in Germany on a business.....at the moment.  
 7 The bank? Well,turn left here,then go.....ahead for a kilometre and it's on the left.  
 8 If you look on your left-hand.....as we turn this corner, you'll see Big Ben.  
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 11 I love visiting foreign places,.....the sights and learning about other cultures.  
 12 During the 70s, many British people started to go.....holiday to Spain.  
 13 While you're in London, you should take a tour.....the Houses of Parliament.

### **TASK-3**

**Find the extra word in each line.**

#### **The cancelled trip**

- 1 ...Oh, let me tell you about our trip. Did you know that Sara is afraid of be  
 2 ... flying? We had arranged it with her family to go to France for a few days.  
 3 ... I have always wanted to see Paris and would love to live in there one day.  
 4 ...Well, we got to the airport and Sara appeared being nervous. I asked her if  
 5 ...she was okay and she said she was fine, so we continued on to our way.  
 6 ...We went through passport control and I could see so that Sara wasn't  
 7 ...keen on going any further. Just then, a voice announced:'We regret it to  
 8 ...inform passengers that Flight 114 to France is been cancelled.'That was  
 9 ...our flight! Sarah said she was glad because of she was too frightened to  
 10 ... fly anyway! So,.we all went to home.That was the end of that trip!

### **TASK-4**

#### **Word formation**

**Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.**

It's not always easy being a (1)..... You spend half your time making (2)..... for your holiday and the other half worrying about sticking to the (3)..... I think it's relaxing sometimes to spend a holiday at home. There are no (4)..... problems, you don't need someone to be the (5)..... and you know that the local (6)..... are always friendly!

### **TOUR**

#### **ARRANGE**

**TIME**  
**CULTURE**  
**PHOTOGRAPH**  
**INHABIT**

**TASK-5**

**I Complete the sentences by changing the form of the word in capitals when this is necessary.**

- 1 Beijing has changed so much in the last few years that it's almost.....  
**(RECOGNISE).**
- 2 The number of cars..... **(WORLD)** is about a billion and is increasing all the time.
- 3 The new maglev trains run on a completely..... **(DIFFER)** system from ordinary trains.
- 4 Living in a foreign country really does..... **(BROAD)** your horizons.
- 5 I can't find a ..... **(DIRECT)** flight from London to Delhi so I've booked one that changes in Frankfurt.
- 6 All passengers must complete a visa form upon..... **(ARRIVE)** at Singapore airport.
- 7 You can still see old milestones by the side of the road in England, showing the ..... **(DISTANT)** to the nearest town.
- 8 The Museum of Transport has a full-sized jet plane next to the.....  
**(ENTER).**

*Lesson 17.*

*Fashion and design*

*Task-1 .Learn the topic words and definitions.*

**Topic vocabulary in contrast**

[\(see glossary for definitions\)](#)

put on / wear	cloth/clothing	look/appearance
costume/suit	blouse/top	supply / produce
dye / paint	design / manufacture	glimpse/glance
fit / suit / match	current / new / modern	average / everyday

**Phrasal verbs**

**catch on** become popular or fashionable

**line up** get/put into lines

**do away with** get rid of

**pop in(to)** visit quickly or for a short time

**draw up** create (plans, etc)

**show (a)round** take sb on a tour of a place

<b>dress up</b> put on fancy or unusual clothes	<b>take off</b> remove (a piece of clothing)
<b>go over</b> repeat or think about again in order to understand completely	<b>tear up</b> rip into pieces
<b>try on</b> put on (a piece of clothing) to see how it looks and whether it fits	<b>grow out of</b> develop from; become too big for
<b>wear out</b> become old and unusable	<b>hand down</b> give something valuable to your children or grandchildren, usually when you die

## Phrases and collocations

<b>art</b>	work of art; modern art; art gallery; art exhibition
<b>clothes</b>	put on/try on/wear/take off clothes; clothes line; clothes peg; best clothes
<b>combination</b>	in combination with; combination of
<b>compliment</b>	pay sb a compliment; compliment sb on sth
<b>example</b>	be/set an example; an example of; for example; follow an/sb's example
<b>fashion</b>	in fashion; be/go out of fashion; follow fashion; fashion model/show
<b>hair</b>	cut/brush sb's hair; have/get a new hairdo/hairstyle; have a haircut; let your hair down
<b>make-up</b>	put on/apply/wear/take off make-up
<b>pattern</b>	follow a pattern; a checked/striped/plain pattern
<b>style</b>	in style; be/go out of style; do sth/go somewhere in style; have style
<b>taste</b>	have/show good/bad taste (in sth); in good/bad taste
<b>tendency</b>	have a tendency to do
<b>trend</b>	a trend in sth; follow/set a trend

## Word patterns

<b>advise</b> sb to do; advise sb that; advise sb on/about sth; advise (sb) against sth/doing	<b>proud</b> of sth/sb/doing; proud to do
<b>anxious</b> about sth/doing; anxious to do	<b>refer</b> to sth; refer sb to sth
<b>criticise</b> sb (for sth/doing)	<b>seem</b> to be; it seems that
<b>insist</b> on sth/doing; insist that	<b>stare</b> at sth/sb
<b>plenty</b> of sth; plenty more sth; plenty to do	<b>use</b> sth (for sth/doing); use sth to do
<b>prepare</b> (sb) for sth; prepare to do	<b>useful</b> for sth/doing; useful to sb

## Word formation

advertise <b>advertisement</b> , <b>ad(vert)</b> , <b>advertising</b> , <b>advertiser</b>	enthuse <b>(un)enthusiastic(ally)</b> , <b>enthusiasm</b> , <b>enthusiast</b>	similar <b>dissimilar(ly)</b> , <b>similarity</b>
attract <b>(un)attractive(ly)</b> ,	<b>expect</b> (un)expected(ly),	<b>style</b> (un)stylish(ly), stylist,



<b>attraction</b>	expectation, expectancy	stylishness
beauty <b>beautiful(ly)</b>	<b>fashion</b> (un)fashionable, (un)fashionably	<b>succeed</b> success, (un)successful(ly)
decide <b>decision</b> , <b>(in)decisive(ly)</b> , <b>undecided</b>	<b>like</b> alike, dislike, unlike, likeness, (un)likeable, liking	<b>use</b> usage, useful(ly), useless(ly), user, (un)usable
desire <b>(un)desirable</b>	<b>produce</b> product, producer, production, (un)productive(ly)	

## Task-2

### 5. Complete the sentences by changing the form of the word in capitals

- This designer's clothes are really quite..... (LIKE) anything I've ever seen before.
- His clothes are very..... (DESIRE) and they sell for thousands of dollars.
- I couldn't decide which hat to get, but then again I've always been quite..... (DECIDE).
- We went on a school trip to a clothes factory and saw some of the ..... (PRODUCE) process.
- I'm afraid I'm completely.....(USE) when it comes to making my own clothes.
- I don't..... (LIKE) this season's fashion - I just don't think it suits me personally, that's all.
- These dresses are.....(BEAUTY) made - just feel the quality!
- I'm still.....(DECIDE) about whether to go to the fashion show next week or not.

## Exercises

### 1. Complete using the correct form of the words in the box.

current • glimpse • fit • clothing • match • look • glance

- If you care about your..... too much, people might start to think you're vain.
- It's quite a nice skirt, but I don't think it really..... my shoes.
- My mum always looks quite..... and tries to keep up with the latest fashions.
- The ancient Romans wore items of..... quite different from today's fashions.
- As I went into the designer's office, I caught a ..... of her drawings before she hurriedly put them away.
- I know long skirts were in last year, but the ..... fashion is to wear them quite short.
- I've got to buy some..... shoes for the wedding on Saturday.

- 3 I didn't get the coat in the end because it didn't.....me under the arms.  
 9 The shirt is so expensive because it's made out of a special..... that has gold in it.  
 10 I don't think this jumper..... you because you've got blue eyes and pale skin.  
 11 The designer..... at my designs and told me that they needed more work.  
 12 Long dresses and high heels is quite a good..... for you.

**2. Circle the correct word.**

look round • come by • make out • put by • get through • bank on • giveaway

- 1 Do you think the average / everyday person is interested in fashion?  
 2 I wish Dad would get a new costume / suit to wear for his job interview.  
 3 I've got red hair, so I never put on / wear red clothes or I'd look silly.  
 4 John got a really cool blouse / top in town yesterday with Eminem on it.  
 5 India supplies / produces the world with cheap clothes.  
 6 I'm going to get my nails dyed / painted tomorrow.  
 7 During the design / manufacture of the clothes, lasers are used to cut the material accurately.  
 8 Which costume / suit do you think I should wear to the fancy-dress party - the cowboy or the vampire?

**3. Write one word in each gap.**

- 1 It was Lia's first job as a model and she was quite anxious..... it.  
 2 Bill seems..... have had his hair done differently.  
 3 I couldn't help staring..... the man in the restaurant who was wearing a kilt.  
 4 Before starting my design, I referred..... some books of past designs to give me inspiration.  
 5 Plenty..... fashion designers have been successful in spite of not having any formal training in fashion.  
 6 I asked the shop assistant to advise me..... my choice of shoe.  
 7 Many fashion journalists criticised the actress..... arriving at the Oscars in a second-hand dress.  
 8 The supermodel insisted.....having a star on her dressing room door.  
 9 These days, most designers use a computer.....visualise their designs before they make any clothes.  
 10 Visiting fashion shows can be quite useful.....picking up new ideas.

**4. Complete using the correct form of the verb in brackets.**

- 1 I was very proud.....(**see**) my designs up there on the catwalk.
- 2 My teacher advised me..... (**study**) fashion at university, despite my parents'objections.
- 3 To be a model, you have to be prepared..... (**work**) very long hours.
- 4 Mario knew that there was still plenty..... (**do**) before his first fashion show.
- 5 I managed to chat to Charlie and she advised me against..... (**become**) a model.
- 6 Westwood's designs didn't seem..... (**be**) as interesting as the ones she produced last year.
- 7 When I first started as a fashion photographer, I was anxious..... (**please**) everyone.
- 8 My teacher advised me..... (**forget**) about becoming a fashion model and concentrate on my studies instead.

**5. Complete the sentences by changing the form of the word in capitals**

- 1 This designer's clothes are really quite..... (LIKE) anything I've ever seen before.
- 2 His clothes are very..... (DESIRE) and they sell for thousands of dollars.
- 3 I couldn't decide which hat to get, but then again I've always been quite.....(DECIDE).
- 4 We went on a school trip to a clothes factory and saw some of the ..... (PRODUCE) process.
- 5 I'm afraid I'm completely.....(USE) when it comes to making my own clothes.
- 6 I don't..... (LIKE) this season's fashion - I just don't think it suits me personally, that's all.
- 7 These dresses are.....(BEAUTY) made - just feel the quality!
- 8 I'm still.....(DECIDE) about whether to go to the fashion show next week or not.

## Lesson 18

### Global Problems

#### **TASK-1. Read and translate. Focus on several major global problems**

One critical issue is **preserving** and **protecting the environment**. The burning of **fossil fuels** (*oil, coal, and natural gas*) produces **greenhouse gases** (*gases that heat up the atmosphere*) that **deplete the ozone layer** and result in **global warming** and **climate change** (*changes in the earth's temperature and weather patterns*).

Some scientists believe that we have already **done irreparable damage** to the planet, and now we are suffering the consequences of **rising sea levels** and increasingly frequent **natural disasters** such as earthquakes, hurricanes, and tornados. A number of **animal species have gone extinct**, and many more are **endangered**.

To reverse this trend, we must invest in **clean energy** (*energy sources that do not pollute the environment*) with **renewable resources** (*elements like water and air, which can be re-used*) and utilize manufacturing methods that are not **harmful to the environment**.

There are still many regions of the world where children **die of hunger/starvation** (*die from not having enough food*).

Unfortunately, **extreme poverty** is common in the rural areas of **developing countries**, where the population often suffers from **food shortages** (*not enough food*) and **lack of access to clean water**.

In the cities, **homeless people** sleep on the streets if there is not enough room in local **homeless shelters**.

There are also many families **on the margins of society** (*outside the dominant society and culture*) who are **living below the poverty line** and struggle to make ends meet every month.

Although many governments create **welfare programs** (*programs that give money to poor people*) to **alleviate poverty**, the widening gap between rich and poor suggests that poverty may never be completely eradicated.

Poverty and underdevelopment contribute to a host of additional problems as well. For example, many people die of **preventable diseases** because they have no access the **safe and effective vaccines** that exist.

A number of large corporations use **child labor** in the manufacturing of their products, as poor families may feel they have no other option for survival. In addition, young women from **disadvantaged backgrounds** (*poor families and situations*) are prime targets for **human trafficking** and **sexual exploitation**.

**TASK—2.**

*Read the debate between two politicians and fill in the gaps with the correct words:*

alleviating	endangered	irreparable	shelters
clean	fossil	line	shortages
climate	harming	margins	warming
disadvantaged	hunger	renewable	welfare

**Jim:** If I'm elected, my number one priority will be \_\_\_\_\_ poverty. A large portion of our country's population lives below the poverty \_\_\_\_\_, and it's a fact that young people from \_\_\_\_\_ backgrounds are more likely to engage in criminal activity. My opponent, on the other hand, wants to cut funding for the \_\_\_\_\_ program and leave millions of people without help.

**George:** I believe it is a mistake to focus on our country alone; we must remember that we are part of a global community. Opening up more homeless \_\_\_\_\_ is not a long-term solution to help those on the \_\_\_\_\_ of society. However, investing in \_\_\_\_\_ energy will enable us to grow our economy without \_\_\_\_\_ the environment. This will benefit our country and our world.

**Jim:** That's a noble goal, but we have more pressing problems. I seriously doubt our citizens who are dying of \_\_\_\_\_ care about protecting \_\_\_\_\_ species and preventing global \_\_\_\_\_. Plus, it's not scientifically proven that humans can even cause \_\_\_\_\_ damage to the planet.

**George:** Don't you see that the two issues are related? Due to \_\_\_\_\_ change, the rain patterns have changed and our agricultural sector is not as strong as it once was. This results in food \_\_\_\_\_. It's only going to get worse unless we end our dependence on \_\_\_\_\_ fuels and start using \_\_\_\_\_ resources

### ***Task-1. Focus on the exercises .***

#### ***Relative clauses***

Relative clauses give us extra information about something/someone or identify which particular thing/person we are talking about. They are often introduced by the following words.

<b>Use</b>	<b>Example</b>
<i>which</i> (for things and animals)	<i>Did you see the film which was on TV last night?</i>
<i>who</i> (for people, and animals when we want to give them a personality)	<i>Tom Davies, who is appearing in concert in Reading this week, is with me in the studio.</i>
<i>when</i> (for times)	<i>Do you remember the day when we met?</i>
<i>where</i> (for places)	<i>This is the place where they filmed Citizen Kane.</i>
<i>why</i> (for reasons)	<i>That's the reason why he's so popular.</i>
<i>whom</i> (for people as the object of the	<i>Is that the man whom we saw at the</i>

relative clause) <i>whose</i> (for possession)	<i>cinema yesterday?</i> <i>My next guest on the show is John Travolta, whose career goes back to the early seventies.</i>
---	---

### Non-defining relative clauses

Non-defining relative clauses simply give us more information about something/someone.

The sentence makes complete sense without the relative clause.

Use	Example
To give extra information about something/someone	<i>Ray Watson, who starred in <b>Bandits</b>, is considering making a film based on the life of Einstein.</i>

### Participles

- Present participles end in *-ing*.
- Past participles usually end in *-ed*, although there are many irregular verbs.
- Perfect participles are formed using *having* + past participle.

Use	Example
To follow prepositions and conjunctions (present and perfect participles)	<i>By appearing in that cigarette advert, he damaged his acting career.</i> <i>After playing / having played video games all morning, I was really tired.</i>
To explain the reason for something (present and perfect participles)	<i>Being quite good looking, Ralph decided to make a career as a model.</i> <i>Having seen the film before, I knew what was going to happen.</i>
To talk about actions happening at the same time (present participles)	<i>Waiting for the show to begin, I felt really nervous.</i>
To replace some relative clauses (present and past participles)	<i>Imagine being the person directing a big budget film! (= Imagine being the person who is directing a big budget film!)</i> <i>The person chosen for the part will be contacted by phone. (= The person who is chosen for the part will be contacted by phone.)</i>
To talk about past actions happening in	<i>Having finished my homework, I</i>

sequence  
(perfect participles)

*decided to go to the cinema.*

As an alternative passive form  
(past participles)

*Made to wait, the actor began to get  
very annoyed.*

## **Task-2**

### **5. Tick (+) the correct sentences. If a sentence is incorrect, rewrite**

1 Looking through the window, a plane was passing overhead.  
.....

2 Realizing that it was late, I ran all the way home.  
.....

3 Having examined me, I was given a prescription by the doctor.  
.....

4 Turning on the television, the newsreader said there had been an explosion.  
.....

5 Dropping the shopping bags on the kitchen floor, Mrs Moorcroft sighed and sat down heavily.  
.....

6 Having practiced the piano, I decided to call one of my friends.  
.....

K9 'Tell me if you were anywhere near 34 Oxford Street last night!' The police officer demanded to know whether Sykes.  
.....

## **Exercises**

### **1. Circle the correct word.**

1 The minister, **which** / **who** was appointed just last week, made no comment on the situation.

2 Isn't that the spot **which** / **where** the accident happened last night?

3 The human brain, **which** / **who** weighs about **1400** grammes, is ten times the size of a baboon's.

4 There are several reasons **which** / **why** I don't want to see Michael tonight.

5 This is the office **which** / **where** I work.

6 The new girl in our class, **who's/whose** name is Alexandra, seems really nice.

7 The *Titanic*, **which** / **that** people said was unsinkable, sank on her maiden voyage.

8 All the people to **who** / **whom** the e-mail was sent replied.

9 April **1st**, **which** / **when** we play tricks on people, is known as April Fools' Day.

10 Harry Hill, **who** / **whose** new series starts next week, is one of my favourite comedians.

11 A very popular breed of dog is the German Shepherd, **which** / **who** is often used as a guard dog.

12 Blackpool Tower, **which** / **that** was modelled on the Eiffel Tower, is a very well-known landmark.

**2. If a word in bold is correct, put a tick (+). If it is incorrect, rewrite it correctly.**

- 1 November 5th was the day **which** Guy Fawkes tried to blow up Parliament.....
- 2 There were none of my favourite biscuits left when **I** had a cup of tea, **that** was really annoying.....
- 3 I've just got a new webcam **that** takes really clear pictures.....
- 4 *The Godfather* was made by Francis Ford Copolla, **who's** daughter is also a film director.
- 5 Can you think of any reason **which** Cathy should be angry with me?.....
- 6 Here's a photo of the hotel **where** we stayed in when we were in Beijing.....
- 7 How do you think the first man **whom** walked on the moon felt?.....
- 8 This is the first occasion on **which** the leaders of these two countries have met.....
- 9 He is a person for **who** very few people feel much sympathy.....
- 10 The moment **which** the hero suddenly appears from behind a tree is the best moment in the whole film.....
- 11 I met a man **which** had a dog with only three legs.....
- 12 My new school, **who** I moved to about a month ago, seems like quite a friendly place.

**3. Rewrite as one sentence using a relative clause.**

- 1 My friend, Simon, plays the guitar. He has just released a CD.  
My friend, Simon, who has just released, a CD, plays the guitar
- 2 Prince Charles is heir to the throne of England. His wife was Princess Diana.  
.....  
.....
- 3 Microsoft has a lot of power in the world of computers That annoys some people.  
.....  
.....
- 4 The euro replaced a number of national currencies. It was introduced in January 2002.  
.....  
.....
- 5 *Friends* ran for ten years. It is one of my favorite series.



.....  
.....  
**6** Venus is a very hot place. It is much closer to the Sun than the Earth is.  
.....  
.....

**7** Cricket is popular in many countries around the world. It is played between two teams of eleven.  
.....  
.....

**8** Parts of Buckingham Palace are open to the public. It is where the queen lives.  
.....  
.....

**9** The greyhound is the fastest dog. It can reach speeds of over 65 kilometers an hour.  
.....

**10** 1984 was written by George Orwell. His real name was Eric Blair.  
.....

**4. Complete the sentences so that the meaning remains the same.**

**1** I suddenly remembered where I'd left my keys when I was waiting for the bus.  
Waiting

**2** I slipped because I was trying to run in the rain.

Trying.....

**3** I felt quite sorry for Tim when I saw him cry. Seeing.....

**4** John was depressed because he knew he was going to fail the exam.

Knowing.....

**5** The reason I'm quite good at basketball is that I'm quite tall. Being

**6** Georgia didn't know any Japanese so she used a phrase book when she was there.

Not.....

**7** Ed can afford three holidays abroad each year because he has a lot of money.

Having.....

**8** Maria began to worry when she realised she was lost.

Realising.....

...

**5. Tick (+) the correct sentences. If a sentence is incorrect, rewrite**

**1** Looking through the window, a plane was passing overhead.  
.....

**2** Realising that it was late, I ran all the way home.  
.....

**3** Having examined me, I was given a prescription by the doctor.

.....  
4 Turning on the television, the newsreader said there had been an explosion.

.....  
5 Dropping the shopping bags on the kitchen floor, Mrs Moorcroft sighed and sat down heavily.

.....  
6 Having practised the piano, I decided to call one of my friends.

.....  
K9 'Tell me if you were anywhere near 34 Aylesford Street last night!'  
The police officer demanded to know whether Sykes.

.....  
**GLOSSARY**

**global**—involving the entire world

**lingua**—a tongue or an organ resembling a tongue

**Commonwealth**—a group of countries or states that have political or economic connections with one another

**colony**—an area that is controlled by or belongs to a country and is usually far away from it.

**minority**—a number or amount that is less than half of a total.

**ecclesiastical**—of or relating to a church especially as an established institution.

**worldwide**—happening or existing in all parts of the world.

**community**—a group of people who live in the same area

**ethnic**—of or relating to races or large groups of people who have the same customs, religion, origin, etc.

**pornography**—movies, pictures, magazines, etc., that show or describe naked people.

**dominance**—the fact or state of being dominant.

**cultural**—of or relating to a particular group of people and their habits, beliefs, traditions, etc.

**supremacy**—the quality or state of having more power, authority, or status than anyone else.

**crucially**—in a crucial manner; very importantly

**business trip**—a visit made to a place for work purposes, typically one involving a journey of some distance.

**booking a flight** - *buying a plane ticket*

**overbooked**— *to be more passengers than seats available*

**boarding pass** - *the ticket that allows you to enter the airplane*

**aisle seat** - *a seat next to the corridor*

**bumpy flight** - *a flight with a lot of turbulence*

**ten-hour layover** - *I had to wait ten hours for my next flight*

**checked luggage** - *the bags in the airplane's cargo compartment*

**carry-on bag** - *the bag you take with you on the plane*

**a seedy hotel** - *a hotel that is not very safe or comfortable*

**the red-light district** - *an area of the city where there are many sex shops, strip clubs, etc.*

**a dingy room** - *a dirty and dark room*  
**voyage**-- a long journey, especially on a ship  
**journey** -- an occasion when you travel from one place to another, especially over a long distance  
**travel** -- the activity of travelling  
**excursion** -- a short journey that you make for pleasure  
**ticket** -- a piece of paper that shows that you have paid to do something such as travel on a train, bus, plane, etc.  
**fee** -- an amount of money that you pay to be allowed to do something such as join an organization.  
**reach** -- to arrive somewhere  
**border** -- the official line that separates two countries or regions:  
**distance** -- the amount of space between two people or things  
**guide** -- to show someone where to go by going with them  
**fossil fuels** - *oil, coal, and natural gas*  
**greenhouse gases**- *gases that heat up the atmosphere*  
**clean energy** - *energy sources that do not pollute the environment*  
**renewable resources** - *elements like water and air, which can be re-used*  
**die of hunger/starvation** - *die from not having enough food.*  
**food shortages** - *not enough food)*  
**on the margins of society** - *outside the dominant society and culture*  
**welfare programs** - *programs that give money to poor people*  
**disadvantaged backgrounds** - *poor families and situations*  
**short-term rental** -- *a place to live that can be rented for a short period of time*  
**two-bedroom apartment** – that’s an apartment with two bedrooms, a living room, and a kitchen – with some friends.  
**studio apartment** -- *an apartment with only one big room*  
**five-story building** – *that’s a building with five floors*  
**overlooking the ocean** -- *that means you can see the ocean from the balcony.*  
**had a nice view of the city skyline** -- *this is another expression used when you can see something from a certain place.*  
**recently been remodeled/renovated** – meaning it was fixed up and improved  
**fully furnished** -- it already had furniture (beds, tables, etc.)  
**appliances**-- refrigerator, stove, etc.  
**spacious living room** -- *the room was big*  
**the bedrooms were rather cramped** -- *small and uncomfortable.*  
**feel homesick** – that’s when you feel sad because you miss your life at home.  
**have a place of my own** -- so that I’m not throwing away money on rent every month  
**affordable housing** -- *houses/apartments that are reasonably priced*  
**upscale neighborhoods** -- *areas where rich people live*  
**take out a mortgage** -- *borrow money from the bank, in order to buy a house*  
**down payment** -- *an initial payment on a big purchase*  
**Customer Retention**

Customer retention is the act of keeping customers. There are many studies that show that keeping customers longer is much less expensive than acquiring new customers with some suggesting that it is up to ten times less expensive to keep a customer than acquire a new one. Customer retention is focused on ways to keep customers longer.

### **Customer Satisfaction Score**

The customer satisfaction score, or CSAT as it's often called, intends to measure a customer's satisfaction with the service received.

### **Customer Satisfaction Survey**

A survey conducted to measure the level of Customer satisfaction. It can be administered online, telephonic or face-to-face.

### **Agent**

An agent is the support team member who is assigned service tickets and responsible for resolving customer requests. Agents may also interact directly with customers to address service requests via communication channels such as phone, email, chat, and social media.

### **Agent experience**

Agent experience refers to the quality of interactions between support team members and the company employing them. It determines how satisfied agents are with their work and career paths, and has an impact on both their interactions with customers and the company's bottom line. It also refers to the tools and processes that enable support agents to not only provide the kind of support customers love, but avoid providing the kind of frustrating experiences customer hate.

### **Benchmarking**

Benchmarking is a comparison of agent or team performance against the performance of peers or competitors. It can also be used to compare the current and past performance of the same agent or team. Benchmarking helps in assessing a relative position versus the competition, and in developing plans to maintain or improve on that position.

### **Business hours**

Business hours are the days and times that a company's customers can access agents for support. Though customers may consider 24/7 support ideal, a company can set business hours based on regional demand by looking at its customer types, available support channels, and customer feedback. This data provides insights into a company's optimal hours for agent staffing.

### **Business process outsourcing**

Business process outsourcing, or BPO, involves assigning responsibility for a function or operation to an external party. A growing company can use this strategy to maintain service standards and meet an increased demand for support as its business expands. BPO options include onshore (same country), near shore (same hemisphere), offshore (any location in the world with lower labor costs), and virtual or home-based operations.

## **Business rules**

Business rules refer to automations, triggers, and macros that automate operational workflows such as routing or escalating tickets to the right departments and agents.

## **Change management**

Change management is the process of overseeing and implementing change within a company. These could be organizational changes or shifts in procedure or technology. Effective change management employs processes, tools, and techniques that minimize disruptions to productivity and promote acceptance and adoption of the change.

## **Customer experience**

Customer experience describes a customer's relationship with a company over the duration of their interactions. Evaluating the customer experience enables a company to better meet customer expectations and increase satisfaction and retention. Evidence shows that customers today expect consistency in the quality of their interactions with a company and to be able set the terms of these interactions at all times.

## **Customer journey mapping**

Customer journey mapping involves documenting the steps a customer takes in interacting with a company. Companies can use this tool to better understand the customer experience, identify areas for improvement, and increase customer satisfaction.

## **Customer satisfaction**

Customer satisfaction, or CSAT, is a metric that measures a customer's immediate happiness with a company's service as well as a customer's overall loyalty. CSAT is determined using customer service metrics collected from a clear and simple survey sent to a customer soon after an interaction with a company is complete. Companies can use this transactional metric to fine-tune service and track the effect of new customer support measures.

## **Customer segments**

Customer segments are groupings of customers who share a common need or characteristic. A company's customer base might be divided into segments according to location, industry, product usage, organization size, revenue, or any other meaningful distinction. Creating these segments allows a company to tailor its approach and interactions to the specific needs of each group of customers.

## **Quality assurance**

Quality assurance is the process of monitoring and maintaining a predetermined customer support standard. This process defines the appropriate level of service, sets expectations for agents, and helps in measuring performance. Quality assurance methods include email, chat, and call monitoring; contact scoring based on the support standard; and regular feedback to agents.

## **Self-service**

Self-service most frequently refers to when customers independently access information and resolve issues rather than interact with a company's agent or submit a request for support. Self-service can also benefit a company internally, helping agents find information easily and resolve customer issues quickly.

**business trip**—a visit made to a place for work purposes, typically one involving a journey of some distance.

**booking a flight** - *buying a plane ticket*

**overbooked**— *to be more passengers than seats available*

**boarding pass** - *the ticket that allows you to enter the airplane*

**aisle seat** - *a seat next to the corridor*

**bumpy flight** - *a flight with a lot of turbulence*

**ten-hour layover** - *I had to wait ten hours for my next flight*

**checked luggage** - *the bags in the airplane's cargo compartment*

**carry-on bag** - *the bag you take with you on the plane*

**a seedy hotel** - *a hotel that is not very safe or comfortable*

**the red-light district** - *an area of the city where there are many sex shops, strip clubs, etc.*

**a dingy room** - *a dirty and dark room*

**voyage**-- a long journey, especially on a ship

**journey** -- an occasion when you travel from one place to another, especially over a long distance

**travel** -- the activity of travelling

**excursion** -- a short journey that you make for pleasure

**ticket** -- a piece of paper that shows that you have paid to do something such as travel on a train, bus, plane, etc.

**fee** -- an amount of money that you pay to be allowed to do something such as join an organization.

**reach** -- to arrive somewhere

**border** -- the official line that separates two countries or regions:

**distance** -- the amount of space between two people or things

**guide** -- to show someone where to go by going with them

**artificial (adj)** not natural or real, but made by people:

*The growers use both natural and artificial light.*

**false (adj)** made to look like something real: /

*realised that the man was wearing a false beard.*

**natural (adj)** existing in nature, and not produced by people: *This cloth is made from natural fibres.*

**physical (adj)** real and able to be seen, touched or felt: *There was no physical evidence to connect Whi:man with the crime.*

**true (adj)** based on facts or on things that really happened: *The him is based on a true story.*

**accurate (adj)** correct in every detail and without any mistakes: *We need to get an accurate*

*estimate of what the new building will cost.*

**method (n)** a way of doing something, especially a planned or established way: *We developed new methods of pollution control.*

**way (n)** a method for doing something: *There are so many delicious ways you can prepare chicken.*

**engine (n)** the part of a vehicle that makes it move: *There was a problem with the engine, so we took the car to the garage.*

**machine (n)** a piece of equipment with moving parts that does a particular job: *Sue showed him how to operate the washing machine.*

the part of a machine or vehicle that makes it work: *The pump is powered by an electric motor.*

**motor (n)** the part of a machine or vehicle that makes it work: *The pump is powered by an electric motor.*

**aim (n)** the thing that you hope to achieve by doing something: *My main aim on this course is to gain confidence.*

**cause(n)** an event, thing or person that makes something happen: *The cause of death was found to be a heart attack.*

**reason (n)** a fact, situation or intention that explains why something happened, why someone did something or why something is true: *The police asked her the reason for her visit.*

**estimate (v)** to guess or calculate an amount or value by using available information: *It is impossible to estimate how many of the residents were affected.*

**calculate (v)** to discover a number or amount by using mathematics: *He calculates that the proposal would cost 4 million.*

**electric (adj)** using or relating to electricity: *I've just got a new electric toothbrush.*

**electronic (adj)** using electricity and extremely small electrical parts, such as microchips: *Our maths teacher said that we're allowed to use electronic calculators in the exam.*

**invent (v)** to design or create something that did not exist before: *Alfred Nobel invented dynamite.*

**discover (v)** to find something that was hidden or that no one knew about before: *William Herschel discovered Uranus in 1781.*

**research (n)** the detailed study of something in order to discover new facts: *He did some research into the causes of lung cancer.*

**experiment (n)** a scientific test to find out what happens to someone or something in particular conditions: *Researchers now need to conduct further experiments.*

**progress (n)** the process of developing or improving: *Keep me informed about the progress of the project.*

**development (n)** change, growth or improvement over a period of time: *The development in the country's economy means that more people are able to buy their own homes.*

**modern (adj)** relating to or belonging to the present time: *Modern offices are usually full of computers.*

**new (adj)** recently made, invented or developed: *They are going to build a new office block here.*

## TESTS

Tony and Sheila's first home was a(an) \_\_1\_\_ house, one of a line of houses all connected. But several years later when they had a small child, they found it rather \_\_2\_\_ for three people. They wanted something more \_\_3\_\_ and so decided to move. They went to a(an) \_\_4\_\_ and looked at details of the houses he had to offer. They looked at a \_\_5\_\_ house (one of a pair attached to each other), liked it, and asked a \_\_6\_\_ to inspect it for them. He said that it was in good \_\_7\_\_, and they therefore decided to buy it. Luckily they sold their house quickly and soon a(an) \_\_8\_\_ firm was taking all their furniture and other possessions to their new home. But already, after a couple of years, they are hoping to move again. Tony's business is doing well and they want to get a(an) \_\_9\_\_ to design a modern, \_\_10\_\_ house for them, and a(an) \_\_11\_\_ to build it.

1. A) detached B) semi-detached  
C) cramped D) terraced



2. A) detached B) semi-detached  
C) cramped D) terraced
3. A) cramped B) detached C) spacious D) stuffy
4. A) builder B) estate-agent  
C) architect D) tenant
5. A) detached B) semi-detached  
C) cramped D) terraced
6. A) architect B) surveyor C) tenant D) builder
7. A) condition B) manner C) mood D) case
8. A) builder B) estate-agent  
C) architect D) removals
9. A) builder B) estate-agent  
C) architect D) landlord
10. A) detached B) apartment C) cramped D) villa
11. A) agent B) surveyor C) architect D) builder

### **TESTS**

1. At the start of the meeting everybody was very quiet and reserved but he told a few jokes to \_\_\_\_\_.  
A) across the board B) break the ice  
C) broke the news D) back to the drawing board  
E) take on board
2. He's not very quick on the uptake, it takes him quite a while to \_\_\_\_\_ new ideas.  
A) on to a good thing B) take on board  
C) bullish D) breathing down  
E) brief
3. We're going to have to reduce budgets in every single department.  
There will be \_\_\_\_\_ cuts.  
A) back to the drawing board B) brief  
C) on to a good thing D) brainstorm  
E) across the board

4. My boss never gives me any freedom. She's always \_\_\_\_\_ my neck.  
A) broke the news B) brief  
C) breathing down D) back to the drawing board  
E) bullish
5. We need a name for our new brand. The best thing is to get a few people together and try to \_\_\_\_\_ a name.  
A) brief B) on to a good thing  
C) broke the news D) bullish  
E) brainstorm
6. I'm very happy with our sales prospects for the next year. I'm feeling really \_\_\_\_\_.  
A) bullish B) back to the drawing board  
C) broke the news D) on to a good thing  
E) brief
7. We would have liked to have looked at that but that wasn't part of the \_\_\_\_\_ you set us.  
A) brief B) on to a good thing  
C) back to the drawing board D) breathing down  
E) broke the news
8. I've heard all about it. Sally \_\_\_\_\_ to me.  
A) brainstorm B) on to a good thing  
C) back to the drawing board D) breathing down  
E) broke the news
9. I'm well aware that this is potentially a good new product and that we are probably \_\_\_\_\_ with it.  
A) on to a good thing B) back to the drawing board  
C) brainstorm D) breathing down  
E) across the board
10. I guess this market study shows that nobody wants to buy our product. It's \_\_\_\_\_ for us.  
A) back to the drawing board B) brainstorm  
C) breathing down D) across the board  
E) take on board

### TESTS

The health of a big, developed country's \_\_1\_\_ depends largely on its industry. Factories have to keep busy. They must \_\_2\_\_ and sell their \_\_3\_\_ in large quantities. \_\_4\_\_ must make and sell ships; car \_\_5\_\_ must make and sell cars. A

period of industrial success, when everything goes well and large profits are made, is called a(an) \_\_6\_\_.

On the other hand a period when there is not much industrial activity is called a \_\_7\_\_. To maintain a high level of production is not simple.

For example Japan, a very successful industrialized country, has very few natural \_\_8\_\_ such as oil or coal, and has to \_\_9\_\_ them from other countries in order to keep its industries going, and thus to supply needs at home and also to \_\_10\_\_ its goods to its overseas \_\_11\_\_.

1. A) imports B) productions C) economy D) exports
2. A) import B) produce C) create D) export
3. A) shipyards B) plants C) discoveries D) products
4. A) shipyards B) ports  
C) factories D) manufacturers
5. A) yards B) plants C) centers D) resources
6. A) slump B) increase C) boom D) import
7. A) export B) slump C) boom D) decrease
8. A) markets B) products C) imports D) resources
9. A) import B) produce C) borrow D) export
10. A) import B) produce C) lend D) export

## TESTS

1. The shop assistant finally agreed..... a full refund.  
A. giving me  
**B. to give me**  
C. give to me  
D. to me to give
2. Bill asked me why..... to go shopping with me.  
**A. I hadn't invited him**  
B. hadn't I invited me  
C. I hadn't him invited  
D. hadn't I him invited
3. Ellie asked Stan..... to look at the new catalogue.  
A did he want  
B do you want  
C whether he wants  
**D if he wanted**
4. Stephen.....me he'd bought that suit in a sale.  
A said  
B spoke  
**C told**  
D claimed
5. "What did the man say when you challenged him?"

He said he..... pay for the things in his bag, I didn't believe him.

- A. is going to
- B. has been going to
- C. goes to
- D. was going to**

### TESTS

1. For general advice about travel, go to a travel \_\_\_\_\_.  
A) center B) agent C) place D) manager
2. One day I would like to do the \_\_\_\_\_ by train and ship across Russia to Japan.  
A) trip B) voyage C) journey D) cruise
3. We're going on a \_\_\_\_\_ of Europe, visiting 11 countries in five weeks.  
A) holiday B) tour C) voyage D) flight
4. We went on a three-week \_\_\_\_\_ round the Mediterranean. The ship called at Venice, Athens, Istanbul and Alexandria.  
A) trip B) holiday C) flight D) cruise
5. He once went by ship to Australia. The \_\_\_\_\_ took 4 weeks.  
A) travel B) tour C) voyage D) flight
6. I'm going on a business \_\_\_\_\_ to Paris next weekend.  
A) trip B) travel C) journey D) cruise
7. Air France \_\_\_\_\_ 507 from Paris to New York will be taking off in ten minutes.  
A) cruise B) tour C) voyage D) flight
8. The \_\_\_\_\_ from Heathrow Airport to the centre of London takes about 45 minutes by underground.  
A) flight B) trip C) journey D) cruise
9. On our first day in New York we went on a three-hour \_\_\_\_\_ of the city by bus, which showed us the main sights.  
A) cruise B) tour C) voyage D) flight
10. During our stay in Paris we went on a day \_\_\_\_\_ to Disneyland.  
A) trip B) travel C) journey D) cruise

### TESTS

**Choose the correct answer.**

**1 It's not always easy to ..... the difference between fact and opinion.**

- A make                      C say  
B do                         D tell

**2 The debate will ..... place tonight.**

- A be                         C take  
B have                      D make

**3 In my..... . freedom of the press must be maintained.**

- A mind                      C sight  
B view                      D thought

**4 Media mogul Ronald Morduck has ..... control of another tabloid.**

- A made                      C given  
B found                     D taken

**5 They..... a description of the robber on CrimeTime and it sounded like you!**

- A made                      C said  
B told                        D gave

**6 J. K. Rowling has..... an enormous influence on children's literature.**

- A had                        C done  
B given                      D set

**7 I could spend hours..... the Internet!**

- A surfing                  C sailing  
B diving                    D swimming

**8 They said..... the news that the price of petrol is going up again.**

- A from                      C on  
B in                         D at

**9 The issue..... question is more complex than you think.**

- A from                      C on  
B in                         D at

10 Watch..... for words like 'so-called' in articles as they express the writer's bias.

- A about                     C over  
B around                    D out

## READING TESTS

### TEST 1

**You are going to read an article about a woman's career. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.**

#### **A varied career**

I arrive for my interview with Chloe Kelling and I'm asked to wait in the garden. I hardly have time to start looking round at the carefully tended flowerbeds when Chloe appears. Every bit as tall and striking as I'd expected, Chloe emerges

from the house wearing an oversized man's jacket, a delicately patterned top and jeans. Chloe is known for her slightly quirky sense of fashion and, of course, she looks great as she makes her way towards me through the flowerbeds.

'Let's talk in my office,' she says, leading the way not back to the house, but instead to an ancient caravan parked up next to it. As we climb inside the compact little van, the smell of fresh baking greets us. A tiny table is piled high with cupcakes, each iced in a different colour.

Chloe's been busy, and there's a real sense of playing tea parties in a secret den! But what else should I have expected from a woman with such a varied and interesting career?

Chloe originally trained as a make-up artist, having left her home in the country at nineteen to try and make her name as a model in London, and soon got work in adverts and the fashion business. 'I went to Japan to work for a short period, but felt very homesick at first,' she recalls. 'It was very demanding work and, though I met loads of nice people, it was too much to take in at nineteen. If I'd stayed longer, I might have settled in better.'

Alongside the modeling, Chloe was also beginning to make contacts in the music business. 'I'd been the typical kid, singing with a hairbrush in front of the mirror, dreaming of being a star one day,' she laughs. She joined a girl band which 'broke up before we got anywhere', before becoming the lead singer with the band Whoosh, which features on a bestselling

clubbing album. Unusually though, Chloe also sings with two other bands, one based in Sweden and another in London, and each of these has a distinct style.

It was her work with Whoosh that originally led to Chloe's link with Sweden. She was offered a song-writing job there with a team that was responsible for songs for some major stars, but gradually became more involved in writing music for her own band.

Although she now divides her time between London and Sweden, her first stay there turned out to be much longer than she'd bargained for. 'The rooms are very tall over there and so people have these rather high beds that you climb up to,' she explains. 'I fell as I climbed up the ladder and cracked three ribs. Although the people at the hospital were very kind, I was stuck there for a while, which was very frustrating. Sneezing and laughing were so painful at first, let alone singing!'

It was while recovering from her injuries that Chloe hit upon the idea of staging what she calls vintage fairs. 'It was snowing in Sweden and I wanted something nice to look forward to.'

Chloe had always loved vintage clothes, particularly from the 1950s, and decided to stage an event for others who shared her passion. The first fair was held

in her home village and featured stalls selling all sorts of clothes and crafts dating back to the 1950s. It was a huge hit, with 300 people turning up.

‘When I had the idea of the first fair, it was only meant to be a one-off, but we had so many compliments, I decided to go ahead with more,’ says Chloe. ‘There's something for all ages and people find old things have more character than stuff you buy in modern shops. It also fits perfectly with the idea of recycling.’ Looking round Chloe’s caravan, I can see what she means.

**Q1. In the first paragraph, the writer suggests that Chloe**

- A. usually keeps people waiting.
- B. is much taller than he expected.
- C. lives up to her stylish reputation.
- D. is surprisingly interested in flowers.

**Q2. What do we learn about Chloe in the second paragraph?**

- A. She’s cooked something for her guest.
- B. She’s expecting some other visitors today.
- C. She has no room in her house for an office.
- D. She invites very few people into her caravan.

**Q3. What does Chloe say about her trip to Japan?**

- A. She soon got used to her life there.
- B. She felt lonely most of the time there.
- C. She wishes she’d done the work better.
- D. She wasn’t old enough to appreciate it fully.

**Q4. In the fourth paragraph, we find out that Chloe**

- A. gave up modeling to become a singer.
- B. had always had ambitions to be a singer.
- C. has now left the first successful band she joined.
- D. sings in three bands that have a very similar sound.

**Q5. Chloe ended up in hospital in Sweden after**

- A. breaking a rib whilst trying to move her bed.
- B. hurting her leg in a fall from her bed.
- C. falling off a ladder in her bedroom.
- D. tripping over in her room at night.

**Q6. What does Chloe say about her 'vintage fairs'?**

- A. Her main aim is to raise awareness of environmental issues.
- B. She has responded to positive feedback from customers.
- C. Certain shops are now showing interest in the idea.
- D. They are mostly popular with older people.

## TEST 2

You are going to read an extract from a novel. For questions 1-6, choose the answer (A, B,C or D) which you think fits best according to the text.

A whole year had gone by since Tyler and I hung out together and I'd grown used to people reporting bad things about him. Mostly I just sighed. I'd accepted the fact that he was no longer the lad I once knew. He'd chosen the wrong kind of people to hang around with and had got into trouble. I knew these things only too well. Still, the news that he was in hospital shook me all the same. It was Beth's brother who told me.

'Wait for me outside Whitechapel station, Ashe,' Beth had said. She was late and I kept thinking at my mobile to check the time.

"The odd thing was that I'd been thinking about Tyler since the previous afternoon. I'd seen him while walking home from college. He'd got out of a car about ten metres in front of me. It HAD taken me only a second to recognize who it was and I'd darted into the doorway of a closed shop to avoid coming face to face with him.

When eventually I'd peeked out, he was standing on the pavement speaking on the phone. He had a long coat on over jeans and boots. His hair was cropped and his face was pale.

He wasn't wearing his glasses and his free hand was cutting the air as if he was making points while talking. He was looking round but his attention was on the call. Suddenly, he brought **it** to an abrupt end and slipped the mobile into a pocket. He walked a couple of steps and then, to my dismay, he spotted me. He smiled and headed in my direction. I kept my face towards the glass window and studied one of the posters that had been stuck there. 'Ashe!' he'd called.

'Oh, hi!'

'What are you up to?' he said, glancing at the poster on the shop window. I stumbled out some words about looking for a gig to go to. I'd no idea what my hair looked like or if I'd got a spot on my chin or if he'd noticed me earlier watching him from the shop doorway. 'Fancy a coffee?' he said.

'I've got to be somewhere,' I said, stepping out of the shop doorway and making off.

'See you, Ashe,' he'd called after me.

After about twenty metres, I looked round and saw that he was in exactly the same position, staring at me. He raised his hand in a tiny wave and I turned and went on. I didn't look back again.

I'd thought about him on and off during the previous evening. Now, while waiting for

Beth, I thought about him again. I wondered what he was doing. I pictured the funny brown glasses he'd worn to read with and wondered if he still read books by



George Orwell. Perhaps I should have gone for that coffee, I might not get another chance to find out what he was really up to these days.

Beth was very late. A couple of cars started hooting and there were some raised voices from a group of pedestrians who were ignoring the red man and crossing the road. I looked through the shoppers to see if I could see Beth's cheery face but there was no sign. I took my mobile out of my pocket again and stared at the screen, but again drew a blank. I wondered what to do. **I** was stamping my feet with the cold. Something must have happened. Beth wouldn't just leave me standing in the freezing cold for no reason. Tyler came into my mind again. That's when I saw her brother walking towards me.

**Q1. In the first paragraph, Ashe is surprised to discover that Tyler**

- A. has got into trouble again.
- B. has made unsuitable friends.
- C. has been admitted to hospital.
- D. has been the subject of rumours.

**Q2. How did Ashe feel when she'd first seen Tyler the previous day?**

- A. unsure if it was him
- B. surprised that he was driving
- C. keen that he shouldn't see her
- D. upset that he didn't recognise her

**Q3. The word 'it' in line (in bold) 15 refers to**

- A. a movement.
- B. a conversation.
- C. a way of looking.
- D. a piece of equipment.

**Q4. When Tyler finally noticed her, Ashe felt**

- A. relieved that he was smiling.
- B. sure he'd been waiting for her.
- C. offended by something he said.
- D. concerned about her appearance.

**Q5. After meeting Tyler the previous day, Ashe had felt**

- A. sorry that she'd been rude.
- B. curious about his current life.
- C. guilty about refusing his invitation.
- D. convinced that she would see him again.

**Q6. The phrase 'drew a blank' (line 35) suggests that**

- A. Beth had left no message.
- B. Ashe's mobile wasn't working.
- C. Ashe had decided to wait no longer.
- D. Beth was just being typically unreliable.

**TESTS**

**Choose the correct answer.**

It seems entirely (1)..... to us that there are teams of scientists in universities and other institutions around the world, attempting to (2)..... the way the world works. However, it hasn't always been that (3)... Although the scientific method is now four or five hundred years old, the ancient Greeks, for example, believed that they could work out the (4 ) ..... of natural events just by the power of thought. During the 17th century, more and more people began to realize that they could (5) ..... their scientific ideas by designing a relevant (6) ..... and seeing what happened. A lot of (7) ..... was made in this way by individual scientists. These men and women often worked alone, carrying out (8) ..... into many different areas of science, and they often received very little (9) .....for their hard work. At the start of the 20th century, though, it became (10) ..... that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.

1 A physical B natural C typical D real

2 A create B invent C construct D discover

3 A route B method C way D technique

4 A aims B reasons C causes D impulses

5 A calculate B estimate C measure D test

6 An experiment B research C attempt D analysis

7 A development B movement C progress D evolution

8 A research B experiment C discovery D education

9 A award B prize C gift D reward

10 A clear B true C accurate D actual

## **TESTS**

**Choose the correct answer.**

If this theory about parallel universes (1)..... correct, it (2).....that we're living in more than one universe at the same time. But if that (3)..... true - if I was doing different things in different universes - (4).....about it. And if I (5).....about it, how could it be me doing these things? If I (6) ..... the lottery last year in a parallel universe, and decided to sail round the world, how is that'me'?

It doesn't make sense! And another thing. If I do something, it (7)..... consequences. For example, if I (8).....study, I might have not pass the exam. I can't start thinking about different universes where the consequences are different. If I just ..... (9) about the universe I actually live in, then I'm sure ( 10 )..... okay!

1 A will be B is C would have been D has been

2 A has meant B meant C had meant D means

3 A will be B was being C were D has been

4 A I'd know B I'll know C I have known D I know

5 A wouldn't know B don't know C won't know D didn't know

6 A had won B was winning C have won D win

7 A would have B would have had C will have D had had

8 A won't B haven't C don't D hadn't

9 A think B to think C am thinking D have thought

10 A I'd be B I've been C I'd have been D I'll be

## **TESTS**

### ***The impersonal passive***

**Choose the correct answer.**

**1 We.....a swimming pool put in this week.**

A get

B are having

C have

D have got

**2 Why don't you get a doctor.....your arm?**

A to look

B looked

C look

D be looking

**3 My teeth were a little yellow so I .....by the dentist.**

- A had cleaned them
- B have them cleaned
- C was cleaned them
- D had them cleaned

**4 Stuart's thinking of having.....**

- A shaved his head
- B his head shaving
- C his head shaved
- D shaved to his head at

**5 My sister.....weekend.**

- A made
- B got
- C did
- D took

**6 Mum and Dad didn't fancy cooking, so we got a pizza.....**

- A be delivered
- B to be delivered
- C delivered
- D deliver

**7 You should.....a professional to check your house for earthquake damage.**

- A have
- B make
- C take
- D get

**8 Kelly wanted to have a live band.....at her wedding.**

- A to be played
- B play
- C played
- D been playing

**9 Can we .....this summer?**

- A get installed air-conditioning
- B get air-conditioning to install
- C have installed air-conditioning
- D have air-conditioning installed

**10 We.....while we were on holiday.**

- A were burgled our house

- B had our house burgled
- C had burgled our house
- D got burgled our house

## **TESTS**

### **TRAVEL AND TRANSPORT**

**Choose the correct answer.**

- 1. You need a passport to cross the ..... between Mexico and the United States.**  
A edge C border  
B line D rim
  
- 2. The hotel where we are ..... is quite luxurious.**  
A living C existing  
B remaining D staying
  
- 3. When you ..... your destination, your tour guide will meet you at the airport.**  
A arrive C reach  
B get D achieve
  
- 4. It can be quite busy here during the tourist.....**  
A season C phase  
B period D stage
  
- 5. David ..... me to the train station every morning.**  
A goes C has  
B takes D makes
  
- 6. I always enjoy our school ..... to France.**  
A excursion C trip  
B journey D travel
  
- 7. Circle the correct word.**  
**Hurry up, or we'll**  
A avoid  
B miss ... the bus!  
C drop  
D lose
  
- 8. The brochure says that the hotel has a great..... of the sea.**  
A appearance C sight  
B look D view
  
- 9. I must remember to ..... a souvenir back from Spain for my grandmother.**

A go C bring  
B take D keep

**10. The ..... from London to Berlin is about 919 kilometres.**

A measure C gap  
B length D distance

**11. Make sure you ..... a hotel before you come to our island, especially in the summer.**

A book C put  
B keep D take

**12. I live in Barcelona, but m y ..... town is Madrid.**

A birth C native  
B home D origin