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«Полоцкий государственный университет»

С. В. Ядрищенская

**АНГЛИЙСКИЙ ЯЗЫК:
МОДУЛЬ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ**

Электронный учебно-методический комплекс
для студентов педагогических специальностей

Новополоцк
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Материалы способствуют развитию видов речевой деятельности на английском языке в рамках тем профессионального общения. Комплекс направлен на формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

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ПРЕДСЛОВИЕ

В настоящее время одной из основных отличительных особенностей изучения иностранного языка в вузе студентами неязыковых специальностей является его профессионально-ориентированный характер, отраженный в учебной цели и содержании обучения. Особое внимание уделяется организации самостоятельной работы студентов. Эффективным инструментом обеспечения самостоятельной работы является использование в учебном процессе учебно-методических комплексов.

УМК, имеющий в своей основе модульные технологии, предназначен для обеспечения учебного процесса в единстве целей, содержания, и организационных форм. Это, по сути, сжатый банк информации с целевой программой действий и различными формами самоконтроля знаний

В связи с этим был разработан данный учебно-методический комплекс (УМК) для студентов 1 курса гуманитарного факультета как необходимого компонента системно-методического обеспечения учебного процесса.

ВВЕДЕНИЕ

Курс «Английский язык: модуль профессионального общения» предназначен для студентов гуманитарного факультета специальностей «Дошкольное образование», «Технический труд и техническое творчество», «Обслуживающий труд и изобразительное искусство».

Комплекс рассчитан на 140 часов аудиторных занятий (1 семестр – 72 часа, 2 семестр – 68 часов). На самостоятельную работу студентов отводится 160 часов (1 семестр – 60 часов, 2 семестр – 100 ч. из них 36 часов на подготовку к экзамену) согласно рабочей программе.

Целью данного пособия является формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Достижение поставленной цели предполагает решение следующих **задач:**

1. Сформировать готовность читать оригинальные тексты с учетом профессиональной специализации в целях извлечения нужной информации, изучения вопроса, а также передачи содержания.

2. Сформировать готовность принять участие в ситуативно-обусловленной беседе по изученной тематике.

3. Сформировать умение понимать на слух основное содержание аудиотекстов, построенных на программном языковом материале и устно-речевой тематике.

4. Сформировать умение использовать письмо в качестве вспомогательного средства для выполнения учебных заданий, а именно, правильно писать слова и словосочетания; излагать в письменной форме содержание прочитанного материала в виде аннотации, резюме, а также рефератов; вести деловую переписку и оформлять необходимую документацию с использованием современных технологий.

5. Сформировать умение правильного использования грамматических форм, норм и правил в устной и письменной речи.

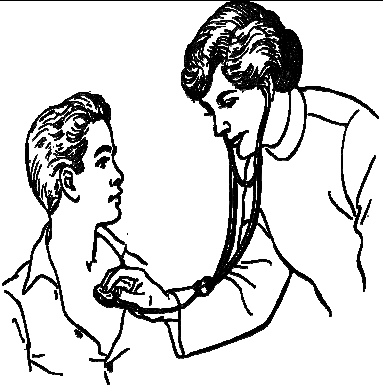








Учебно-методический комплекс состоит из пяти модулей, организованных по тематическому принципу. Дополнительно подобран видеоматериал, позволяющий совершенствовать навыки понимания англоязычной речи. Тематика и характер учебного материала обусловлены будущей профессией студентов и обеспечивают формирование у них профессионального словаря, тренировку фонетических и грамматических навыков, а также навыков чтения и говорения в рамках профессиональной тематики.

MODULE I JOBS AND CAREERS

1. Look at the pictures and answer the questions.

What jobs do the people have? What kind of person probably enjoys doing each job? The words below will help you.

Friendly outgoing reserved calm creative talkative intellectual beautiful

		
a)	b)	c)
		
d)	e)	f)
		
g)	h)	i)

2. Match a line in A with a line in B. Match pictures from Ex. 1 with jobs in column A.

A	B
a A pilot	designs buildings
b A chef	wears beautiful clothes
c A doctor	takes pictures
d A model	flies planes
c An artist	cooks in a restaurant
e A photographer	helps others to acquire knowledge
f An architect	paints pictures
g A teacher	makes a hypothesis and tests it
h A scientist	diagnoses and treats human diseases

3. Reading. Before you read, look at the title. Predict what you are going to read about. This will help you to read faster.

YOUR PERSONALITY AND YOUR JOB

What is a perfect job for you? It depends a lot on your personality. People think, act and feel in different ways, and there are interesting jobs for every kind of person. Three common personality types are outgoing, intellectual, and creative.

Outgoing people enjoy meeting others and helping them. They are good talkers. They are friendly, and they get along well with other people. They often become nurses, counselors, teachers or social workers.

Intellectual people like thinking about problems and finding answers to hard questions. They often enjoy reading and playing games like chess. Many intellectual people like working alone more than working in a group. They may become scientists, computer programmers, or writers.

Creative people enjoy making things. They like to imagine things that are new and different. Many of them become artists such as painters, dancers or musicians. Architects, designers, and photographers are other examples of creative jobs.

Before you choose a career, think about your personality type. If you want to be happy in your work, choose the right job for your personality.

a) Check your understanding.

1. What do outgoing people enjoy doing? What jobs are good for them?
2. What do intellectual people like? What jobs are good for them?
3. What do creative people enjoy? What jobs are good for them?
4. Why is it important for you to know your personality type?

b) *Build your vocabulary:*

Find these words in the reading, and underline them.

personality	intellectual
type	creative
outgoing	artists

Find these phrases in the reading, and circle them.

Enjoy meeting others
Like to imagine things that are new and difficult
Like thinking about the problems
Think, act, and feel in different ways
Painters, dancers, or musicians
Every kind of person

These phrases are clues to help you guess the meaning of the following words. Match them.

1. personality –
2. type –
3. outgoing –
4. intellectual –
5. creative –
6. artists –

c) *Read the adverts. Predict the job each ad will describe.*

Are you creative? *Do you like imagining things? Do you love making things? Do you enjoy thinking of new ideas? We are looking for creative people to join our team of architects. Help us design exciting new homes. Your future is with us!*

Are you intellectual? *Do you enjoy solving difficult problems? Do you like working alone than working in a group? Yes? Then you are the right person for us! We need computer programmers to help create new computers for the future.*

Are you friendly and outgoing? *Do you like talking with people and helping them? Do you enjoy meeting new people and finding out about them? If your answer is yes, then teaching is the job for you. Come and join our friendly team of teachers. Apply today!*

d) *Read the ads above. Write the best job for each person.*

1. Phil is creative. _____
2. Beverley is intellectual. _____
3. Sarah is outgoing. _____
4. Michael likes working alone. _____
5. Elena enjoys meeting new people. _____
6. Julio loves imagining new ideas. _____

e) Complete the sentences:

artist creative friendly intellectual outgoing personality type

1. Your _____ is the way you think, feel and act.
2. Su Lin likes thinking and finding answers. She is _____
3. Osman enjoys making things. He is _____
4. Jenny loves painting and drawing. She wants to be an _____
5. Ann enjoys meeting people. She is outgoing _____
6. Jim's personality _____ is intellectual.
7. Albert likes talking to people and socializing. He is very _____

f) Complete the chart.

architect drawing helpful quiet surfing the internet
creative finding answers helping people scientist talking
designer friendly outgoing social worker teacher

<i>Jobs</i>	<i>personality adjectives</i>	<i>adjectives</i>

g) Talk with a partner. Ask and answer questions.

1. What personality type are you?
2. What is a good job for you?

h) Retell the text "Your personality and your job». Add a passage of your own – your personality type and your plans for the future.

4. How ambitious are you? Answer the questionnaire and add up your score to see how ambitious you are.

HOW AMBITIOUS ARE YOU?

1. In ten years' time do you hope to...

- a have an interesting but not very well-paid job?
- b have a well-paid job that isn't very interesting?
- c have a job that is well-paid and interesting?

2. In twenty years' time do you want to...

- a have enough money to pay your bills?
- b have quite a lot of money?
- c have a lot of money?

3. Here is the list of jobs. Which would you like to do? Choose your favourite.

A nanny doctor journalist company director policeman
 famous actor famous singer artist singer

4. When you are playing a game or doing sport, do you always want to win?
5. Do you enjoy working hard?
6. If you have some extra to do, do you look forward to doing it and do it soon, or do you wait until the last moment?
7. Would you like to have more money than most of your friends?
8. Which of the following is most important to you?
Love happiness money health.

ANSWERS

1. a0 b5 c10
2. a0 b5 c10
- 3 nanny/artist 0
policeman/teacher/journalist 2
famous singer/actor 5
doctor/company director 10
4. yes 10 no 0
5. yes 10 no 0
6. look forward 10 last moment 0
7. yes 10 no 0
8. love 0 happiness 5 money 10 health 0

0-30 You are not very ambitious. You are happy with a quiet life.

20-50 You are quite ambitious but you do not want to work too hard!

Over 50 You are very ambitious! Good luck and try to be nice to people!

5. VIDEO ZONE: One day I will... in Lagos

This video was made as part of Google International Women's Day celebrations. It was filmed in Lagos in Nigeria and we learn about the dreams and ambitions of a group of young women.

Before watching this video do the preparation task below. Then watch the video and do the exercise. Remember you can read the transcript at any time (See Appendix 1).

a) Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1..... a dancer	a. someone who practises or studies law
2..... a doctor	b. someone who designs clothes
3..... a poet	c. someone who draws, paints or makes sculptures
4..... a lawyer	d. someone who writes poems
5..... an artist	e. someone who sings
6..... a chef	f. someone who dances
7..... a fashion designer	g. someone who is trained to treat sick or injured people
8..... a singer	h. someone who cooks

b) Watch the video *One day I will ... in Lagos.*

<https://www.youtube.com/watch?v=EOfWriKvGN0>



c) Check your understanding: Circle the six jobs that appear in the video.

Teacher	singer	builder	dentist	chef
dancer	lawyer	doctor	fashion	designer

d) Discussion

What do you want to be in the future?

e) Divide into 2 teams. Each team makes a list of jobs. Each job gets one point. The team with the most points is the winner.

6. Reading: THE JOB OF A NURSERY TEACHER.

Vocabulary notes

nursery teacher – воспитатель дошкольного учреждения

demanding – взыскательный

reward – награда

to consider – рассматривать, полагать

to define – определять

to inspire – внушать, вдохновлять

to share – делить

to gain – получать, приобретать

a) Read about the job of a nursery teacher.

Let me introduce myself. I am Marina Kolesnikova, a first year student of Polotsk State University.

I am 18. I was born in Verhnedvinsk, a small town in the north of Belarus. My family still live there. It's not too large – my mum, my dad and my younger brother Andrey. There's also my grandma who lives not far from our house and often visits us.

As for me I live in the hostel with two other girls. I love my University and my new friends but of course I miss my family very much. Twice a month I go home to stay with them and we are very happy when we are together. I study at the Sports and Pedagogy Department. My course lasts 5 years. When I graduate I will get the qualification of a nursery teacher. People often ask me why I made a decision to become a nursery teacher. Some of them think this profession is very demanding and difficult. The others believe it's badly paid.

Ok, that's true. But don't forget – any job has its rewards. If you love young children and want to give them a good start in their life then it's a perfect job for you. The idea of becoming a nursery teacher didn't come to my mind as a sudden flash. I was considering different jobs and careers until I finally made my choice. It wasn't easy... I consulted our school psychologist and she explained people think, act and feel in different ways.



There are interesting jobs for every kind of person. Three common personality types are outgoing, intellectual and creative. I defined my personality type as outgoing. Outgoing people enjoy meeting others and helping them. They are good talkers. They are friendly and they get along well with other people. They often become nurses, counselors, teachers and social workers. "This is exactly about me!" I thought, "I love young children so much!"

My next goal was to learn about the profession of a nursery teacher as much as possible. This is a short summary of what is involved in my future work. Nursery teachers work with children aged three to five in nursery schools or classes. They plan, organize and run a wide range of indoor and outdoor activities for them. They motivate and inspire the kids learning abilities, give constant care and safe learning atmosphere to kids, produce visual assistance and schooling materials, organize education equipment and resources, support the growth of children's essential skills.

They also develop children's curiosity and knowledge through stories, songs, games, drawing and imaginative play. Young teachers must learn how to

work with kids through sharing knowledge gained with other teachers and parents and keep up-to-date with changes in the curriculum and developments in best practice.

I think these are the key points of the nursery teacher's work. But the main thing you must possess to become a teacher – you must love children and be ready to work hard and be patient. I hope I made the right choice in my life and will study hard to become a highly qualified specialist in my field.

b) Check your understanding. Answer the questions.

1. Where was Marina born?
2. Is her family large?
3. Where does she live now?
4. Where does she study? What is her future qualification?
5. Why did she make a choice to become a nursery teacher?
6. What activities are involved in nursery teachers' work?

c) Join the parts of the sentences.

1. Outgoing people	a) through stories, songs and games.
2. Nursery teaching involves running	b) gaining success in any job.
3. Children's imagination can be developed	c) with parents and keep up-to-date with changes in the curriculum.
4. Sharing knowledge is an important condition for	d) often become nurses, counselors, teachers and social workers.
5. Young teachers must cooperate	f) then teaching is a perfect job for you.
6. If you want to give children a good start in their life	g) a lot of indoor as well as outdoor activities for young children.

7. Reading and speaking:

JOBS FOR THE BOYS... AND GIRLS.

a) Discuss these questions.

Which of these jobs are traditionally done by men and which by women? Which are done by both?

nurse	builder	teacher	plumber	soldier	computer programmer
secretary	chef	gardener	painter	firefighter	detective nanny

b) Do you believe all the jobs in exercise a) can be done equally well by both sexes? If not, why not?

c) In Britain, the Equal Opportunities Commission (EOC) fights sexism, racism, and prejudice in the workplace. What does that mean?

d) Read the first part of the newspaper article.

JOBS FOR THE BOYS... AND GIRLS.

Can you imagine ringing for a plumber and a woman arriving at the door? Or paying a man to look after your children? Does this seem unusual?

Sally Rice, social affairs correspondent, investigates.

A recent report by the Equal Opportunities Commission, called "Free to Choose", says that schools and employers are still recommending some careers only for boys and others only for girls. The government has to take action on this, says the EOS. At school, boys and girls continue to study subjects that are traditional for their gender, and they continue to get poor careers advice. Employers for some jobs still choose young people because of their gender, not their ability. For example, less than 2% of men work in childcare in Britain, and only 1% of women work in building, engineering, and plumbing. So what's it like for someone to cross gender gap at work?

e) Answer the questions.

1. What was the EOS report called? What does this mean?
2. What does report say schools and employers are still doing?
3. What school subjects do you think are 'traditional for their gender'? Give examples.
4. What examples does the EOS give of jobs which are 'traditional for their gender'?

f) Read about Alex.

ALEX CARLSSON – NANNY

Alex was an engineering student in Sweden until three years ago. But he found it boring and decided to change careers.

He has always loved children, and now he is a qualified male nanny (or 'manny'!) to a 18-month-old Jack. But he has had some problems. "There is prejudice. A lot of people don't think that a man can look after a child as well as a woman. Some nanny agencies didn't want me at all," he said. 'Some parents didn't want a man looking after their children. I had to wait nearly a year for my first job.'

But does he like his new career? ‘I love it!’ says Alex. ‘Jack was 10 weeks old when I started looking after him. I don’t think it’s strange to feed him and change his nappy – it’s my profession. It’s wonderful to be part of his development. I love playing with him, and teaching him things as well.’



What is his advice for other men who want to work in childcare. ‘You should go for it!’ he says. ‘Ignore the prejudice. Just show them you can do it!’

g) Answer the questions.

1. What did Alex study?
2. What is he studying now? Why?
3. Who has he had problems with? Why?
4. Does Alex like the career he finally chose?
5. What advice does he give to other people who want to do the same thing?

h) Verbs often go together with certain words and phrases.

apply for a job

give somebody advice

go for an interview

Work with a partner. Match the verbs in A with the phrases in B. Sometimes more than one answer is possible.

A	B
Interview	hard
Study	engineering
Earn	somebody for a job
Take care of	a lot of training
Do	career
Change	children
Work	time with someone
Spend	a lot of money
Get on	together/with somebody

i) Alex has applied for the job of nanny to baby Jack. Jack's mother, Rachel, is interviewing him. Read the dialogue and answer the questions.

1. Why did Alex choose a career as a nanny?
2. How long did he have to train?
3. How many boys were on his course?
4. What did he learn on his course?
5. What does Rachel want Alex to do before she offers him a job?
6. What question does Alex ask?

Dialogue

R Good morning Alex. Nice to meet you. I have to say that this is a first! Interviewing a man for this job.

A I know it's unusual.

R Well, certainly a man has never applied for it before. Tell me, have you always been a nanny?

A No, not at all. I was studying engineering in Stockholm, and I knew I could earn a lot of money as an engineer but it was boring, so I stopped and decided to look at other careers.

R OK I understand that. But why a nanny? Why did you choose this career, a career in childcare?

A Well obviously it's because I love children, but it's much more than that. You see my mother died when I was just twelve years old and I had to help my father take care of my younger brother and sister.

R Ah, I see. So you didn't have to do a lot of training to be a nanny?

A Oh yes, I did. I had to train for a year. I had to learn how to look after children properly. Actually, I was the only boy on the course – so I really enjoyed it!

R So what kind of things did you learn?

A Well, you know, how to change nappies....

R Very important!

A How to cook healthy meals for children. How to play with them and organize their days. We worked hard and we all felt fully-qualified for the job at the end of the course.

R Well, before I offer you the job I'd like you to meet Jack and spend some time with him to see how well you too get on together.

A I'd love to.

R Well, let's go and meet him. He's adorable! Oh I forgot – do you have any questions for me?

A Just one. Do I have to wear a uniform?

R No, that's not necessary. You look just fine.

A Thank you very much.

R Ok, let's....

8. VIDEO ZONE: GETTING MORE WOMEN IN TECH

Do you think most computer programmers are men or women? Why do you think that is? Watch this video to find out why Facebook is trying to get more women in tech. Before watching it do the preparation task below. Then watch the video and do the exercise. Remember you can read the transcript at any time (See Appendix 1).



a) Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1 a perspective	a. to keep going and not give up
2 a cheerleader	b. to feel afraid and lose self-confidence
3 to feel intimidated	c. to suddenly start laughing
4 a stereotype	d. a person, usually an attractive girl, who encourages applause for a sports team
5 to stick with it	e. a general idea about what a group of people is like
6 to crack up	f. a point of view or way of looking at something

b) Watch the video: Getting more women in tech.

https://www.youtube.com/watch?v=Rj04gU_bwvI

c) Check your understanding: Choose the correct words to complete the sentences.

Sara wants to have a that looks like the world, with both men and women in it.

group of friends
school classroom
workplace

Lori says that women have a different to men.

goal in life
perspective on technology
way of working

Nair says the problems of the future are problems, not just 'men problems'.

huge
women
human

Sophia tells a story about a time she went to class wearing

a school uniform
a cheerleader uniform
a suit

It was a class, and Sophia's teacher thought it was funny to see a cheerleader there.

computer programming
maths
history

But Sophia changed his mind when

she made an impressive presentation
she started working for Facebook
she got the highest grade in a test

Alan says that to build a great product, you need a team that

understands the product's audience
works well together
has a lot of experience

Sheryl says there's nothing you can't do if you

have enough money
believe you can do it
go to university

d) Fill the gaps with the correct preposition or adverb from the box.

up	about	back	in	down	into	with
----	-------	------	----	------	------	------

Sophia: 'It was an "Introduction to Programming" class, and I walked the class wearing a cheerleader uniform, and the teacher just cracked He thought it was the funniest thing to see a cheerleader a programming class. That day, he also passed the first test from that term. And he announced that the person the highest grade in that class, with 100%, was me, the cheerleader. I kind of broke the stereotype for him at that moment, where the idea that girls can't programme, that cheerleaders are stupid, that women shouldn't be in technology... it just takes a moment like that to really change someone's mindset where women belong in technology.'

e) *Compound words are words which are made up of two other words. Use two words from the box to make a compound word to fill each gap.*

place	mind	cheer	book	World	work	set	wide	Face	leader
-------	------	-------	------	-------	------	-----	------	------	--------

The people in the video all work for

Sophia: 'The person with the highest grade in that class, with 100%, was me, the

Sophia: 'It just takes a moment like that to really change someone's about where women belong in technology.'

Sara: 'We want to have people in the that look like the world!'

Sheryl: 'I think it's really critical that we get more people and particularly in the United States into technical fields, and more women.'

f) *Discussion*

Do you think women can work in tech? Which other jobs are usually done by women? Which are usually done by men?

9. Reading: THE JOB OF A HANDICRAFTS TEACHER

Vocabulary notes

Artefact – искусственный (сделанный человеком продукт)

dwelling – жильё, дом

tool – инструмент

aesthetic dimension – эстетическое измерение

to embody – воплощать

craftsman – мастер, ремесленник

creative – творческий

contemporary – современный

sophisticated – утончённый, сложный, изысканный

to require – требовать

vital – жизненно важный

a) *Read about the job of a handicrafts teacher.*

Let me introduce myself. I am Marina Kolesnikova, a first year student of the Polotsk State University.

I am 18. I was born in Verkhnedvinsk, a town in the north of Belarus. My family still live there. It`s not large – my mum, my dad and my younger brother Andrey. There`s also my grandma who lives not far from our house and often visits us.

As for me I live in the hostel with two other girls. I love my University and my new friends but of course I miss my family very much. Twice a month I go home to stay with them and we are very happy when we are together. I study at the Sports and Pedagogy Department. My course lasts 5 years. When I graduate I will get the qualification of a Handicrafts teacher and an entrepreneur. Let me say a few words about the subject of Handicrafts and Arts at school.

Historically humankind has used and processed materials to make tools, clothing, dwellings and art. Artefacts are part of most areas of our lives. Artefacts communicate thoughts and ideas, make statements about social status, views on life, power and placement, who we are and where we belong. The aesthetic dimension is a central element of the everyday life of children and young people, constituting a basis for their choices and expressions.

The arts and crafts subject embodies various traditions, from the craftsman`s knowledge of materials, techniques and work processes, via the designer`s knowledge of developing ideas and solving problems, to the artist`s production of creative works of art.

Practical creative work in the schools and studios, developing ideas, and designing products are all central aspects of the subject. This work includes using traditional and more contemporary materials, tools and techniques. Developing imagination, creativity and motor skills – from the simple to the more sophisticated – are important dimensions of the subject and require much time. It gives each individual the opportunity to experience the joy of creating and mastering.

Knowledge about form, colour and composition is vital for the creation of products that function. This knowledge can contribute to personal development. Such knowledge can improve the opportunity to participate in democratic decision-making processes in a society where more and more information is communicated visually. The main aim of the subject is to help to develop entrepreneurship and cooperation with business and industry, institutions and specialists. In interdisciplinary cooperation on design and technology the subject particularly contributes to the practical-aesthetic aspects of design.

The subject *arts and crafts* has an important position in developing general cultural education. It also prepares pupils for a number of further education, trades and occupations. Aesthetic competence is a source of development on several levels, from personal growth to creative innovation in a larger social perspective.

b) Check your understanding. Answer the questions.

1. Where was Marina born?
2. Is her family large?
3. Where does she live now?
4. What is her future qualification?
5. What does 'artefact' mean? Explain in English please.
6. What are the central aspects of the subject?
7. What knowledge do you need to possess for the creation of products that function?
8. Why is the subject *arts and crafts* so important for children?

c) Join the parts of the sentences.

1. The term "craft" denotes	a) like embossing, repoussé work, engraving, granulation and filigree decoration.
2. Decorative Art is considered	b) to develop entrepreneurship and cooperation with business and industry, institutions and specialists.
3. Applied Art describes	c) a skill, usually employed in branches of the decorative arts.
4. The main aim of the Arts and Crafts subject is	d) vital for the creation of products that function.
5. Jewelry includes metalwork involving processes	f) fields of creative activity that apply design and aesthetics to utilitarian objects of everyday use.
6. Knowledge about form, colour and composition is	g) to include ornamental and functional works in ceramic, glass, metal, wood and textiles.

10. Preparing for a job interview.

Before you read

Have you ever been to an interview? What was it for? What was it like? How did you feel? What do people often do wrong in interviews?

a) Read about how not to behave in an interview and answer the questions.

- 1 What are three common mistakes that people make?
- 2 Which do you think is the funniest job interview story?

Making the wrong impression

Job interviews are never easy but some people make the most obvious mistakes. Some arrive late. Others don't prepare what they are going to say. And many don't even show any interest in the job.

There are lots of funny stories about job interviews. According to one company, one person went into the interview wearing motorcycling clothes – including a crash helmet! Another listened to a personal stereo the whole time. A third suggested an arm-wrestling competition with the interviewer, while another just fell asleep and snored!



b) *Writing. Complete the instructions for going to an interview in Britain. Use the correct adjectives and adverbs.*

*Clearly punctually confident smartly nervous carefully comfortably
early firmly fast briefly*

- 1 Dress but If you are a woman, don't wear too much make up or jewelry.
- 2 Check the time of the interview and arrive Remember, it's better to be than late.
- 3 When you are introduced, shake hands
- 4 Look cheerful and – even if you are not feeling it!
- 5 Don't smoke.
- 6 Answer questions but honestly.
- 7 Speak And try not to speak too, even if you are
- 8 Listen and with interest when the interviewer talks about the job.

c) *Compare your sentences with your partner.*

Do you disagree with any of these instructions? Is it the same in your country? If not, how is it different?

11. VIDEO ZONE: THE WORLD'S TOUGHEST JOB.

Which job is the most important of all existing in the world? Why do you think so? Which one is the most difficult?

a) Watch this video for 2 minutes 48 seconds exactly. Your teacher will stop it. Try to guess what job is being offered to the people.

<https://www.youtube.com/watch?v=HB3xM93rXbY>



b) Answer the questions.

1. What is the job posting?
2. What are the requirements for this position? Choose from the list below:

Mobility;

Being able to work standing up most of the time;

No breaks available;

Being able to work under pressure;

Excellent negotiation and interpersonal skills;

Work as a member of the team;

Coordinate work activities of others;

Degree in Medicine;

Degree in Finance;

Degree in Arts;

Driving license;

Constant attention;

No vacation;

No time to sleep;

The position is not paid.

c) *How do people react?*

What words and expressions do they use to comment on the position?

Choose from the list below.

Great!

That's a lot!

That's a little intense...

That's crazy!

That's almost cruel.

That's nonsense!

That's hilarious!

That's a very sick twisted job.

That's inhumane.

That's fantastic!

That's insane.

3. Do you have any ideas who currently hold this position?

d) *Watch the rest of the video.*

Do you agree with the interviewer?

What would you say if you were at the interview?

12. Word Formation

We normally use suffixes to change a word to a different part of speech:

Operate (verb) + or + operator

Suffixes **-er(or)** form nouns that describe sb's occupation or what s (sth) does.

a) *Form nouns from the following verbs and translate them into Russian:*

to drive –	to construct –	to invest –
to build –	to teach –	to consume –
to research –	to interview –	to speak –
to act –	to write –	to distribute –
to employ –	to sail –	to observe –
to work –	to supervise –	to run –

13. Grammar Focus

PRESENT SIMPLE – PRESENT CONTINUOUS

1. Study the chart:

<i>Present Simple is used:</i>	<i>Present Continuous is used:</i>
1. for <i>permanent</i> situations She works in an office.	1. for <i>temporary</i> situations He is staying with some friends at the moment.
2. for <i>repeated</i> actions in the present, especially with adverbs of frequency He often buys her flowers.	2. for actions happening at or around the <i>moment of speaking</i> He is looking for a new job at the moment.
3. for <i>facts</i> which are permanently true The sun rises in the east.	3. with <i>always</i> to express <i>annoyance</i> or <i>criticism</i> He is always telling lies!
4. for <i>timetables</i> or <i>programmes</i> The lesson starts at 10 o'clock.	4. for <i>fixed arrangements</i> in the future I'm flying to New York <i>tomorrow</i> .
<i>Time expressions used with Present Simple</i>	<i>Time expressions used with Present Cont.</i>
usually, always, never, always, sometimes, every day/week/year etc/	now, at the moment, at present, always, tonight etc.

Adverbs of frequency (usually, always, never, always, sometimes, every day/week/year etc/) are placed before main verbs but after auxiliary/modal verbs (be, have, can, will, must, shall etc.).

He often goes to the theatre. He is never late.

Non-Continuous Verbs

Some verbs appear rarely in the continuous tenses. These verbs express a permanent state and they are: appear (seem), be, believe, belong, cost, feel, forget, hate, have (possess), know, like, love, mean, need, prefer, realize, remember, see, seem, smell, sound, suppose, taste, think, understand, want etc.

I understand it now. NOT I am understanding it now.

Note: You can watch video lessons to help you understand Present Simple and Present Continuous Tenses better. See video files attached to this textbook (Module I, grammar).

14. EXERCISES

1. Choose a time expression from the list to complete the sentences:

at the moment, tonight, every day, never, always, now

1. She *never* eats meat. She is a vegetarian.
2. Mother is reading the newspaper
3. They are going to a party
4. She goes to the gym on Saturdays.
5. He drives to work
6. She is playing the piano

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

1. She *studies* (study) every evening.
2. He (dance) with Mary now.
3. They (get married) next week.
4. She usually (take) the bus to school.
5. Her husband never (remember) her birthday.
6. We (watch) a film on television at the moment.

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

Tim is asking Mary about her holiday arrangements:

1. Where *are you going?* (go)
2. How you there? (get)
3. What time..... the plane? (leave)
4. When it in Cairo? (arrive)
5. Where you when you get there? (stay)
6. Why you to go there? (want)
7. you a camera with you? (take)

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

Caller: Good morning! *Is* (be) Mr Adams there?

Man: No, he (not/be) here. He (work) at the moment. He usually (work) until 4 pm.

Caller: What about Mrs Adams? Where (be) she?

Man: She (do) the shopping. She always (do) the shopping on Thursday afternoons.

Caller: Where (be) the children?

Man: They (play) football. They always (play) football after school.

Caller: How you (know) all this? Who (be) you?

Man: I (be) the burglar!

5. Complete the dialogue using the verbs in brackets in their correct form.

A: Why *don't you finish* (you/not/finish) your homework and come and watch TV?

B: Because I (not/understand) it. It is too difficult.

A: Why (you/not/ask) your teacher to explain it?

B: Because I (not/like) him.

A: And why (you/not/like) him?

B: Well, he always (shout) at me.

A: Why (he/shout) at you?

B: Well, I (not/do) in class and I (not/do) my homework.

A: No wonder he (shout) at you. Give me your book now. We'll try and do it together.

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

1. It *is* (be) winter and the snow (fall). It usually (snow) in January here. Betty and James (play) in the garden. They (build) a snowman and they (throw) snowballs. They (like) the snow very much! Their mother and father (not/like) it. They always (stay) in the house when it is cold. Mother usually (watch) TV and father (listen) to the radio or (read) a book. At the moment they (sit) in the living-room. Mother (write) a letter and father (read) a book.

15. Speaking Practice

a) Divide into 2 teams. Look at Exercise 6. Team A asks questions while Team B, with books closed, tries to answer them. After five questions change the roles of the teams. Each correct question gets one point. The team with the most points is the winner.

Example:

Team A: Is it summer?

Team B: No, it isn't. It's winter.

Team A: Does it snow in July?

Team B: No, it isn't. It snows in January.

b) Divide into 2 teams and choose a leader. The teacher gives the leader a piece of paper with a key sentence on it. The leader looks at the key sentence and gives the class some hints about it. The teams ask questions in turn until they find the key sentence. The team that finds it first is the winner.

Key sentence: She is cleaning the floor.

Leader: It's a woman. She is in the kitchen.

Team A: Is she cooking?

Leader: No, she isn't.

Team B: Is she washing the dishes?

Leader: No, she isn't.

Team A: Is she cleaning the floor?

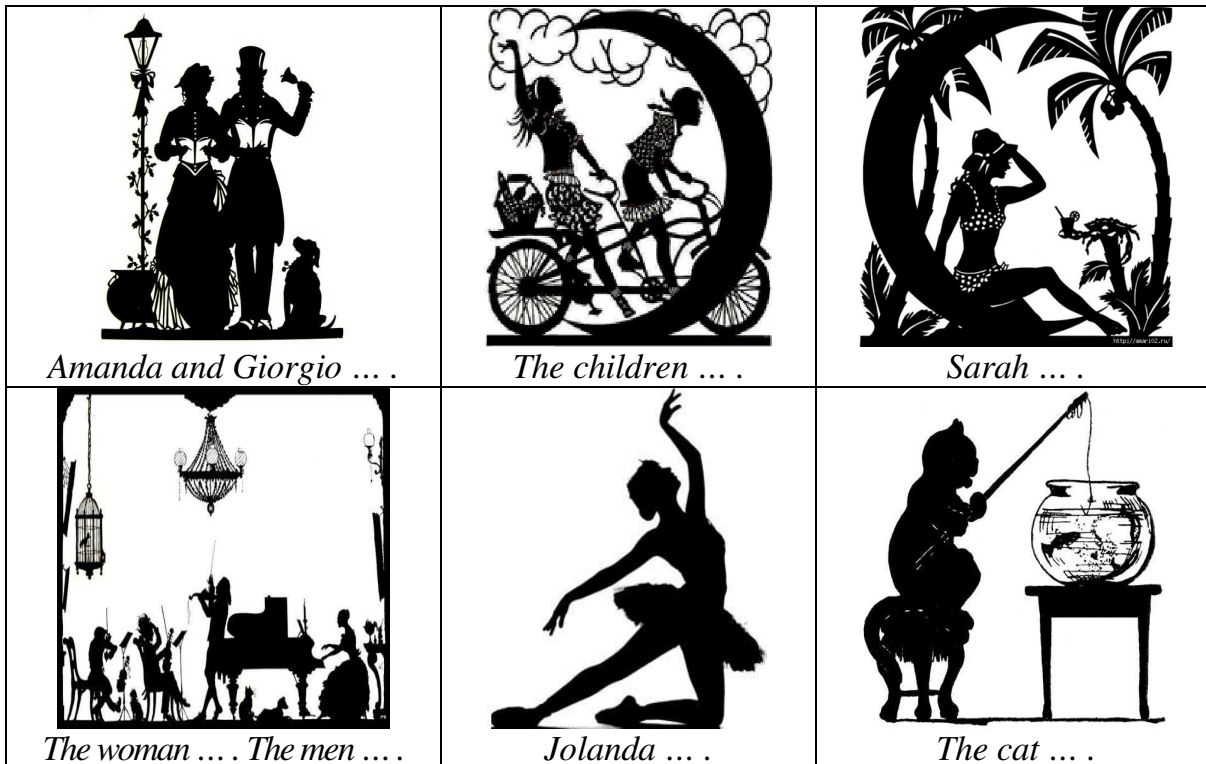
Leader: Yes, she is.

Team A is the winner. The teacher chooses another leader and you can play the game again.

16. Writing Practice

a) Write 4 things you usually, often, always do and another 4 you don't do.

b) Look at the pictures and write what people are doing at the moment:



PROGRESS TEST

1. Complete the text with verbs from the box

*not eat go live study work get up not finish love not like finish
fly start have eat visit stay want*



Philippa Robins is a scientist. She in a flat in Oxford and she biology at the University. Every day she at 6.30 and three cups of coffee. She anything for breakfast. She work in her laboratory at 7.00, and she until lunchtime. Then she for a short walk at 6.00, but sometimes she until 10.00. In the evening she often in a restaurant, because she cooking. Every winter she and her husband to America, where they an American laboratory. They in a friend's house for two weeks. They never to go back to Oxford because they hot weather!

2. Complete the text with verbs from the box

meet finish not work love travel not like start like fly spend camp want teach have
--

Holiday in the Andes

Bruce Peterson is an English teacher at a language school in Brighton – students from all over the world come to study there. He grammar and conversation. He usually to work at 9.00 and at 3.30. He his job because he lots of people from different countries. But he at the moment. He round Peru with a group of friends. They five days walking in the Andes. They in beautiful places every night, but Bruce a problem. He walking, but he sleeping in a tent – he a proper bed! They back to England next week.



3. Use the clues to help you complete the names of the jobs from Module 1.

- a) farmer
- b) **_o_** _____
- c) **__t__** _____
- d) **_o_** _____
- e) **_r_** _____
- f) **_____c_** _____
- g) **__y__** _____
- h) **c_** _____
- i) **_____l_** _____
- j) **_____e** _____
- k) **_c_** _____

- l) _ _ _ _ _ **o** _ _ _ _ _
- m) _ _ **u** _ _ _ _ _
- n) _ _ **r** _ _
- o) _ _ _ _ _ **I** _ _ _ _ _
- p) _ _ _ _ _ **e** _ _ _ _ _
- q) _ _ **r** _ _ _ _

- a works with animals
- b writes for a newspaper
- c looks after your teeth
- d sells you things
- e buys and sells things
- f can arrest people
- g you might need one if the police arrest you
- h prepares food in a restaurant
- i changes things into another language
- j makes important decisions in a court of law
- k designs houses and other buildings
- l understands how people's minds work
- m repairs things like water pipes in your house
- n looks after people who are ill
- o stops fires
- p books your holiday
- q serves drinks

If you make mistakes and can't understand the difference in Present Simple or Present Continuous use very well, please follow this link <https://puzzle-english.com/>







Join the website Puzzle English for free. You can watch English grammar lessons online and do about 15 – 20 phrases daily for free. That will help you to practice your English grammar.

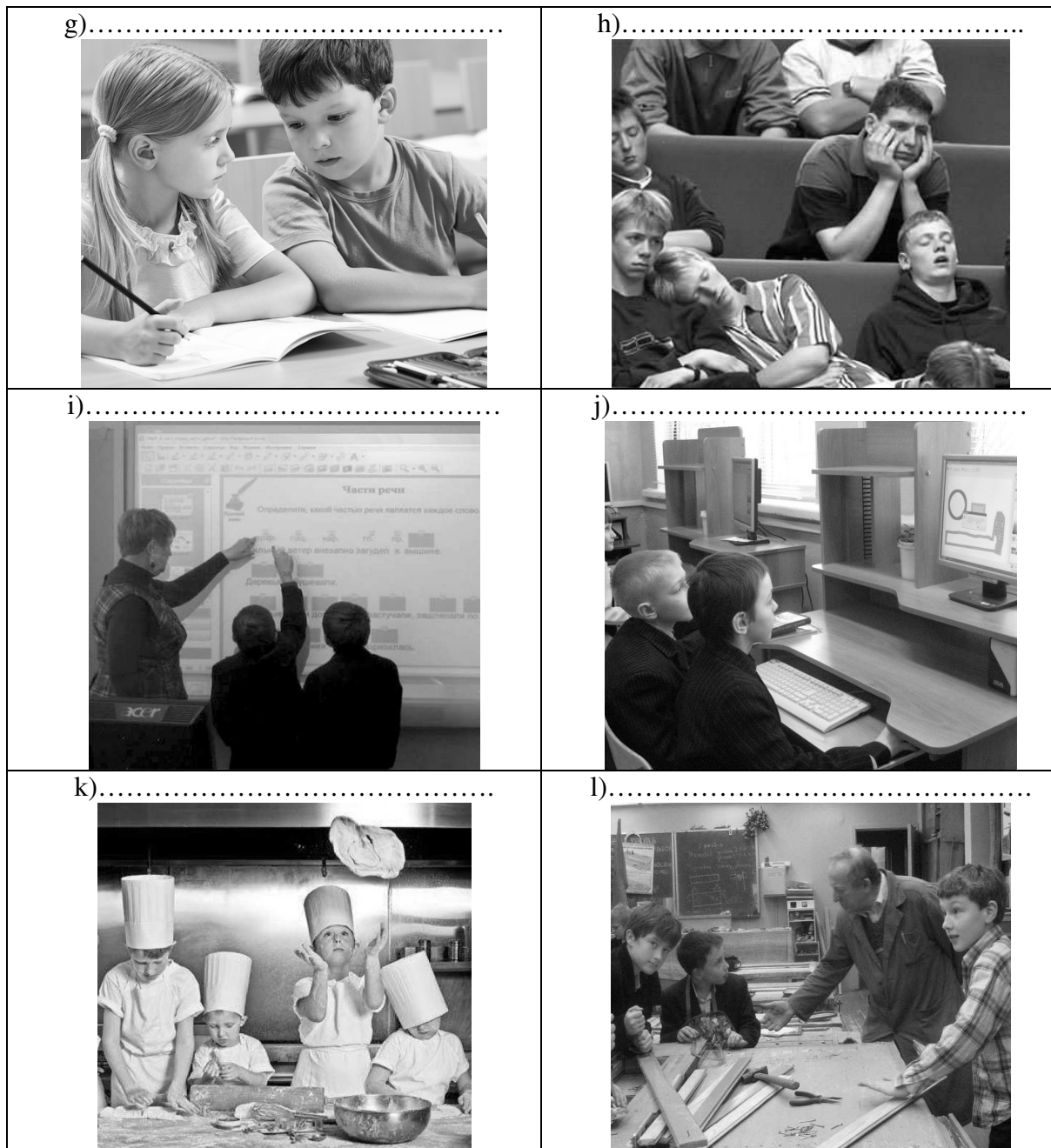
To see the result of your work, follow this link <http://tolearnenglish.com/> – Hundreds of exercises – Present Simple or Present Continuous. You will be offered grammar tests. Do them and check the result. If it isn't good, you will need more practice unless you get 70% – 90% correct answers. Good luck in your work!

MODULE II
THE WORLD OF EDUCATION

1. Look at the pictures and answer the questions.

What type of school are the students at? (primary, secondary, college, University)
What kind of activity is this? What subject are they studying?

<p>a).....</p> 	<p>b).....</p> 
<p>c).....</p> 	<p>d).....</p> 
<p>e).....</p> 	<p>f).....</p> 



How do the students feel in each of the pictures? Choose adjectives from the box.

happy interested excited concentrated bored in a good mood
tired annoyed

2. Reading: NURSERY SCHOOLS IN ENGLAND

Vocabulary notes

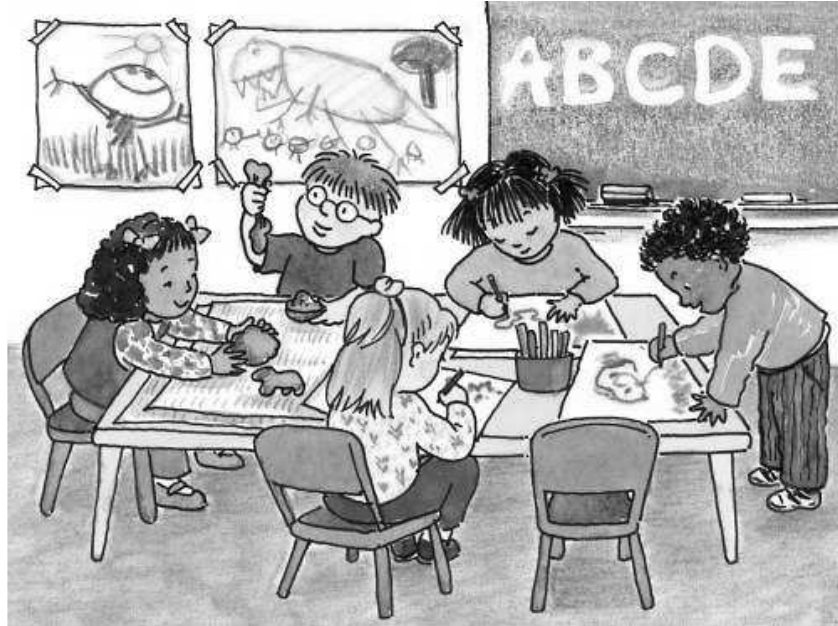
Compulsory – обязательный
 accommodation – помещение, проживание
 admittance – доступ
 ample – достаточный, обширный

guidance – руководство
supervisor – куратор (зд. воспитатель)
restrict – ограничивать
bright – способный
according to - согласно

a) Read about nursery schools in England.

Schooling is compulsory in England for children of 5 to 15 years of age. Nursery schools are provided in some areas for children under 5 years of age, usually for those between two and five. These nurseries are truly children's paradise where ample equipment including toys of all kinds is provided to keep these babies busy from 9 o'clock in the morning till 4 o'clock in the afternoon. Here they play, lunch and sleep under the guidance of two supervisors for each classroom of about 30 youngsters.

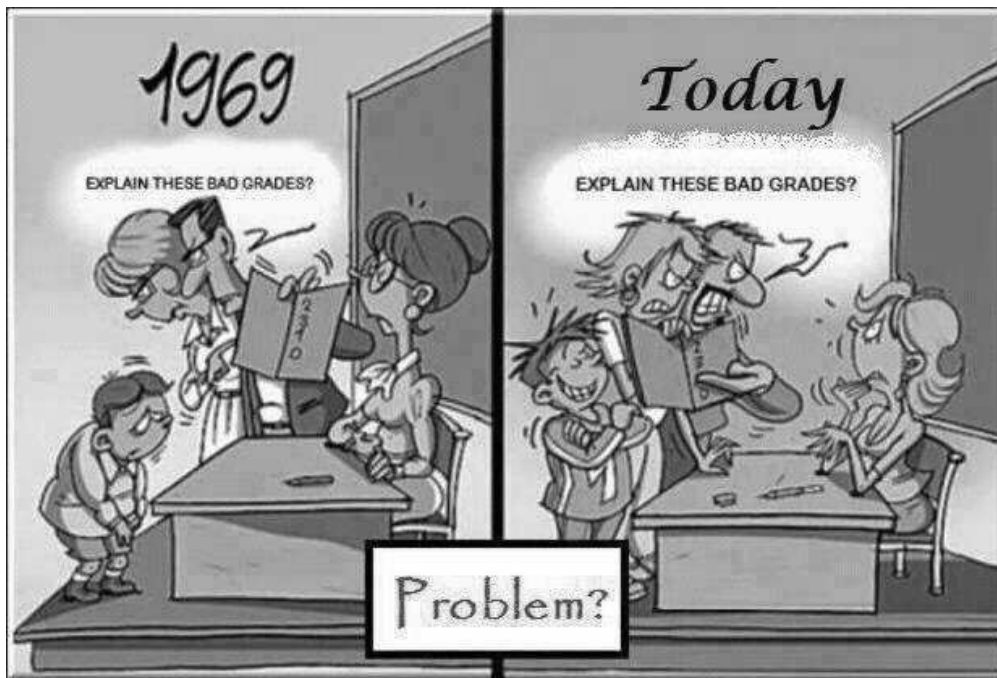
At 5 children enter the Infant school which is to a large extent the continuation of the activities of the nursery school. The three R's (reading, writing and 'rithmetic) are taught for about 20 min a day during the first year, gradually increasing to about 2 hours in their last year. The remainder of the time is spent in activities which the children have initiated either themselves or with the help of the teacher.



Activities such as modeling from clay or plasticine, painting, drawing, singings are very popular. There is usually no written time-table.

At 7 children are transferred to the Junior school which is in many cases another section of the same building. The atmosphere is more restricted at this level. The children sit in rows and follow a regular time-table for the first time.

The following subjects would appear on an average time-table: English, Arithmetic, History, Geography, Nature Study, Art and Music, Physical Education, Religious Instruction and Swimming. These pupils are streamed, according to their ability to learn, into A, B, C and D streams – the brightest children being in the A stream and the less gifted in the D stream. This last named group is usually smaller than the others and receives more individual attention. A more difficult course is offered to the pupils of the A stream.



In this system a pupil never repeats a grade but always follows his own age group. Towards the end of their 4th year the pupils write their Eleven Plus Examinations on the results of which they will proceed to a Secondary Modern, Technical, Grammar or Comprehensive school.

b) Check your understanding. Answer the questions.

1. For what age group is schooling compulsory?
2. Are nursery schools provided for children under 5 years of age?
3. What kind of activities are babies busy with in the nurseries?
4. When can children enter the Infant school?
5. What subjects do children learn at the Infant school?
6. Is there a written time table for them?
7. What school do children start at 7?
8. What is the difference between the Infant school and the Junior school?
9. Why are the children streamed into A, B, C, and D levels?
10. What happens at the end of the 4th year?

c) Join the parts of the sentences.

1. The nurseries have lot of facilities	a) under the guidance of two supervisors for each classroom.
2. Children play, lunch and sleep	b) in the same building where the Nursery school is.
3. The most popular activities are	c) do the most difficult course.
4. Junior school is often located	d) according to their ability to learn.
5. The children are streamed	e) to keep babies busy from 9 o'clock in the morning till 4 o'clock in the afternoon.
6. Pupils of the A stream	f) plactisine or clay modeling, painting, drawing, singing and dancing.

d) Retell the text "Nursery schools in England».

3. Reading and speaking:

THE NANNY

You are going to read about Amanda's job. Read and answer the questions. Use your dictionary to help with new words. Discuss your answers with the group.

- What and who influenced her choice of career?
- What did her parents want her to do?
- What was the parents' attitude to the choice of career at first?
- Has the parents' attitude changed? Why?
- In what ways do the parents think that times have changed since they were very young?

Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be nanny at the Norland Nursery Training college. She and her mother talk about her choice of career.

Amanda:

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started her training at Norland college. She had to dress us in the morning and take me to school. After school she made us delicious teas and read us stories in bed. On Charlotte's birthday she organized a fantastic party.

When Alison left we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with children. I have

always enjoyed taking care of my sister and younger cousins. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't. There were some terrible rows but I didn't go to University. I left school and spent a year working at Ludgrove School, where Prince William used to go. Then I started my training course at Norland College. I finished the course last month and I've applied for the post of nanny to twins aged six months. Mummy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.



Amanda's mother:

Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud and pleased that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been sociably acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

4. VIDEO ZONE: Your image – your future

Many of us share selfies and photos online. But how do other people see you based on these photos, and could this somehow affect your future? This video was created for Safer Internet Day. Watch it to learn more about how important it is to take care with what you share online.

Before watching this video do the preparation task below. Then watch the video and do the exercise.

a) Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1..... personality	a. a fun messaging app to send photos and videos to friends
2..... Snapchat	b. character
3..... smart	c. an idea of how something or someone is seen on the internet
4..... to affect something	d. well dressed
5..... childish	e. to make a difference to something
6..... an online image	f. silly and immature

b) Watch the video: *Your image – your future*. Remember you can read the transcript at any time. https://www.youtube.com/watch?v=YCXfbAKL_R4



c) Check your understanding: matching.

Match the answers to the questions and write a–h next to the numbers 1–8.

1. If you saw a picture like that online, would you consider giving this person a job?	a. Kind of annoying.
2. What do you think of this person by seeing that photo?	b. Try and mix up the Snapchat filter photos with normal photos as well.
3. What advice would you give to this person about presenting themselves online?	c. They can't take themselves very seriously.
4. By seeing images like this online, what do you think of this person?	d. To get rid of that childish Snapchat filter.
5. What do you think about this person and their online image?	e. No. It's not good.
6. What would you recommend to this person about improving their online image?	f. Disturbing!
7. If you saw pictures like this online, would you be more inclined to give this person a job?	g. He looks like someone that can market for my organisation.
8. If you saw a picture like this, would you be more inclined to employ someone?	h. Yes. She looks a bit smarter.

5. Reading: SECONDARY EDUCATION IN GREAT BRITAIN

Vocabulary notes

central authority – центральная власть (орган)

compulsory – обязательный

county school – школа графства (графство – админ. единица Великобритании)

endowment – пожертвование, дарственный фонд

extensive – обширный

shorthand – стенография

a) *Read about secondary education in Great Britain.*

Every child in Great Britain between ages of five and fifteen years must attend school. The Ministry of Education is the central authority established by the law.

There are three main types of educational institutions: primary (elementary) schools, secondary schools, and universities. They are all controlled by the Ministry of Education, the state schools most and the Universities least. The latter are almost independent of state control.

State schools are free and attendance is compulsory. Morning school begins at 9 o'clock and lasts for three hours until 12 o'clock noon. Afternoon school begins at 2 o'clock and lasts for two and half hours until half past four. School is open five days a week. On Saturdays and Sundays there are no lessons. There are holidays at Christmas, Easter, Whitsun and in the summer. In London and other cities there are two grades of state schools for those who will go to work at 15: state schools for boys and girls between the ages of five and eleven, and secondary schools for children from eleven to fifteen years.

The first lesson of the day is usually Bible study. The second is arithmetic, both written and mental. The other lessons are: reading, writing, English, Literature, History, Geography, Science, Nature, Drawing, Painting, Singing, Woodwork, Physical training. Instead of Woodwork the girls' curriculum includes needlework and cooking.

Public schools.



Besides the State primary schools children may go to the grammar schools, public schools or to a county school. Some famous public schools are: Eton, Marlborough, Westminster etc. They have large endowments and are almost entirely independent. Most of them have two sides: a classical side and a modern side. Classical side specializes in ancient languages, history and philosophy. The modern one specializes in languages, natural science and geography. The boys sleep in the school houses during the term. Each house is being governed by a school master. The children's time is fully taken up by their lessons and their games. Every public school has extensive playing fields attached to it.

Grammar schools.

The fees at public schools are high, much higher than those at the fee-paying grammar day schools.

Moreover at every State grammar school the prizes are free to be won by boys and girls at the primary schools. The grammar schools are for boys or for girls, or for both.

They are day schools, but the subjects are wider and more advanced than at primary schools: English (language and literature), mathematics (arithmetic, algebra, geometry and trigonometry), history (English and European), geography, natural science (chemistry and physics), ancient languages (Latin and Greek), modern languages (French, German, Spanish, Italian and Russian), commercial subjects (typewriting, shorthand, book-keeping and accounting), art, music, handwork, and physical training

Grammar schools have six classes called forms. The first form is the lowest class, and the sixth is the highest. As a rule each form consists of three parallel classes the first (A) specializing in arts (humanities), the second (B) in science, and the third (C) in commerce.



When boys and girls reach the age of sixteen years they may sit for the General Certificate of Education which shows that the holder has received a general education and has reached certain standards in various subjects. There are three standards of levels: ordinary, advanced and scholarship. In order to gain an entrance to a university, a boy or a girl must pass examinations in five subjects of which English and another language must be two and which must include either mathematics or science. He or she must pass at least two of these five subjects at the advanced level.

b) Check your understanding. Answer the questions.

1. What are the main types of educational institutions in Great Britain?
2. Are educational institutions controlled by any authorities?
3. Are state schools free? What time does the school start and finish?
4. What subjects do the children study?
5. What are the most famous public schools?
6. What is the difference between state schools and public schools?
7. Do children have to pay for the education at grammar schools?
8. What commercial subjects can children study at grammar schools?
9. How many classes do grammar schools have?
10. When may the children sit for the General Certificate of Education?
11. What does the General Certificate of Education show?

c) Say whether these statements are true or false. Correct the false ones.

1. State schools and Universities are equally controlled by the Ministry of Education
2. The fees at state schools are not very high.
3. There are holidays at Christmas, Easter, Whitsun and in the summer.
4. Instead of Woodwork the girls' curriculum includes typewriting and shorthand.
5. Most of the public schools have two sides: a classical side and a modern side.
6. Grammar schools are for boys only.
7. Grammar schools have six classes called forms.
8. When boys and girls reach the age of seventeen they may sit for the General Certificate of Education.

d) Retell the text "Secondary Education in Great Britain».

6. Reading: SECONDARY EDUCATION IN BELARUS

Vocabulary notes

to acquire – приобретать

to get acquainted – знакомиться

objective – цель

capability – способность
to envisage – предусматривать
mandatory – зд. обязательный
update – обновлять
annually – ежегодно

a) *Read about secondary education in Belarus*

Each citizen of the Republic of Belarus is guaranteed the right to get education.

Preschool education includes a net of preschool establishments. For children under the age of 6 there are nurseries, preprimary schools, kindergartens, kindergarten-schools.

According to the profile they can be divided into institution of general purpose, specialty schools, sanatory infant schools, special infant schools for psychophysically-challenged children, preschool centres of child's development.

General secondary education.

The majority of girls and boys come to school for the first time when they are 6 years old. The first four years of school are devoted to acquiring basic skills and habits of writing, reading, counting; mastering primary knowledge of the nature, society and man; getting acquainted with principles of personal hygiene and healthy way of life.

The main objective of the primary school is not only the development of physical and intellectual capabilities of schoolchildren, ethical and moral properties of a personality, but the formation of children's steady interest to studies.



The basic and secondary school is ahead, which envisages mandatory studying of subjects of the social-and-humanitarian cycle (the Belarusian and Russian languages and literatures, Foreign Language, History of Belarus and the World's History, Man and Society), natural-and-scientific cycle (Mathematics, Informatics, Geography, Biology, Physics, Chemistry) and aesthetic cycle (music, fine arts, world artistic culture), physical training and labor education.

Vocational

Vocational education is one of the most important links of the national educational system involved in qualified working staff training. Over 240 educational establishments belong to the sector (235 of them are state-run and 7 are private). They include vocational schools, colleges and professional lyceums where training in over 300 professions is conducted. At present, preference is given to broad specialist training thus contracting training in particular specialties.



Special secondary education

Special secondary education (secondary vocational education) aims at providing the republic with qualified staff. Staff training at state special secondary educational establishments (technical schools, colleges, secondary schools-colleges of Arts, gymnasium-colleges of Arts, linguistic gymnasium-colleges, vocational colleges and others) is conducted in over 150 professions for all branches of national economy. The list of specialties and curricula are updated annually to meet the modern labor market requirements and correspond with educational establishments' resources.

b) Check your understanding. Answer the questions.

1. What kind of establishments does preschool education include?
2. Name different preschool institutions according to their profile.
3. When can children start school?
4. What are the first four years of school devoted to?
5. What is the main objective of the primary school?
6. What subjects do pupils study at basic and secondary school?
7. Why is vocational education so important?
8. How many state-run and private vocational schools are there in Belarus?
9. To what kind of training is the preference given at present?
10. What does special secondary education aim at?

c) Match English and Russian equivalents.

1. preschool establishments	a) рыночный спрос
2. basic skills	b) широкая подготовка специалистов
3. mandatory studying	c) дошкольные учреждения
4. qualified working staff training	d) обязательное изучение
5. market requirements	e) основные умения и навыки
6. broad specialist training	f) подготовка квалифицированного рабочего персонала

d) Speak about the system of secondary education in Great Britain and in Belarus.

7. VIDEO ZONE: A Day In The Life... Of A 10-Year-Old In Roman Britain – Hands On History – BBC

Did you know that Britain was once Roman? Watch Eric in this video as he imagines what life was like in Roman times.

Before watching this video do the preparation task below. Then watch the video and do the exercise.



a) Match the words with their meanings and write a–e next to the numbers 1–5.

1..... a villa	a. a person who governs a part of a country
2..... a toga	b. a long kind of clothing worn by Romans
3..... a governor	c. a system that makes a whole house warm inside
4..... central heating	d. a teacher of private lessons
5..... a tutor	e. a large Roman house

b) Watch the video: *A Day In The Life... Of A 10-Year-Old In Roman Britain*

<https://www.youtube.com/watch?v=D-VmbxpEFAA>

c) Choose five topics that Eric talked about in the video

What did Eric talk about?

His dad's job

Pets

Sports

Parts of his house

His mother

His tutor

The weather

Food for dinner

d) Choose the correct option to complete the sentences.

1. The video is about life in Britain in

a The Stone Age

b Roman times

c the 19th century

2. Eric's dad is a

a governor

b tax collector

c tutor

3. Quackus Maximus is Eric's

a pet dog

b father

c pet duck

4. Eric doesn't like school because

a the tutor is strict

b he's the only one in the class

c it's boring

5. Eric has to behave because is coming to dinner.

a the governor

b Eric's tutor

c Julius Caecar

6. When Eric looks at the food for the dinner, he feels

a angry

b hungry

c sick

e) Fill in the form of 'have' or 'have got' to complete the sentences

- 1 Eric's dad an important job.
- 2 Eric a pet called Quackus Maximus.
- 3 Some of Eric's friends pet dogs, cats, geese and monkeys.
- 4 Eric's villa baths, hot water, glass, central heating and mosaics.
- 5 Eric any classmates.
- 6 Eric and his father an important dinner with the governor tonight.

f) Put the words in the corrects groups

snails pigs' udders dormice hare cats dogs ducks
flamingos' tongues monkeys geese peacocks' brains

Roman food	Roman pets

g) Discussion

Would you like to travel back in time? What time period would you go to?

8. Reading and speaking: BRAT CAMP

a) The teenage years can be difficult for both children and parents. Why, do you think? What can go wrong? Why do teenagers feel the need to rebel (npоме-стовать, восставать) against their parents?

b) Work in small groups. Read the actions in the box. Decide which are very bad, and which are not very bad behavior for a teenager. Complete the chart.

telling lies	playing truant	arguing with adults	drinking alcohol
stealing	taking drugs	swearing	fighting and bullying
cheating in exams			

VERY BAD	NOT VERY BAD

c) Read the introduction and first half of the article about Ned, Emily and Jamie. Which of the activities in exercise 2 were they guilty of?

BRAT CAMP I

What do you do with a teenager that swears at you, steals, lies, fights, drinks, takes drugs, and is completely out of control?

Desperate parents from all over the world are sending their difficult teenagers to behaviour camps in the Utah mountains, hoping that they will come

back as the children they once knew and loved. Read about these three troubled teenagers. Will the tough therapy camp help them or will they return the same rebellion brats?

TEN WEEKS. THREE TEENAGERS. ONE LAST CHANCE.

Ned, aged 16.

Ned has always argued with his mother and no longer lives at home. "I lie, steal, and cheat. I've got a drug problem," he says. "I hate everything." His dad died when he was nine. His mother says, "He's going to end up in prison, and it'll be my fault."

Emily, aged 15.

Emily was a happy girl who did well at school. Now she plays truant all the time. Her behavior changed at 13, when her mother remarried. She drinks a lot, stays out all night, and bullies her mother. "It's my life and I can do what I want," she says.

Jamie, aged 17.

Jamie is a very intelligent boy, but five schools asked him to leave in just three years. His parents are divorced. "I fight a lot," he says. "I am going to end up in prison or seriously hurt if I don't go to this camp. I hope it helps."

d) Answer the questions.

1. The brat camp is also called a 'behaviour camp' and 'a tough therapy camp'. Why?
2. Why are the parents so desperate? What do they hope will happen?
3. What does Ned's mother think is going to happen to him? Who does she blame?
4. Which of the teenagers.....?

***is selfish *has a negative opinion of life *sees hope in the future**

e) Read the rest of the article. What do you think happens in the camp?

BRAT CAMP II

Far away from outside world, the teenagers have to give up all the things from their old lives, including body piercings, cigarettes, music, mobile phones, and their fashionable clothes.

There are a lot of rules to follow and physical activity is very important. They go on long hikes through the mountains, and sleep in tents all night.

They learn to look after themselves and each other, and be responsible. They discuss their problems with the camp psychologist who decide when they are ready to go home. The average time is ten weeks.



Ned felt very ill at first, as he couldn't take drugs anymore. "It was tough, but I feel better now. I don't feel depressed anymore. I'm really looking forward to seeing my family. I'd love to live at home again," he says.

Emily had to take out all her 18 body piercings. She was shocked by camp life and cried all the time. "I hated camp, but I've learnt that everything I do affects other people. I'm sorry I was so horrible to my mum. I hope I can go back to school. I want to be a nurse."

At first Jamie had terrible problems following orders from the camp staff. But then he began to enjoy the outdoor life. He says, "It was an incredible experience. I've got more self-control now. I am going to join the army."

f) Answer the questions.

1. In what ways is life at the camp is different for the teenagers? What can't they do?
2. What do they learn to do?
3. When can they go home?
4. What were the teenagers' first experiences of life in the camp?
5. How did life in the camp change them now?
6. What are their hope and ambitions now?

g) What do you think? Why the teenagers have to give up the things from their old lives? Why is physical activity so important? Do you feel sorry for the teenagers? Or more sorry for their parents? Why do you think these teenagers had problems?

9. VIDEO ZONE: I Like It – Safer Internet Day song

This song was created by members of GMCBeats rap workshops and Webwise Ireland to celebrate Safer Internet Day. Online safety is really important for everyone who uses the internet so listen to the song and do the exercises to make sure you stay safe online.



Before watching this video do the preparation task below. Then watch the video and do the exercise.

a) Match the words with their meanings and write a–j next to the numbers 1–10.

1..... to report	a. bad or unkind
2..... a status	b. talking in a friendly way
3..... a keyboard warrior	c. someone who scares or hurts someone else on purpose
4..... a selfie	d. a person who leaves annoying messages online to cause trouble
5..... to block someone online	e. an update of personal information
6..... nasty	f. coz
7..... because	g. a person who writes aggressive, threatening comments and often hides their identity
8..... chatting	h. to prevent someone contacting you online
9..... troll	i. to complain or tell someone about something
10..... a bully	j. a photo you take of yourself, usually with a phone

b) Watch the video: I Like It - Safer Internet Day song

<https://www.youtube.com/watch?v=IHuU7LT1cKU>

c) Match to make lines from the song then write a–h next to the numbers 1–8.

1..... Chatting with ...	a. get into my head.
2..... Everybody here put your thumbs up high ..	b. or it's raining outside
3..... I never let a bully ...	c. if you think these bullies should be taken offline.
4..... When there's nothing to do ...	d. we should never have to deal with that.
5..... When we're online or using an app ...	e. don't reply.
6..... When I'm online ...	f. or report it online
7..... If it makes you feel bad then ...	g. my friends online.
8..... Tell someone that you trust ...	h. you better respect me.

d) *Check your understanding: grouping Listen to the song again then put the actions (a-f) into two groups – things you should or shouldn't do online.*

- 1 tell someone you trust if you see something online you don't like.
- 2 let bullies upset you without taking action.
- 3 stay silent if you are having problems online.
- 4 reply to mean messages from bullies.
- 5 block trolls and people who bother you online.
- 6 report anything that upsets you to the website or app you're using

<i>You should ...</i>	<i>You shouldn't ...</i>

e) *Discussion*

What did you think of this song? Do you think songs are a good way to share messages about online safety?



Remember ... make sure you stay safe online.

10. VIDEO ZONE: Cyber bullying: Create no hate

a) *Before watching this video answer the questions:*

1. What is cyber bullying?
2. How can it affect people lives?

b) *What the video. Complete 3 questions the boy is asking:*

Have you ever anyone?

Have you ever been ?

Have you ever cyber bullying?

Answer the questions. How many teenagers will answer 'yes' to this questions?

What tense forms are used in the questions?

c) *What does the boy advice?*

What would you advice?

11. Grammar Focus

PAST SIMPLE – PRESENT PERFECT

1. Study the charts:

<i>Past Simple: verb + ed</i>	<i>Present Perfect: have + pastparticiple</i>
<i>Past Simple is used:</i>	<i>Present Perfect is used:</i>
1. for actions, which happened at <i>a stated time</i> in the past. He sold his car two weeks ago. (When? Two weeks ago.)	1. for actions, which happened at <i>an unstated time</i> in the past. He has sold his car. (When? We don't know.)
2. to express a <i>past state or habit</i> . When she <i>was</i> young she <i>lived</i> in a small flat.	2. to express actions which have <i>finished</i> so <i>recently</i> that there's <i>evidence</i> in the present. He <i>has just painted</i> the room. (the paint is wet.)
3. for past actions which happened <i>one after the other</i> . She <i>put on</i> her coat, <i>took</i> her bag and <i>left</i> the house.	3. for actions which started in the past and <i>continue up to the present</i> . She <i>has lived</i> in this house for two years. (She still lives in this house.) BUT: He lived in Australia for a year. (He doesn't live in Australia now.)
4. for a past action whose time is not mentioned and it is <i>not connected</i> with the present. I <i>saw</i> Elvis Prestley. (I won't see him again; he's dead. – period of time now finished.)	4. for a past action whose time is not mentioned and it is <i>connected</i> with the present. <i>I've met</i> Madonna. (I may meet her again; she's still alive. – period of time is not finished yet.)

<i>Time expressions used with Past Simple</i>	<i>Time expressions used with Present Perfect</i>
yesterday, last week/month/year/Monday etc., ago, how long ago, just now, then, when, in 1980 etc.	Just, ever, never, always, already, yet, for, since, so far, how long, recently, today, this week/month/year, once, several times etc.

Special points:

Since is used to express a starting point. I've known Ann **since** October.

For is used to express a period of time. I've known Ann **for** two months.

Yet is used in questions and negatives. Have you met him **yet**? I haven't met him **yet**.

Already is used in statements and questions. I've **already** posted the letters.

Just + Present Perfect I've **just** called the doctor.

Just now + Past Simple He left **just now**.

Note: You can watch video lessons to help you understand Present Simple and Present Continuous Tenses better. See video files attached to this textbook (Module II, grammar).

12. EXERCISES

1. Fill in “since”, “for”, “already”, “just” or “yet”.

1. John has *just* finished his homework, so his books are still on the table.
2. I haven't seen Sarah 2001.
3. Have you finished eating? I haven't even started
4. We've lived here ten years.
5. He's come back from jogging and he's a bit tired.

Have gone to / have been to / have been in

He's *gone to* London. (He hasn't come back yet. He's still in London.)

He's *been to* Paris once. (He's visited Paris. He's back now.)

I've *been in* Athens for a month. (I am still in Athens.)

2. Fill in: *has – have been in/to, has-have gone to.*

Gina: Hello Paul. Are you enjoying yourself in Rome?

Paul: Oh, yes.

Gina: Which places *have you been to* since you arrived?

Paul: Well, I Rome for two weeks now so I a lot of places, like the Colosseum, some museums and the Vatican.

Gina: Where are your friends today?

Paul: Mark and Jim a travel agent's to buy tickets for the plane and they haven't come back yet. Mark says he Rome too long. He Capri before but Jim and Sean (not) any islands, so I think we will go to Sardinia. Sean the hotel to sleep.

Gina: Well, I am leaving now. My parents the hospital to see my uncle. He hospital for a week. See you later!

3. Fill in the blanks with time adverbs or expressions from the list below: *So far, how long, just, for, since, how long ago, yet, this week, ago, just now, already*

1. They got married a month *ago*.
2. He hasn't called us
3. I've had this car a year.
4. He has left.
5. She's typed three letters
6. She's cooked dinner.
7. you been in Rome?
8. The boss came
9. Carol has been to the cinema twice
10. did he move house?
11. I've studied Maths 2004.
12. Peter has been here 5 o'clock.

4. Put the verbs in brackets into Present Perfect or Past Simple.

1. How long *have you had* (you/have) your car?

I (have) it since Christmas. I (buy) it from my uncle.

2..... (you/see) that film before?

Yes, I (see) it when I (be) in London.

3.How long (be/ill)?

I (be/ill) since I (eat) that meat.

4.When (Ann/move) into her new house?

She (move) in a month ago. I (not/visit) her yet but I (arrange) to meet her this week.

5. Put the verbs in brackets into Past Simple.

Witches.

Many years ago people *believed* that some women (be) witches. These women (not/live) in big cities. They (live) in small villages.



People (think) they (behave) strangely because they (make) unusual medicines from plants and they (not/act) like other people. They (say) that they (not/walk) but they (fly) on brooms. Do you believe in witches?

6. Put the verbs in brackets into Present Perfect or Present Simple.

I *have known* Timmy for a long time. We always (play) together. Timmy (not/can) read or write because he (never/be) to school. He (have) long brown hair since he was born. He (live) in our house for five years. My parents (take) care of him while I (be) at school. Timmy (not/work); actually he (never/have) a job. This (not/be) strange because Timmy (be) my dog.

7. Fill in Past Simple or Present Perfect.

My best friend is called Alison. We *have known* each other since we
(be) five years old.



We (always/share) our problems and our troubles, but we
..... (also/enjoy) good times together and (spend) many
hours laughing together. We (live) next door to each other before
Alison (move) to London. I (visit) her many times
since then. She (just/buy) a new house but I (not/ see)
it yet.

8. Use Present S., Present Cont. and Present Perfect to complete the letter.

Dear Madam,

My name *is* (be) Carol Albert and I (write) to you about the adver-
tisement in today's newspaper for the post of hotel receptionist. I
(leave) school and at present I (study) hotel catering at night
school. My typing (be) good and I also(speak) two languages,
English and Spanish. I (take) courses in Computer Studies, Account-
ing and Office Management and I (feel) that these courses
..... (give) me a lot of experience for the post you
(advertise). One day, I hope to become a hotel manager. I (hope) that
you will consider my application. I (enclose) a C.V. with my
personal details and other information which I (think) may interest you.
I (look) forward to hearing from you very soon.

Yours faithfully.

Carol Albert.

9. Put the verbs in brackets into Present Perfect or Past Simple.

Mr. Jones is away on business and is phoning his wife to see how she is.



Mr. Jones: Hello darling. How are you? Is everything ok?

Mrs. Jones: I'm fine. I've been very busy since you (leave).

Mr. Jones: What (you/do) so far?

Mrs. Jones: I (do) the painting. I (mend) the bookshelf and (build) a cupboard. I (have) my hair cut and I (go) to the dentist's. Oh, and yesterday I (speak) to a builder about the garage.

Mr. Jones: A builder? The garage? What (happen) to the garage?

Mrs. Jones: Well, the garage wall (fall down) two days ago.

Mr. Jones: WHAT???

Mrs. Jones: I... I (not/finish) yet. The neighbour (have) a little accident. He (drive) into the garage wall.

Mr. Jones: Oh no! He (not/crash) into my new car, did he?

Mrs. Jones: No, your new car is fine! Don't worry.

10. Put the verbs in brackets into Present Perfect or Past Simple.

1. A: Last night I saw "The Bodyguard" at the cinema.

B: Oh, I (already/see) it twice.

2. A: Do you know that Mrs Simpson (work) here for sixteen years?

B: I thought she (start) working here ten years ago.

3. A: (you/ever/meet) anyone famous?

B: Well, I (see) Jane Fonda.

4. A: Yesterday I (leave) the house and (catch) the train.

Then I (realize) that my keys (be) in the house.

B: Oh no! That (happen) to me before. What (you/do)?

- A: I (call) the locksmith.
5. A: I (already/make) the beds and (just/sweep) the floor, but I (not/start) ironing yet.
 B: Don't worry. I (do) it yesterday.
6. A: How long ago (you/begin) painting?
 B: Ten years ago. I (recently/complete) a painting that the National Gallery (ask) me to do a year ago.
7. A: Why are you so happy?
 B: I (just/pass) my driving test.
8. A: (you/always/have) long hair, Emma?
 B: No, when I was young my hair (be) very short.
9. A: On Monday my father (give) me 20\$.
 B: That's wonderful!
 A: No, it isn't. I (already/spend) it.
10. A: What (happen)? Why is the room full of smoke?
 B: I (just/cook) your dinner, dear.

13. Speaking Practice

a) Divide into 2 teams. Your teacher will give the sentences. Both teams in turns ask questions based on the teacher's sentences. Each correct question gets one point. The team with the most points is the winner.

Example: I went on holiday last summer.

Team A: Where did you go?

Team B: Did you enjoy it?

Team A: Was the weather good?

Team B: Where did you stay? etc.

b) Divide into 2 teams. Your teacher will say the adverbs which take either Past Simple or Present Perfect. The teams in turns make sentences using the adverbs. Each correct sentence gets one point. The team with the most points is the winner.

Example: just

Team A: I've just seen a cat.

c) Divide into 2 teams. Your teacher will write a list of irregular verbs on the board. The teams in turns make sentences using verbs from the list in Past Simple. Each correct sentence gets one point. The team with the most points is the winner.

Example: meet, drive, break, go, eat, drink, leave, buy, give, take, write, read, lose, see, come, have, be, find.

Team A: I met Tim yesterday.

Team B: He drove to work yesterday.

Team A: He broke an expensive vase last night.

14. Writing Practice

- a) Use the verbs from the list in Ex. 3 and write a story.
- b) Write 5 sentences saying what you have done or haven't done today.
- c) Write a paragraph about what you did yesterday (60–50 words).

PROGRESS TEST

1. Read about Marija. Complete the text, using the verbs in box.

<i>'m enjoying</i> <i>'m going to work</i> <i>live</i> <i>lasts</i> <i>'m studying</i> <i>come</i> <i>speak</i> <i>spoke</i> <i>went</i>

Hello! My name's Marija Kuzma and I 1) from Zagreb, the capital city of Croatia. I'm 20, and I 2) medicine at the University of Zagreb. The course 3) six years, and it's all in English! It's hard work, but I 4) it a lot. I 5) at home with my mother, father and grandmother. I can speak three foreign languages – English, French and Italian. I 6) Italian because my grandmother's from Italy and she always 7) to me in Italian when I was very young. I speak English because I 8) to an English-speaking high school. After I graduate, I 9) for *Medecins sans Frontieres* in West Africa, because I want to travel and help people.



2. Present Perfect or Past Simple?

Read about Antoine and underline the correct verb form.

Antoine Sainte is a chef. He *started/has started* cooking when he *has been/was* 15 years old. He has *studied/studied* in a cookery school for the next three years, and then he *got/has got* his first job, in a restaurant in Lyons. Now 33, he *worked/has worked* all over France, and he *just decided/has just decided* to open a restaurant in Paris. He *hasn't thought/didn't think* of a name for it yet. Four other top restaurants *have opened/opened* there this year, but Antoine is optimistic. 'My food *was always/has always been* the best,' he says. 'In 1992 I *cooked/have cooked* for the Italian President when he *has come/came* to France, and he has told/told me that it *was/has been* the most delicious food outside Italy!'



2. This year or last year?

Match a line in A with a line in B and C.

A	B	C
I've worn	600\$ on clothes	
He flew	a new car	
She's written	this jacket every day	this year
They spent	ten letters	last year
I bought	65\$ to charity	
I've broken	to Australia three times	
We've given	my leg twice	

If you make mistakes and can't understand the difference in Past Simple or Present Perfect use very well, please follow this link <https://puzzle-english.com/>







Join the website Puzzle English for free. You can watch English grammar lessons online and do about 15–20 phrases daily for free. That will help you to practice your English grammar. To see the result of your work, follow this link <http://tolearnenglish.com/> – Hundreds of exercises – Past Simple or Present Perfect? You will be offered grammar tests. Do them and check the result. If it isn't good, you will need more practice unless you get 70%-90% mark. Good luck in your work!

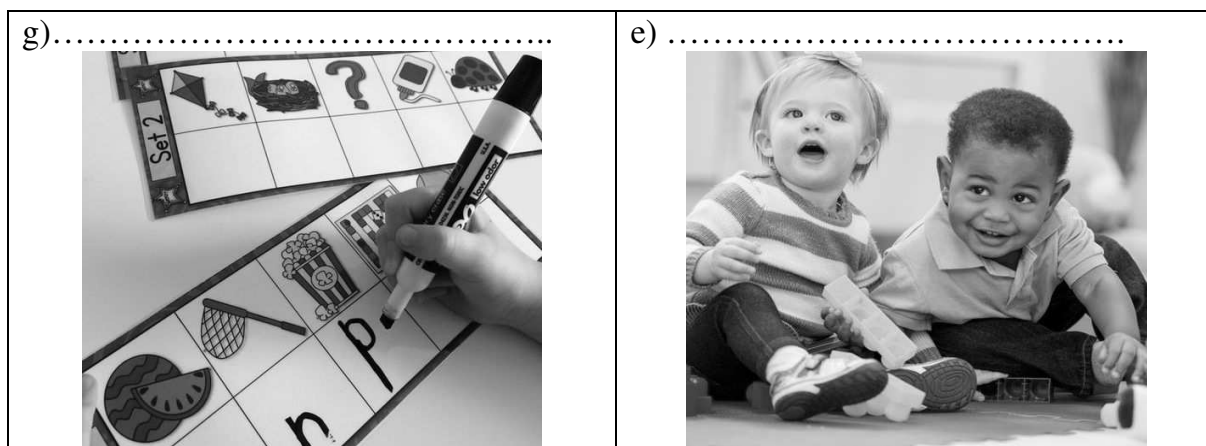
MODULE III

TEACHING OUR YOUNGEST

1. Keeping young preschoolers occupied can be quite a challenge at times. What preschool activities do the teachers use? Match them with the pictures.

Teaching numbers Drawing Teaching scissor skills Dancing Singing
Playing games Reading aloud Teaching about letters

a) 	b) 
c) 	d) 
e) 	f) 



2. Reading: BASIC TEACHING METHODS IN NURSERY SCHOOLS

Vocabulary notes

to focus on – уделять большое внимание, сосредотачиваться на

principle – принцип, основное правило

integral – существенный, нераздельный

to underpin – поддерживать, являться основой

resilient – жизнерадостный

capable – способный

self-assured – уверенный в себе

promote – зд. проводить, обеспечивать

to explore – исследовать

a) Read about the basic methods of teaching in nursery schools.

Nursery preschool educational institutions mostly focus on providing fun filled education and studying to the children. Moreover, it's a place where children can interact socially with other children and develop the quality of working in a group. Meeting the needs and interests of the children is the main goal of all preschool establishments in our society. There are a few principles that are integral to a child's development and underpin the activities, routines and learning at nursery schools:

Unique child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling environments: The environment plays a key role in supporting and extending children's learning and development.

Learning and Development: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

There are six key areas of learning that make up the early years' foundation stage. They are integral to the planning at the nursery school:

Personal, social and emotional development

We all have the same personal and emotional needs. Children must be taught how to form relationships with other adults and children who may come from the same or different background and cultures. Various topics based on the young children's experiences are often explored and presented in nursery schools and kindergartens. Multi-cultural celebrations and customs are necessary for children to understand and respect people from different lands. It's important to celebrate children's birthdays with games and singing. Teachers aim to help them to be independent and exercise the confidence needed in later life.

Problem Solving, Reasoning and Numeracy

This area includes sorting activities through colour, shape, patterns, size and features. Children are taught to measure volumes through water tray and sand tray activities, as well as through cooking. Activities where children explore size, shape, weight and length are quite sufficient. The other important activities are:

- comparing sizes through using hands, feet and heights;
- exploring numbers through counting, adding and subtracting objects in a fun way;
- finding ways of constructing, using large and small construction equipment;
- exploring ways of travelling through garden activities.

Communication, language and literacy

A book corner where children enjoy exploring books, images and texts is very important. Teachers can use storytelling and role play where the children enjoy dressing up and developing large construction scenes of the story. Every session includes a 'circle time' where children listen, discuss and talk about the days of the week, the season, the weather, the things that may have happened. Teachers have songs for daily routines i.e. tidying up. Singing often involves puppets, singing cards and actions. Children's vocabulary is developed by playing language games, rhyming soup, saying riddles and rhymes and through identifying letters and sounds in theme activities.



Knowledge and understanding of the world means:

- exploring science through small experiments;
- exploring natural resources through sensory play (sand, water, corn flour);
- inviting members of the community in to talk to the children about their work (fireman, policeman etc);
- celebrating different cultures and their festivals.



Physical development

Most kindergartens have climbing frames, slides and balancing platforms to develop gross motor skills. Creative problem solving and physical skills are developed through the outside blackboards, painting boards, tricycles, scooters and sports equipment. Dancing is included as a part of the curriculum as well as using soft play equipment.



Creative development

Storytelling, drama, role play, music and movement are used as ways to develop kids' expressive skills. Teachers use a range of art and craft media to develop small and large scale artwork (clay, painting, sticking, pencils). Natural resources help to develop imagination through construction and artwork, for example forming a large collage of the garden through the use of natural materials from the garden.



Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. Nursery educational establishment is the framework that provides that assurance from early childhood up to schooling age.

b) Check your understanding. Answer the questions.

1. What do nursery preschool educational institutions mostly focus on?
2. What is the main goal of all preschool establishments in our society?
3. What are the main principles that underpin the activities, routines and learning at nursery schools?
4. What are six key areas of learning that make up the early years' foundation stage?

c) Match the verbs in A with the phrases in B

A	B
to provide	a key role in supporting children's development.
to meet	people from different lands
to play	by playing language games
to make up	size, shape, weight and length
to respect	fun filled education
to develop the vocabulary	different cultures and their festivals
to explore	the early years' foundation stage
to celebrate	the needs and interests of the children

3. Reading and speaking: A story in a story.

a) Think about when you were a small child. Did your parents tell you stories? Which was your favorite story? Tell the class.

b) Read part one of the story.

A TRAIN JOURNEY



The people on the train were hot and tired. A tall young man sat next to three small children and their aunt. The aunt and the children talked. When the aunt spoke she always began with “Don’t...”. When the children spoke they always began with “Why ...?” The young man said nothing.

The small boy whistled loudly. “Don’t do that, Cyril,” said his aunt. Cyril stood up and looked out of the window at the countryside.

“Why is that man taking those sheep out of that field?” he asked.

“Perhaps he’s taking them to another field where there’s more grass,” said his aunt.

“But there’s lots of grass in that field. Why can’t the sheep stay there?”

“Perhaps the grass in the other field is better.”

“Why is it better?”

The young man looked annoyed.

“Oh dear,” thought the aunt, “he doesn’t like children.”

“Sit down quietly, Cyril. Now, listen. I’m going to tell you all a story.”

The children looked bored but they listened. The story was very boring indeed. It was about a very beautiful little girl, who worked hard and behaved beautifully. Everybody loved her. One day she fell into a lake and everyone in the village ran to save her.

“Why did they save her?” asked the bigger girl.

“Because she was so good,” said the aunt.

“But that’s stupid,” said the girl. “When people fall into lakes, it doesn’t matter, if they’re good or bad, you run to save them.”

“You’re right,” said the young man, speaking for the first time. “That’s a ridiculous story.”

“Well, perhaps *you* would like to tell a story,” said the aunt coldly.

“Ok,” said the man. The children looked interested and he began.

c) *Answer the questions.*

1. Who are the people on the train?
2. What does Cyril ask questions about?
3. Why does the aunt tell children a story?
4. What is the story about?
5. Do the children like the story?
6. Why does the young man start speaking?

d) *Which of these adjectives best describe the people? Write them in the correct column.*

quiet noisy badly-behaved tired worried bored boring annoyed annoying		
the aunt	the children	the young man

e) *Read part two.*

The tale of horribly good Bertha.

‘Once upon a time, a long time ago there was a little girl called Bertha. She was always well behaved and worked hard at school to please her parents and her teachers. She was never late, never dirty or untidy, never rude, and she never told lies.’ The children on the train began to look bored. ‘Was she pretty?’ asked the smaller girl.

‘No,’ said the young man. ‘She wasn’t pretty at all. She was just *horribly* good. Bertha was so good that she won three gold medals. One said *Never late*, one said *Always polite*, and the third said *Best child in the world*.’

‘Yuk!’ said the three children.

‘Anyway,’ said the young man, ‘Bertha was so good that the king invited her to his palace. So she put on her best clean white dress and she pinned her three medals to the front and she walked through the woods to the king’s palace. But in the woods there lived a big hungry wolf. He saw Bertha’s lovely white dress through the trees and he heard the medals clinking together as she walked.’

‘Aha!’ thought the wolf. ‘Lunch!’ And he started to move quickly but quietly through the trees towards Bertha.’



‘Oh, no!’ cried the children. ‘Is he going to eat Bertha?’

‘Yes, of course,’ answered the young man. ‘Bertha tried to run away but she couldn’t run fast because the medals were so heavy. The wolf caught her easily and he ate everything, every bit of Bertha, except her three gold medals.’

‘That’s a terrible story,’ said the aunt.

‘No, it isn’t,’ shouted the children. ‘It’s the best story ever!’

‘Ah,’ said the young man, ‘the train’s stopping. It’s my station.’

f) Answer the questions.

1. What is the same and what is different in the aunt’s story and the young man’s story?
2. Does the aunt like young man’s story? Why/Why not?
3. Do the children like the story? Why/Why not?
4. Which of these do you think is the moral of Bertha’s story?

It pays to be good.

It never pays to be good.

It doesn’t always pay to be good.

4. Speak about the teaching methods in nursery schools you are going to use in your work with children.

5. VIDEO ZONE: Schoolboys attend class in skirts during heatwave.

It’s an extremely hot summer in Britain, but one school won’t let schoolboys wear shorts instead of their normal school uniform trousers. Can you guess how the boys protested?

Before watching this video do the preparation task below. Then watch the video and do the exercise. Remember you can read the transcript at any time.



a) Match the words with the definitions and write a–f next to the numbers 1–6.

1. to skirt an issue ...	a) to refuse to obey something or someone
2. to protest ...	b) being easily annoyed or upset
3. to be on board with something ...	c) to complain about something in public
4. to defy something or someone ...	d) to agree with or support something
5. irritable ...	e) to have permission to do something
6. to be allowed to do something ...	f) to ignore an issue or avoid dealing with it

b) Watch the video: Schoolboys attend class in skirts during heatwave.

<https://www.youtube.com/watch?v=TDjEQEf37NI>

c) Check your understanding: read the questions and choose the correct answer.

1. What did the boys do?

a) wear skirts to school b) wear shorts to school c) wear trousers to school

2. What rules are the boys breaking?

a) the school's dress code b) gender norms in society c) both of the above

3. According to the mother, what problems is the hot weather causing for her son?

a) He has had to go early home from school b) it's affecting his schoolwork and making him irritable c) both of the above

4. Who is supporting the boys' protest?

a) nobody b) the mother and schoolgirl in the video c) the whole school

5. What does the boy who is interviewed point out? a) that skirts are more comfortable than shorts b) that the uniform rules are fair for girls but not for boys

c) that hairy legs should be allowed

d) Fill the gaps with the correct verb phrase from the box.

have to	are allowed to	be able to	can't	let
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1. In the school, boys wear trousers all year round.
2. The school doesn't boys wear shorts, even in summer.
3. Girls wear skirts all year round.
4. The mother thinks that the boys should wear shorts if they want to.
5. The girl thinks that if boys wear shorts, then they have to wear skirts.

c) Discussion:

Do you support the boys' protest? Why or why not? What school rules would you like to change?

6. Reading: LANGUAGE TEACHING METHODS IN NURSERY SCHOOLS

Vocabulary notes

to grasp – схватывать

flexibility – гибкость, податливость

span – период, промежуток времени

to spread – развертывать

to slap – хлопать, шлепать

to encourage – поощрять, ободрять, способствовать

to intimidate – пугать

to appreciate – оценивать

repetitive – повторяющийся, циклический

a) Read about the language teaching methods in nursery schools.

Preschool is so much fun. It can be difficult to teach a second language to children still trying to grasp their own and who cannot yet read. It can also be really enjoyable because these students have the flexibility to learn languages more quickly and are usually very enthusiastic.

Basic activities

Preschoolers do not have long attention spans and are easily distracted so teacher is the most interesting thing in the room at all times. Students may also have a hard time sitting still during class so activities must let them move around. Simon Says is excellent for preschoolers. You can also have them make groups with the same number of people as the number you say aloud so if you say "Four" students have to make groups of four. This is another very fun, fast moving, and active game. With decks of vocabulary cards that have pictures instead of words, students can play simple games in small groups. A very basic game is to spread the cards face up and the first student to slap the correct card when you call out a word gets to keep it; the student with the most cards at the end of the game wins.

Songs/Gestures

Students at this age do well with songs and gestures. There are songs for each part of the day to help them learn and remember certain vocabulary for instance, a morning song might include *getting up, brushing teeth, and eating breakfast*. Songs for speaking practice are excellent since it is less intimidating to sing-a-long with the class than to speak individually. Creating gestures for different words will make it easier for students to remember new vocabulary. Teaching preschoolers requires a high energy level and you may feel silly at first but these students can be a real pleasure to work with and they will certainly appreciate your efforts.

Worksheets

Worksheets for this age group are less common. Unlike worksheets used for older students, preschool worksheets do not need to have any words on them. In most cases worksheets for this age level should not have words on them at all. Either way, you can still use worksheets to practice material and test comprehension, for example, you can ask students to draw a picture while you tell a story. The story would have to be very short and simple but if you tell a story about a tree and a student draws a house then it might be time to get those flashcards out again. You can also use coloring pages and do matching activities where you ask students to match the pictures of two words you say aloud. This also serves as a simple comprehension test.

Stories

The best stories for this age group are repetitive. This ensures that students catch the main points. Stories such as *Goldilocks and the Three Bears and One Fish, Two Fish, Red Fish, Blue Fish* might be appropriate for your students at this level. If students have heard the story more than once, you can ask them to tell you the story based on the illustrations. Students often enjoy this type of activity in their native language so you may as well include it in your lessons. Start with the most basic story you can find to see if your class enjoys having story time.

Teachers usually cover topics as body parts, colors, numbers, weather, emotions, appearance and routines for preschoolers. New vocabulary is introduced slowly and needs lots of practice activities each day. Every lesson should be focused on speaking, listening, and having fun.

b) Check your understanding. Answer the questions.

1. Is it difficult to teach a second language to the children? If yes, why?
2. What activities are the best to plan for young children? Why?
3. Why songs and gestures are so important in teaching a second language? Give examples.

4. What kind of worksheets do teachers use at preschool?
5. What is the role of storytelling?
6. What stories are the best for the young age group?
7. What topics do teachers usually cover at the preschool level?
8. What should be every lesson focused on?

c) Match the verbs in A with the phrases in B

A	B
to teach	new vocabulary
to conduct	lots of practice activities
to remember	simple games in small groups
to enjoy	a second language
to do	coloring pages
to appreciate	team based activities
to use	someone's efforts
to play	having story time

7. VIDEO ZONE: The BFG – official trailer. Before watching this video do the preparation task below. Then watch the video and do the exercise.



a) Match the words with their meanings and write a–h next to the numbers 1–8.

1..... a dream	a) someone who eats human beings
2.....to crunch	b) thoughts and feelings you have when you are asleep
3.....a runt	c) to make someone feel frightened
4.....to scare	d) a huge person who is much bigger than other people – often found in fairytales
5.....a cannibal	e) having a very nice taste or smell
6.....to gobble	f) an animal which is unusually small for its kind
7.....a giant	g) to eat something quickly and often noisily
8.....delicious	h) to bite hard food, causing it to make a loud noise

b) Watch the video: *The BFG – official trailer*
<https://www.youtube.com/watch?v=y1fZg0hhBX8>

c) Check your understanding: true or false? Correct the false ones.

1. Sophie thinks that the BFG is going to eat her.
2. Steven Spielberg is the director of the film.
3. BFG stands for the Bad Fat Giant.
4. The film is based on the book by Roald Dahl.
5. The BFG catches dreams.
6. All the giants in the story are good, like the BFG.
7. The BFG has a plan.
8. Sophie and the BFG become good friends and have a lot of adventures together.

d) Discussion

Have you read the book or seen the film *The BFG*? If so, what do you think about it? If not, would you like to?

8. Reading and speaking: THE PRINCESS AND THE FROG

a) Complete the story with the adjectives and adverbs from the box. Use each word once only.

adjectives	adverbs
beautiful	carefully
green	happily
hot	quickly
angry	suddenly
deep	immediately
handsome	unfortunately
unhappy	quietly

Once upon a time there was a (1) *beautiful* princess who had a golden ball. She lived in a palace with her father, the King, and her seven sisters. Every day she played with her ball in the garden of palace.

At the end of the garden there was a (2) _____, dark lake. When the weather was (3) _____, the princess liked playing near the lake.

(4) _____, one day she dropped her golden ball into the water. She was very (5) _____ and she sat on the grass and started to cry. (6) _____ she heard a voice: ‘Don’t cry, princess.’ She opened her eyes and saw a large (7) _____ frog. ‘Oh, please help me!’ she said, ‘I can’t get my ball.’



‘I’ll help you,’ said the frog, ‘if I can come and live with you in the palace!’

‘Yes, yes, of course. I promise,’ said the princess.

So the frog jumped into the water and came back with the ball. The princess laughed and took the ball. She ran (8) _____ back to the palace and forgot all about the frog.

The frog was very (9) _____. He followed the princess into the palace and told his story to the King.

‘A promise is a promise,’ said the frog.

‘Yes,’ said the King and called his daughter. ‘A promise is a promise, my daughter. Take the frog to your room and look after him (10) _____.’

The princess cried again, but she took the frog and put him on her bed. The frog looked at her and said (11) _____, ‘Please kiss me, princess.’ She closed her eyes and kissed him.

(12) _____, the frog turned into a (13) _____ prince. Of course, he and the princess fell in love. One week later they married and they lived (14) _____ ever after.



9. WRITING PRACTICE.

a) Write another fairy story that you know. Write about 200 words. Remember to use adjectives and adverbs.

Begin *Once upon a time....*

End *... and they lived happily ever after.*

b) Prepare a few pictures illustrating your story. Represent your story in the class. You can make a computer presentation as well.

10. Grammar Focus

ADJECTIVES – ADVERBS – COMPARISONS

<i>adjectives</i>	<i>adverbs</i>
Adjectives describe nouns; they say ‘what kind’ a noun is. Adjectives have the same form in both singular and plural number and normally come before nouns and after ‘be’. That car is <i>fast</i> . (What kind of car? A fast one.) She’s got three <i>lovely</i> cats.	Adverbs describe verbs; they explain <i>how</i> (adverbs of manner), <i>where</i> (adverbs of place), <i>when</i> (adverbs of time), and <i>how often</i> (adverbs of frequency) something happens. He drives <i>carelessly</i> . (How does he drive? Carelessly.)

We usually form an *adverb* by adding – *ly* to an adjective: *slow* – *slowly*

Some adverbs are the same as their adjectives: hard, fast, early, daily, late, monthly:

He runs *fast*. He is a *fast* runner.

Some adverbs are irregular: *good* – *well*.

11. EXERCISES

1. Put the words from the list below into the correct column:

Bad, well, early, angrily, easily, noisy, quick, quietly, daily, tidy, carelessly, slowly, hard, late, large, monthly, careful, happily.

adjectives	adverbs	adjectives and adverbs

Order of Adjectives

“Opinion” adjectives (bad, good etc) go before “fact” adjectives (old, red etc).

She bought a beautiful red dress.

When there are two or more “fact” adjectives, they go in the following order:

size age shape colour origin material noun

This is a large old rectangular brown French wooden bed.

Note: You can watch video lessons to help you understand the use of adverbs and adjectives better. See video files attached to this textbook (Grammar video lessons: Module III, grammar).

2. Put the adjectives in the right order:

1. a new/woolen/red/smart/hat a smart new woolen red hat
2. a(an)/modern/luxurious/Italian/car _____
3. two silk/long/blue/beautiful/dresses _____
4. a pair of leather/old/brown/shoes _____
5. a(an)/stone/English/small/church _____
6. a green/fantastic/Japanese/large/motorbike _____
7. a(an)/old/English/heavy/dictionary _____
8. a plastic/blue/little/spoon _____
9. a new/wooden/black/huge/armchair _____
10. a gold/tiny/round/Russian/coin _____

Order of Adjectives

Adverbs of frequency (often, usually etc) go after auxiliary verbs but before main verbs eg. She is never late. He never comes late.

When there are more than two adverbs, they go in the following order:

manner place time

She sat **lazily** **by the pool** **all day**.

When there is a verb of movement, then the order is:

place manner time

He walks **home** **quickly** **every afternoon**.

3. Underline the correct word, adjective or adverb:

1. The children played quiet/quietly.
2. It was raining heavy/heavily yesterday.
3. She gave it a careful/carefully look.
4. She speaks perfect/perfectly German.
5. Have you seen Rebecca recent/recently?
6. He is a slow/slowly runner.
7. She sings good/well.
8. She bought a nice/nicely dress.

4. Rewrite the sentences in the correct order.

1. he went/in the morning/to school/by bicycle
He went to school by bicycle in the morning.
2. at breakfast/I/drink coffee/always
3. goes to work/by bus/never/Sam
4. at school/yesterday/hard/I/worked
5. his books/often/forgets/Tom
6. quietly/someone knocked/at midnight/at the door
7. for an hour/in the queue/patiently/he waited
8. he/ goes/often/abroad/on business
9. rarely/see foxes/you/in these woods

Comparisons

Adjectives of:	Positive	Comparative	Superlative
one syllable	tall	taller (than)	the tallest (of/in)
two syllables ending in -er, -ly, -w, -y	happy friendly	happier (than) friendlier (than)	the happiest (of/in) the friendliest (of/in)
two or more syllables	modern beautiful	more modern (than) more beautiful (than)	the most modern (of/in) the most beautiful (of/in)

Spelling

Adjectives ending in:

e+r/st

y → ier/iest

One stressed vowel between two consonants – double the consonant

large-larger-largest

heavy-heavier-heaviest

big-bigger-biggest

5. Fill in the blanks with the correct comparative and superlative forms.

- | | |
|-----------------------------------|--------------|
| 1. thin <i>thinner – thinnest</i> | 5. difficult |
| 2. long | 6. exciting |
| 3. wet | 7. hot |
| 4. dangerous | 8. easy |

Comparison of Adverbs

	Positive	Comparative	Superlative
Adverbs with the same form as adjectives	fast	faster	the fastest
Two-syllable adverbs ending in -ly	early	earlier	the earliest
Two-syllable or compound adverbs	often clearly	more often more clearly	the most often the most clearly

6. Fill in the blanks with the correct comparative and superlative forms.

1. late – later - latest	6. carefully -
2. loudly -	7. clearly -
3. often -	8. fast -
4. politely -	9. fluently -
5. hard -	10. noisily -

Irregular Forms

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Good/well	better	Best
Bad/badly	worse	worst
Much	more	most
Many/a lot of	more	most
Little	less	least
far	further/farther	furthest/farthest

a) *further/farther (adv) = longer (in distance).*

I have to walk further/farther than him.

Further (adj) + more

For further information, see the secretary.

b) *very+positive degree*

much+comparative degree

It's very cold today.

It's much colder here than in Athens.

7. *Fill in the blanks with the correct comparative and superlative forms.*

1. bad – worst – worst	6. good -
2. gently -	7. funny -
3. many -	8. useful -
4. little -	9. sad -
5. clever -	10. far -

8. *Fill in the blanks as in the example:*

I went on holiday last year but it was a disaster! My hotel room was **smaller than** (small) the one in the photograph in the brochure. I think it was (small) room the hotel. The weather was terrible too. It was (cold) in England. The beach near the hotel was very dirty – it was (dirty) all the beaches on the island. The food was (expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase the whole shop. But (bad) thing all was that I lost my passport and I couldn't go back home. It was (horrible) holiday my life.

9. Fill in: very or much.

London is becoming a very popular place for American tourists.



All the big attractions are now busy in the summer months. The crowds of tourists around places like Buckingham Palace are bigger than they were a few years ago. Sales of postcards and other souvenirs are higher now than in past years. This is good news for the British tourist industry.

10. Fill in the blanks as in the example:

M: I'm happy I'm not a woman!

W: Why?

M: Men are **better than** (good) women.

W: But you are (stupid) person I know!

M: Don't be horrible. Men are (intelligent) women. They are (logical) and (good) cooks women are!

W: Your ideas are (old-fashioned) mine. I think women are (clever). They are (sensible) and (practical) men are – and men are (bad) drivers than women because women are (patient).

M: But men are (athletic)!

W: Oh, please. Let's talk about something else. This is (ridiculous) conversation I have ever had!

11. Write sentences as in the example comparing six cars.

<i>Fast</i>	<i>cheap</i>	<i>dangerous</i>	<i>big</i>	<i>expensive</i>
<i>Safe</i>	<i>small</i>	<i>attractive</i>	<i>slow</i>	<i>comfortable</i>

1. B.M.W.: I think a B.M.W. is more comfortable than a Volkswagen. I don't think it's the most attractive of all though.

2. Mercedes:

3. Rolls Royce:

4. Fiat:

5. Jaguar:

6. Volkswagen:

Types of Comparisons

1. My textbook is **as old as** yours but it **isn't as thick as** your textbook.

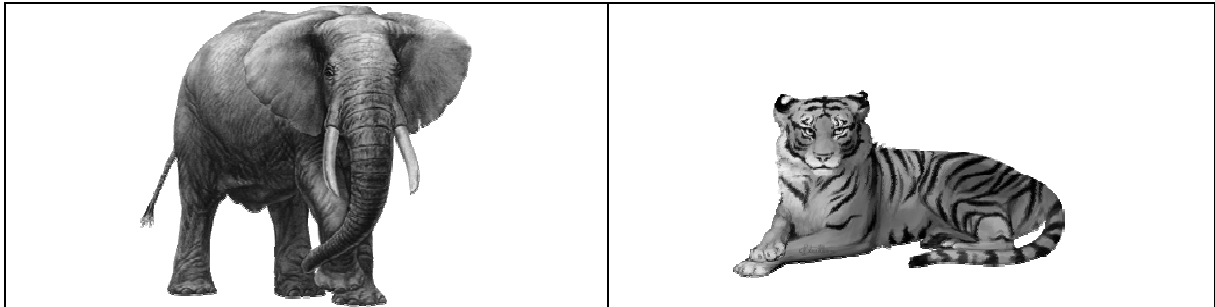
2. The ring is **less expensive than** the necklace. The earrings are **the least expensive of** all.

3. **The more** he eats, **the fatter** he gets.

1. As... (positive) ... as Not so/as ... (positive) ... as	Paul is as heavy as Tom. Jane is as not /so tall as Mary.
2. less ... (positive) ... than The least ... (positive) ... of/in	Betty is less hardworking than Kate, but Jean is the least hardworking of all.
3. The +comparative..., the + comparative	The harder you work the more money you earn.

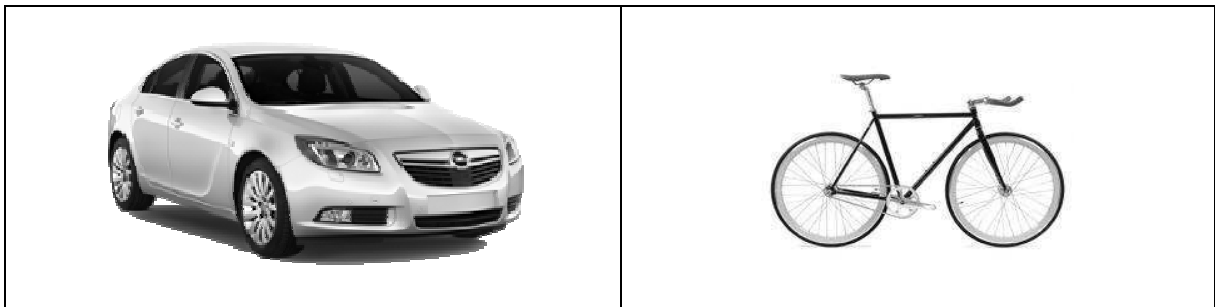
12. Use the adjectives and write comparisons as in the example.

1. Heavy, dangerous, fierce, fast.



An elephant is **heavier** than a tiger.
An elephant is **less dangerous** than a tiger.
A tiger is **fiercer** than an elephant.
An elephant **isn't** as fast as a tiger.

2. Expensive, cheap, slow, comfortable.



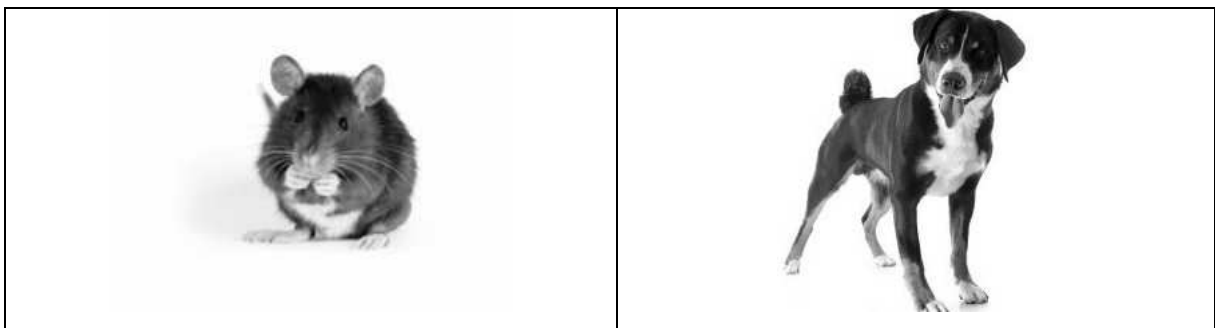
A car is

A bicycle is

A car isn't

A bicycle is

3. Dirty, friendly, intelligent, noisy.



A rat is

A rat is

A dog is

A rat isn't

13. Write comparisons for the following as in the example.

1. Snakes are dangerous. – *Yes. But tigers are more dangerous.*
2. Spain is a hot country.
3. Pearls are expensive.
4. Dogs are intelligent.
5. Greek is a difficult language.
6. Travelling by bus is safe.

12. Writing Practice

a) Use the adjectives **hard-working, funny, tall, polite, friendly, young, athletic, helpful** and compare yourself to your friend.

Eg. I'm more athletic than my friend, etc.

b) Writing a story. Do you know the story of *The Emperor's New Clothes*? Discuss what you know. Read the story and complete it with the adjectives and adverbs from the box. Use each word once only.

Adjectives	Adverbs
expensive	angrily
beautiful	immediately
embarrassed	loudly
naked	naturally
new	quickly
pleased	suddenly
wonderful	unfortunately
worried	unhappily

THE EMPEROR'S NEW CLOTHES

Once upon a time there was an Emperor who loved to spend his money on **expensive** clothes. One day, two tailors arrived at his palace. They said they could make him the most suit, with magic cloth which only clever people could see. "What a suit to have," thought the Emperor, "I'll know who is clever and who is stupid at my palace." The Emperor gave the tailors a lot of money and a room in the palace. He was very excited, but he was also "Oh dear" he thought, "I hope I can see the magic cloth." He sent one of his ministers to look first. The minister went onto the tailors' room. "Oh no! I can't see anything," he thought "What can I say to the Emperor?" "Well?" said one tailor. "Do you like the suit?" "Oh it's excellent!" he said. "We're very to hear that," said one of the tailors. The told the Emperor and the Emperor was delighted. He went to the tailors' room with the minister. 'Look,' said the minister. 'Aren't the colours lovely?'

..... the poor Emperor couldn't see anything at all, but he said 'Oh yes, the suit is wonderful. Thank you.'

..... everybody wanted to see he suit, so the Emperor put on his clothes and went into the city with the minster. All the people clapped and cheered The Emperor felt better.

Then a little boy ran out. 'The emperor isn't wearing any clothes!' he shouted. 'Oh, it's true!' the people said. 'He's as as the day he was born!'

The Emperor was so He ran back to the palace and called for the tailors but they were gone.



*What stories do you know that begin **Once upon a time**?*

Which is your favourite? Discuss in a class.

Write your favourite story. Use adjectives and adverbs.

*Begin: **Once upon a time** ...*

*End: ... **and they lived happily ever after.***

If you make mistakes please follow this link <https://puzzle-english.com/>

Join the website Puzzle English for free. You can watch English grammar lessons online and do about 15-20 phrases daily for free. That will help you to practice your English grammar.

To see the result of your work, follow this link <http://tolearnenglish.com/> - Hundreds of exercises – Comparisons of Adjectives. You will be offered grammar tests. Do them and check the result. If it isn't good, you will need more practice unless you get 70%-90% correct answers. Good luck in your work!

13. WILL – BE GOING TO

We use *will* and *be going to* talk about the future.

Will is used:	Be Going To is used:
<i>To talk about things we are not sure about or we haven't decided yet. I'll probably buy a new car. (I am not sure yet.)</i>	<i>To talk about things we are sure about or we have already decided to do in the near future. I'm going to buy a new car. (I've decided it.)</i>
<i>To express hopes, fears, threats, on-the-spot decisions, offers, promises, warnings, predictions, comments etc. especially with: expect, hope, believe, I'm afraid, I'm sure, I know, I think, probably etc. I think it will be sunny tomorrow. (prediction)</i>	<i>To express intentions and plans. Now that I've got the money, I'm going to buy a new dress. (intention) I'm going to get some more training so I can get a better job. (plan)</i>
<i>To express a prediction or a future action or event which may or may not happen. I think you will pass the test. (prediction) He will be twenty next year. (future event) She will probably phone later. (prediction)</i>	<i>When we can see (evidence) that something is going to happen. Watch out! We are going to have an accident! (We can see a car coming.) It's going to rain. (We can see dark clouds in the sky.)</i>

Time expressions used with will – be going to:

Tomorrow, tonight, next week/month/year, in two days, the day after tomorrow, soon, in a week/month/year etc.

Will	Shall
<i>Is used to express hopes, fears, threats, on-the-spot decisions, offers, promises, warnings, predictions, comments etc. especially with: expect, hope, believe, I'm afraid, I'm sure, I know, I think, probably etc. I expect she will come early. (prediction)</i>	<i>Is used with I or We in questions, suggestions and offers. Shall we go by train? (suggestion) Shall I help you with your bags? (offer)</i>

Note: You can watch video lessons to help you understand *Will /be going to/shall* use. See the video files attached to this textbook (Grammar video lessons: Module III, grammar).

14. EXERCISES

1. Fill in will, won't or shall.

Larry: Shall we go for a picnic tomorrow?

Sue: Yes, that's a good idea. I make some sandwiches

Larry: Ok. And I bring some lemonade.

Sue: I buy some cheese?

Larry: I don't really like cheese.

Sue: I buy any cheese then. I bring some fruit instead.

Larry: I think it be sunny tomorrow so I probably wear my shorts. I take a pullover.

Sue: Well, I think I mine. It is still cold in the mornings.

Larry: I invite Bob and Linda?

Sue: That's a good idea. It be nice if they come.

Study these points:

1. We use Present Continuous rather than 'be going to' for things which are definitely arranged to happen in the future.

They are having a party next week. (It's all arranged. Invitations have already been sent.)

They are going to have a party in two weeks. (They've decided it but it hasn't been arranged yet.)

2. We use Present Simple for programmes, timetables etc.

Our plane leaves at 10.30 am.

3. We do not use Future Tense after the words while, before, until, as soon as, if (conditional) and when (time conjunction). However, we can use when + will, if when is a question word.

Call me when you arrive. BUT! When will you be ready?

4. With the verbs go and come we often use Present Continuous rather than 'be going to'.

I'm going out tonight. RATHER THAN I'm going to go out tonight.

Note: You can watch video lessons to help you understand the use of Present simple/Present Continuous for the future. See video file attached to this textbook (Grammar video lessons: Module III, grammar).

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

1. We will leave as soon as he arrives.

2. He says he (telephone) us before he (leave) the airport.

3. She (stay) at home until she (feel) better.

4. "When (you/visit) them?" "Probably next week."

5. When he (finish) school, he (go) to university.

6. I (send) you a postcard as soon as I (get) there.

7. When (she/be) back?

8. The plane (leave) at 7.00.

3. Fill in: will or be going to.

I heard on TV last night that Portsmouth Council is going to build a new swimming pool in the centre of town. They start work in July and the pool probably be finished by September. The Mayor said, "I am sure the people of Portsmouth welcome the new pool. I hope they understand the temporary problems which be caused in the centre

of town.” The opposition leader does not seem to like the idea. He
organise a protest to stop the Council wasting public money, and he believes that
the majority of the people living in Portsmouth support him.

4. *Fill in: will or be going to.*

Julie is planning her summer holiday.

I ’m going to spend my holiday in Crete because there is a lot to see. I
travel there by ferry because I enjoy boat trips. I’m not going on my own; my
best friend come with me and I think my cousin come too
if I ask her. We stay in Hania for two weeks, then we go
somewhere else. I hope we find a hotel easily but if there’s any
problem, we stay at a campsite. We swim every day
so I take a lot of suntan oil with me – I think we need it. I
am looking forward to this holiday. I’m sure it be the best holiday ever.



5. *Put the verbs in brackets into Pr. Simple, Pr. Continuous or be going to.*

1. John is a student. He usually studies (study) very hard. He (study) Ancient History now. He (study) Modern History next year.
2. Julie and Ted often (climb) mountains. They (climb) Snowdon at the moment. They (climb) the Eiger next summer.
3. Mother (work) in the garden now. She (work) in the garden every Saturday. Next Saturday she (plant) a beautiful new fruit tree.

6. *Fill in shall, will, be going to.*

1. - What do you want for lunch?
- I think I will have chicken and some salad.
2. - John has come back from England.
- I know. I see him tonight.
3. - I haven’t got any money.

- I lend you some if you want me to.
- 4. - Ben and I get married in April.
- Really? Congratulations!
- 5. - we meet on Sunday?
- Sorry, but I visit my aunt. She is expecting me.
- 6. - Is Dave coming to the party?
- Yes, but he probably be late.
- 7. - Laura is in hospital.
- Really? I send her some flowers.
- 8. - Have you decided where to go on holiday?
- Yes. I travel round Europe.
- 9. - The plants need watering.
- I know. I water them later.

7. Put the verbs in brackets into Pr. Simple, Pr. Continuous, be going to or will.

- Sam: Shall we go ... (we/go) to the cinema?
 Claire: Sorry, I can't. I (go) out with Peter tonight. He (pick) me up at 8 o'clock.
 Sam: I (go) on my own then, or maybe ring Sue if she can (want) to come.
 Claire: That's a good idea. (you/go) to the cinema in Green Street? I (think) "Batman" is on there.
 Sam: Yes, I (probably/go) there. I (phone) and see what time the film (start).

8. Put the verbs in brackets into Pr. Simple, Pr. Continuous or Future tense.

- Gary: What are you planning ... (you/plan) after the exams? (you/stay) in London?
 Angela: No, I (leave) on Saturday. I've bought my ticket already. I (visit) my brother in Wales. What (you/do)?
 Gary: I think I (start) looking for a job. I (need) some extra money because my mum (come) here in August. She (stay) with me for a month. I (plan) to show her London.
 Angela: When exactly (she/arrive)?
 Gary: Her flight (arrive) at Heathrow airport at 4.30 pm on August 3rd. I (meet) her there.
 Angela: You've missed her a lot, haven't you?
 Gary: Yes, I (look forward) to seeing her.

15. Speaking Practice

Look at the following grid:

	<i>Where</i>	<i>When</i>	<i>How</i>	<i>What you/they are going to do/see</i>
You				
Your friend				

Using Ex. 3 as a model, students work in pairs and plan their holiday including where, when, how they are going and what they are going to do/see.

The teacher moves round the class and helps students plan their trips. After 4–5 minutes some students tell the class about their plans and their partner’s plans.

16. Writing Practice

Write a letter to your friend about a trip you are going to take (40–60 words).

PROGRESS TEST

1. Choose the correct item.

1. What are you cooking? It B very nice. A)is smelling B)smells C)smelt	6. I Elvis Presley in 1965. A)have seen B)saw C)am seeing
2. John very hard at the moment. A)worked B)has worked C)is working	7. We always fish on Fridays. A)are going to eat B)eat C)eats
3. “..... help you carry these bags?” A)Shall B)Will C)Do	8. “Why have you got those flowers?” “Because I my aunt in hospital. A)will visit B)am going to visit C)visit
4. I a new bike last week. A)bought B)have bought C)will buy	9. The children played in the garden. A)happy B)happier C)happily
5. They in England for twenty years. A)are living B)lived C)have lived	10. The bigger the car, the it is. A)fast B)fastest C)faster

2. Find the mistake and correct it.

- We ~~are going~~ swimming on Saturdays. go
- I have written a book last year.
- My bag is heaviest that yours.
- Look out! The wall will fall down!
- Will we go to the beach tomorrow?
- He have seen that film three times.
- I have been a teacher since three years.
- Helen is not here. She has been to the cinema.
- We drove slow through the heavy traffic.
- The more you study, the best your results will be.

3. *Fill in: very or much.*

1. It is *very* interesting to go on safari in Africa where it's hotter than in other countries. There's also a greater variety of animals to see.



Lions are large animals but elephants are bigger. Elephants don't often run fast but they're stronger than lions. Giraffes are taller than lions or elephants and they can run fast too. It's better to see animals in the jungle than in the Zoo!

4. *VIDEO ZONE: 11 THINGS YOU NEVER KNEW ABOUT ELEPHANTS.*

Before watching this video do the preparation task below. Then watch the video and do the exercise.

a) *Match the vocabulary with the correct definition and write a-f next to the numbers 1-6.*

1..... a newborn	a. a very long, large tooth that sticks out of the mouth of an animal
2..... a tusk	b. a recently born child or animal
3..... to be sunburnt	c. hairs that grow along the top of an eyelid
4..... to be pregnant	d. an elephant's nose
5..... an elephant's trunk	e. when you have spent too long out in the sun so your skin is sore and red
6..... eyelashes	f. to be going to have a baby

b) *Watch the video: 11 things you never knew about elephants.*

c) *Check your understanding: true or false? Correct the false ones.*

1. There are three types of elephants in the world. **True** **False**
2. Female Asian elephants don't have trunks. **True** **False**
3. A newborn elephant weighs about the same as thirty human babies. **True** **False**

- | | | |
|--|-------------|--------------|
| 4. Elephants don't have eyelashes. | <i>True</i> | <i>False</i> |
| 5. Adult elephants can't jump! | <i>True</i> | <i>False</i> |
| 6. The trunk of an elephant has more muscles than the whole human body put together. | <i>True</i> | <i>False</i> |
| 7. Elephants use sand or mud to stop getting sunburnt. | <i>True</i> | <i>False</i> |
| 8. A female elephant is pregnant for more than two years. | <i>True</i> | <i>False</i> |



d) Answer the questions in writing:

1. Which fact is the most interesting for you?
2. Which other animals do you think are amazing?

5. Put the verbs in brackets into Present Simple or Present Perfect:

1. How long have you lived (you/live) in America?
- I (come) here in 1990.
2. I (just/finish) my composition.
- Really? I (write) mine yesterday evening.
3. I (not/see) you for ages! When (you/leave) school?
- Last year. I (start) university last September.

6. Fill in: shall, will or be going to.

Alan is going to New York on business tomorrow.

Alan: My plane leaves at 2 o'clock and I haven't got anything ready yet. What am I going to do? I never be ready on time.

Helen: Well, I take the children to school in 5 minutes. Then I come back and help you. I pack your clothes?

Alan: Okay, thanks. I got washed and shaved.

Helen: you drive into town this morning?

Alan: Yes, I collect my ticket in about an hour.

Helen: get some milk? I bake a cake this afternoon.

7. Fill in: has/have been in/to, has/have gone to.

1. – Have you ever been to France?
– No, I haven't but I'd like to go.

2. - Do you know where Mum is?
- I think she post office to get some stamps.
3. - Sorry, we're late. We London for the day.
- And you got stuck in a traffic jam, didn't you?
4. - I'm afraid Sue and Sam can't come with us.
- They visit their grandmother.
- She hospital for a long time, hasn't she?

8. Complete the text using *since* or *for*.

Maria has lived in England since 1988. She has been married to James four years. She has known him 1987 when they met in Paris. They have lived in central London two years. They have lived at their present address last summer. Maria has worked for the French Embassy nine months. James and his family have run a small hotel in the heart of London many years. James has been the manager Christmas, when his father retired. Maria and James have saved a lot of money last year, so they are planning to go on a trip to France.

9. Put the verbs in brackets into Pr. Simple, Pr. Continuous or the Future tense.

- John: - Hello, Gary! where are you going (you/go)?
 Gary: - To the sports centre. I've got a football training session. Our team (go) to France next week. We (leave) on Wednesday.
 John: - Oh that (be) great. How (you/get) there?
 Gary: - We (travel) on the ferry. It (leave) at 5 o'clock in the morning.
 John: - How long (you/stay) in France?
 Gary: - About a week. We (play) four matches. The first one (start) at 3 o'clock on Wednesday afternoon, and the last one (finish) at 5 o'clock on the following Tuesday.
 John: - Do you think you (win)?
 Gary: - Yes, but I have to go now. The coach (shout) at me is I am late for training. I (tell) you all about it when I (get) back.

10. Fill in: *yet, already, just, ago, since, for* or *how long*.

1. Is it really a year since we last have a holiday?
2. I'm afraid I haven't finished my work
3. Shakespeare was born over four hundred years
4. Paul has bought one car, but he's going to buy another one next week.
5. Don't eat that cake! I've made it and it's still hot.
6. My sister has been at university six months.
7. have you known John and Susan?
8. Haven't you typed those letters ? I need them now.
9. She's cleaned the house and it's only 9 o'clock in the morning.
10. I haven't watched TV my set broke down.

11. Put the words in the correct order to make sentences.

1. never/he/his wife's birthday/forgets
2. usually/she/wake up/early/doesn't
3. always/he/has/to travel abroad/wanted
4. rarely/he/at night/goes out
5. they/always/do/can/anything/they want

12. Fill in: Pr. Simple, Pr. Continuous, Past Simple, Pr. Perfect or be going to.

My cousin's name is (*be*) Sylvia Dupont. She (live) in Paris and (work) in a café in the centre of the city. She (work) there for three years. At the moment her best friend from England (stay) with her. She (enjoy) her holiday very much. The..... (already/visit) many museums together and they (be) to the theatre three times. Next week they (see) a film and then they (have) dinner at an expensive restaurant. Last Tuesday they (go) to a disco with some friends of theirs. They (not/come) home until very late. Sylvia (be) so tired at work the following day that she (spill) coffee all over a customer.



She doesn't think she (see) him at the café again! In future she (not/stay) out so late and she (be) more careful while she is serving customers.





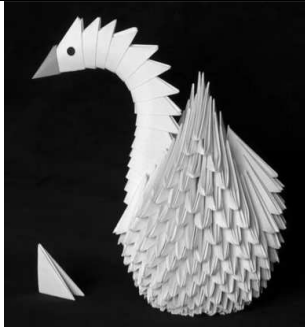


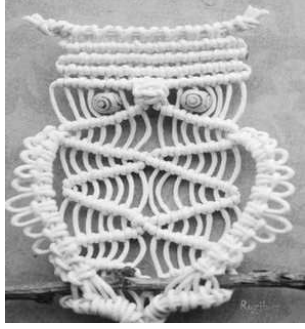

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MODULE IV
HANDICRAFTS TEACHING

1. Match the word combinations with their definitions. Consult the dictionary if necessary.

1. Origami	a making sculptures from wood
2. embroidery art	b the craft of making baked clay things
3. glassblowing	c the art of needlework decoration
4. woodcarving	d sugar arts that uses icing and other edible decorative elements to make cakes more interesting
5. pottery	e a decorative arrangement of flowers and plants
6. makrame	f Japanese art of paper folding
7. knitting	g art of shaping glass
8. flower arrangement	h yarn craft
9. cake decorating	i knotwork

Match the activities and the pictures below:

 1	 2	 3
 4	 5	 6
 7	 8	 9

Which activities are most popular with the children? Which do you like most? Would you like to start any of them?

2. Reading: VALUE AND AIMS OF HANDICRAFTS TEACHING

Vocabulary notes:

essentially – главным образом

underlie – лежать в основе

to expand – расширять

introduction – введение

manual abilities – мануальные (физические) способности

over-theoretical - излишне теоретический

contemplative – созерцательный

pursuit – занятие

to overcome – преодолеть

to enable – давать возможность

spontaneously – спонтанно

aptitude – пригодность

to aid – способствовать

a) Read about the subject of Handicrafts, its value and aims.

Handicrafts have a special educational value in our school system. They are based essentially on the general values underlying the human personality which they help to expand. Handicrafts serve as an introduction to vocational or technical trainings; they prepare pupils indirectly for a given trade.

In the first place handicrafts are excellent for training the senses especially sight and touch. They develop manual abilities and skill. They give a sense of reality inducing the habit of testing ideas by objective criteria. Thus handicrafts give the necessary balance to a general education which is often over-theoretical and intellectual. They are essential to the complete and harmonious development of the pupil's personality.

It is a fact that handicrafts lead to a perfect unity of thought and action. While fulfilling the purely cultural needs of education, handicrafts, from the psychological point of view, also respond to the need of action. They maintain a balance between contemplative and active pursuits. It is reasonable to hope that handicrafts teaching may help to overcome the century old opposition between thought and action.

Whether handicrafts lead to the production of beautiful objects or not, they provide the easiest means of enabling pupils to experiment in aesthetic creation. This teaching is an important part of artistic training because it awakens good taste and responds to the individual's need to create and to express himself spontaneously.

From the point of view of ethical education handicrafts are character forming, provide discipline in work, teach order and method. More easily and clearly than any other subject handicrafts make pupils alive to the need for effort, accuracy and finish in their work.

Handicraft teaching is equally valuable from the point of view of social education, because accustoming future intellectual to using their hands and making them understand the mentality of manual workers will bring them closer together and remove the misunderstandings which have separated them.

Handicrafts can give a teacher a psychological knowledge of his pupils, which is essential to all education. They are particularly important in bringing light aptitude, interests and tastes which must be known to guide school work and later, vocational training.

Finally Handicrafts aid very effectively in teaching all other subjects. They constitute a means of giving concrete demonstration in many subjects and providing innumerable topics for hobbies and research.

b) Check your understanding. Answer the questions.

1. What is the value of handicrafts in our school system?
2. What are they based on?
3. Why do they help to complete harmonious development of the pupil's personality?
4. In what way does handicrafts teaching may affect the century old opposition between thought and action?
5. They awaken good taste and respond to the individual's need to create and to express himself, don't they?
6. What value do handicrafts have from the point of view of ethical education?
7. What value do handicrafts have from the point of view of social education?
8. Do handicrafts give a teacher a psychological knowledge of his pupils?
9. How do handicrafts aid in teaching all other subjects?

b) Join the parts of the sentences.

1. Handicrafts serve as	a) a perfect unity of thought and action.
2. The Arts and Crafts Movement was	b) a means of giving concrete demonstration in many subjects.
3. Handicrafts lead to	c) a social and aesthetic movement of the late 19th and early 20th century.
4. Handicrafts provide	d) very effectively in teaching all other subjects.
5. Handicrafts constitute	f) an introduction to vocational or technical trainings.
6. Handicrafts aid	g) the easiest means of enabling pupils to experiment in aesthetic creation.

c) Use this plan to speak about the value and aims of Handicrafts.

1. Handicrafts have a special educational value in our school system.

They develop...

They give ...

They are essential to ...

2. Handicrafts lead to a perfect unity of thought and action.

3. Handicrafts are equally important from the point of view of:

Artistic ...

Ethical ...

Social education.

4. Handicrafts give a teacher ...

5. Finally Handicrafts aid effectively in ...

3. Reading and speaking: ARTS, DESIGN, COOKING

Vocabulary notes

book binding – переплет книг

to enable – давать возможность

inspiration – вдохновение

carving – резьба

sketch – эскиз

entrepreneurship – предпринимательство

pastry – кондитерские изделия

competence – компетенция

assessment – оценка, суждение

versatile – многосторонние

to gain – получать

to permeate – проникать, охватывать

a) Read about the subject of Handicrafts: Arts, Design, and Cooking.

Handicrafts have been a standard subject in secondary schools for quite a long time. It is a fact that Handicrafts subject has a general educational value and can contribute to the development of the whole personality. It develops manual and practical skills, enables the individual to carry out everyday tasks, teaches him how to put his leisure to good use. Handicrafts subject also serves as a good introduction to a professional activity.

In our country teaching handicrafts is included in school curricula for every year of secondary education except from senior classes. There is a wide variety of handicrafts activities – woodwork, metalwork, needlework and domestic science.



In some schools many new activities such as weaving, carpet making, book binding, leather work, the construction of models of boats and airplanes, pottery, not to speak of gardening are added.



ARTS

The tradition of creative work with images and sculpture is continued and developed in this main subject area. Inspiration from art history, from rock carvings via antiquity and renaissance to contemporary art, forms the basis and point of reference for the pupil's own imagination and creative work with various materials.

DESIGN

Design represents a continuance of the artisan tradition and deals with the designing of objects. It comprises both work directly with materials and work with sketches and models. The design of ideas, technical drawings, products and arts and crafts are key elements. Familiarity with materials, problem solving and production can constitute the basis for innovation and entrepreneurship.

COOKING

In the art of cooking program pupils focus on cooking skill, baking, pastry and Belarusian regional cuisine.

BASIC SKILLS

Basic skills contribute to the personal competence development in the subject. In the arts and crafts subject the basic skills are understood as follows:

Being able to express oneself orally in arts and crafts. Comment on one's own work and that of others is an important part of the subject. The discussion might be conducted on a number of levels, from description to analysis and assessment. Presentation of one's own work, oral descriptions and assessments are key elements.

Being able to express oneself in writing in arts and crafts means using signs and symbols to express oneself visually. The development of written and visual competence occurs when facts, ideas and attitudes are translated into signs.

Being able to read in arts and crafts focuses on interpreting signs and symbols for creative work. Visual communication permeates the subject and contributes to developing textual understanding. Interpreting diagrams and other visual representations, such as user instructions and architectural drawings, forms the basis for important decisions.

Being able to do mathematics in arts and crafts means working with proportions, dimensions, scales and basic geometric shapes. The relation between aesthetics and geometry is also an essential aspect of working with decorations, ornaments and architecture. Mathematical skills are required for working with various materials and techniques.

Being able to use digital tools in arts and crafts is important when searching for information and producing information as text and images. Production of digital images is important in the pupils' work with photography, scanning, animation, film and video. Multimedia is included in presentations of one's own work and that of others. Knowledge of aesthetic and digital techniques is decisive for successful communication.

b) Check your understanding. Answer the questions.

1. Why have handicrafts been a standard subject in secondary schools for quite a long time?
2. What does this subject help to develop?
3. Does it introduce oneself to a professional activity?
4. What kind of handicrafts activities do our schools practice?
5. What activities do pupils have in the areas of arts, design and cooking?
6. What are the main basic skills children have to possess in the subject?

b) Join the parts of the sentences.

1. Oral skills are	a) focuses on being able to interpret signs and symbols and to gain inspiration for creative work.
2. Writing skills in arts and crafts help	b) allows to work with proportions, dimensions, scales and basic geometric shapes.
3. Reading skill	c) then it will be easy for you to search for information and produce information as text and images.
4. Knowledge in maths	d) very important in expressing oneself in arts and crafts as well as commenting on one's own work.
5. If you can use digital tools in arts and crafts	f) to express oneself visually using signs and symbols.

4. VIDEO ZONE: AMAZING MINECRAFT CITY

Do you play Minecraft? Check out this gigantic city built by 19-year-old Duncan Parcells! Do the preparation task first. Then watch the video and do the exercise. Remember you can read the transcript at any time.

a) Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1..... to broaden	a. the style of a building
2..... architecture	b. to create again
3..... to recreate	c. to make (someone) want to do something
4..... 3D effects	d. a very tall building in a city
5..... a skyscraper	e. boring
6..... to inspire	f. to be able to do several things at the same time
7..... to multitask	g. to widen
8..... tedious	h. an effect used in a movie or an object to show three dimensions

b) Watch the video: *Amazing Minecraft City*



c) *Check your understanding: multiple choice. Circle the best option to complete the sentences.*

1. Duncan Parcells decided to build Titan City because ...

- a. *he'd always wanted to be an architect.*
- b. *he'd always had an interest in architecture.*
- c. *he'd always liked Minecraft.*

2. When he bought the game ...

- a. *he thought it was a fun way to recreate buildings.*
- b. *he thought it was a tedious way to recreate buildings.*
- c. *he thought it was an exciting way to recreate buildings.*

3. He used a special program to ...

- a. *redesign Titan City.*
- b. *draw the blocks in Titan City.*
- c. *count how many blocks there were in Titan City.*

4. There were roughly ...

- a. *5.5 million blocks used in the city.*
- b. *3.5 million blocks used in the city.*
- c. *4.5 million blocks used in the city.*

5. Reading: FROM RAGU TO RICHES.

Glossary

From rags to riches. *A rag is an old cloth. The original expression means 'from being very poor to being very rich'.*

Ragu. *In this case is a brand name for a range of different pasta sauces.*

a) *Read the text.*

This is a story about two cities, one woman and tomato sauce. The story began nearly one hundred years ago in the kitchen of a small house in the ancient city of Melfi in the southern Italy. It ended with one of the USA's best-selling sauces.



In July 1892, a baby girl was born in Melfi. She was called Assunta Gala. Her father, Michelangelo, and his wife Amelia had ten children altogether. Four of them died. In those days life on southern Italy was very hard. One way of escape was a ticket to the USA. The whole family emigrated and Assunta arrived in New York on 15th May 1914.



Assunta had no skills except cooking and she worked in her brother's restaurant for several years. In 1927 she married Giovanni Cantisano and started a family. To earn a little extra money, Assunta began to make spaghetti sauce. She used her mother's old recipe, made the sauce in her kitchen and sold it locally.

Soon everyone wanted the sauce and the Cantisanos moved the 'kitchen' to a factory. They put the sauce into cans called it 'Ragu' and sold it throughout the north-eastern states.

In 1969, an American food company bought the 'golden recipe' for over forty million dollars! Assunta began her life in poverty and died a millionairess. Her sauce was the best-selling spaghetti sauce in the whole of the USA.

b) Writing: Write ten questions to ask your partner about the story. Start your questions with When, Where, Who, What and Why.

Model:

1. When was Assunta born?
2. Where was she born?

6. VIDEO ZONE: DIY CHRISTMAS DECORATIONS

Instead of buying Christmas decorations, why not DIY – Do It Yourself? Here are three ideas for some cool and easy-to-make decorations ... using food! Do the preparation task first. Then watch the video and do the exercise. Remember you can read the transcript at any time.



a) Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1..... a sprig	a. to be careful with money
2..... a napkin	b. a useful suggestion
3..... a banister	c. long thin pieces of shiny paper used as a Christmas decoration
4..... to be thrifty	d. a shiny coloured ball used as a decoration on a Christmas tree
5..... a bauble	e. a ring of flowers, leaves, dried fruit, etc. that you use for decorating something
6..... tinsel	f. a structure (like a fence) along the edge of stairs, to stop you falling off the edge
7..... a tip	g. a piece of cloth used for wiping your hands and mouth while you are eating
8..... a garland	h. a small stem with leaves or flowers, taken from a plant

b) Watch the video: *DIY Christmas Decorations*

c) Check your understanding: true or false. Circle True or False for these sentences.

1. Charlie is a member of Jamie's food team. True False
2. Popcorn tinsel is easy, fun and very expensive to make. True False
3. To make the tinsel more colourful you can add strawberries. True False
4. You can use baking parchment to dry the fruit if you don't have a non-stick baking tray. True False
5. The oven needs to be a hundred degrees centigrade which is two hundred degrees Fahrenheit. True False

6. You leave the sliced fruit in the oven for three to four hours. *True False*
 7. Charlie thinks her dried fruit decorations are prettier than Christmas baubles. *True False*

d) Discussion

How do you decorate your room and your home?
 Which of these decorations did you like?

7. Reading and speaking: IT'S MY JOB

a) Study the requirements in the design brief for Kenneth Blake, a furniture Designer. Then match each requirement to the correct reason.


Product: garden chair.

Requirement

- | | |
|----------------------------------|-----------------------------------|
| 1 light weight | a stores easily in winter |
| 2 strong | b spends most of the time outside |
| 3 stackable | c supports heavy adults |
| 4 available in a range of colors | d keeps manufacturing costs low |
| 5 durable | e easy to lift |
| 6 durable | f competes with rivals |
| 7 easy to mass-produce | g looks attractive |
| 8 sells for less than 20 euros | h encourages people to use it |

b) Read about Kenneth. Complete the sentences 1-6 with words from the text.

- 1 Plastic is very hard-wearing – it's
 2 A company which competes with yours is a
 3 A helps to make a structure stronger.

	<p>I went to the local garden centre to examine the chairs other companies made, the rival products, and to find out their cost – about 20 euro. I bought three different models. I wanted a chair without arms so I cut the arms off one. This made the back too weak so I added vertical supports to make the back stronger.</p>
---	--

- 4 Kenneth his designs first and then makes finished drawings.
 5 You can make hundreds of plastic chairs from one
 6 A is a model which is ready for testing.

Kenneth Blake: Furniture Designer:

I decided to use plastic because it's durable. You can make it in a lot of colours and it's easy to mass-produce plastic items.

I sketched my designs on paper, and from these I produced technical drawings with all the dimensions. I made a full-scale model to make sure the chair looked good and was comfortable. Then I transferred my drawings to a 3-D computer modeling program, and sent a copy by file transfer to the moulding company.

They made a mould and sent me a prototype chair. I added more supports to the back and the chair was ready to produce.

c) Writing: Write questions to ask Kenneth about his design. The answers should be in the text above.

EXAMPLES

Why did you go to the garden centre?

How much do garden chairs cost?

Did you make a model?

d) Speaking. Now practice your questions in pairs. Take turns to ask and answer.

8. VIDEO ZONE: How Christmas trees are made | I didn't know that.

Do you put up Christmas trees in your home or town? It's traditional to put up Christmas trees in Britain but nowadays most people prefer artificial ones, not real ones. Watch this video to find out where they come from and how they're made. Do the preparation task first. Then watch the video and do the exercise. Remember you can read the transcript at any time.

a) Match the vocabulary with the correct definition and write a-f next to the numbers 1-6.

1.....PVC	a. a building where products are made with machines
2.....a branch	b. a knife or a sharp edge
3.....a needle	c. polyvinyl chloride, a kind of plastic
4.....a factory	d. a thin, sharp leaf on a tree
5.....a blade	e. an arm of a tree
6.....a trunk	f. the main body of a tree

b) Watch the video: How Christmas trees are made | I didn't know that.

c) Check your understanding: multiple choice. Circle the correct answers.

1. What country did the tradition of having Christmas trees come from?

a. Britain

b. China

c. Germany

2. Who made them popular in Britain?
 - a. *Queen Victoria*
 - b. *Shakespeare*
 - c. *King Henry VIII*
3. In Chinese, what does 'sheng dan shu' mean?
 - a. *Christmas tree*
 - b. *factory*
 - c. *Father Christmas*
4. What are the Christmas trees made of?
 - a. *PVC and wood*
 - b. *PVC and metal*
 - c. *wood and metal*
5. Why are the branches pulled through a small coil?
 - a. *to stick the needles together*
 - b. *to separate the needles*
 - c. *to cut the branches down to size*
6. Why are the branches cut by hand?
 - a. *because a machine would break the needles*
 - b. *because a machine would bend the needles*
 - c. *because a machine would flatten the needles*



d) *Check your understanding: ordering. Write a number (1 -6) to put these sentences in order.*

..... The branches are attached to the tree trunk and the Christmas tree is finished!

..... The shredded PVC is twisted around a metal wire and the needles are separated.

..... The branches are cut to size by hand.

..... First of all, flat strips of PVC are stuck together.

..... Then the PVC is shredded by a circular blade to make the needles.

..... Any sharp edges on the branches are bent over.

e) Discussion

Do you put up a tree at Christmas? Is Christmas an important holiday for you and your family? Do you have lots of plants and flowers in your house? Why or why not?

9. Grammar Focus.

PRESENT PERFECT CONTINUOUS

Form: have/has been + verb-ing

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
I have been working	Have I been working?	I have not been working
You have been working	Have you been working?	You have not been working
He has been working	Has he been working?	He has not been working
She has been working	Has she been working?	She has not been working
It has been working	Has it been working?	It has not been working
We have been working	Have we been working?	We have not been working
You have been working	Have you been working?	You have not been working
They have been working	Have they been working?	They have not been working
<i>Short Form</i>	<i>Negative-Interrogative</i>	<i>Short Form</i>
<i>I've been working</i>	<i>Haven't you been working?</i>	<i>I haven't been working.</i>

USE:

<i>Present Perfect Continuous is used:</i>	<i>Present Perfect is used:</i>
1. For actions that started in the past and continue <u>up to the present</u> I've been packing my suitcase all morning. (I'm still packing.)	1. For actions <u>recently</u> completed I've packed my suitcase. (I've just finished.)
2. For past actions of certain duration which have visible results or effect in the present. They have been walking in the rain. (They are wet.)	2. For actions which happened at an <u>unstat- ed time</u> . She has done a lot of shopping.
3. To express irritation, anger, annoyance, explanation or criticism. Has the dog been chewing on my slippers?? (showing anger.)	3. To express personal experiences or changes which have happened. I've put on a lot of weight.
4. To put emphasis on duration, usually with for, since or how long . I've been typing letters since 9 o'clock.	4. To put emphasis on number. I've only typed three letters since 9 o'clock.

NOTE:

With the verbs live, feel, and work we can use either Present Perfect or Present Perf. Cont. with no difference in meaning.

I've been living in London for a year.

Or I've lived in London for a year.

Non-Continuous verbs are not used in Present Perfect Cont. (know, believe, see, like, love, taste, understand, want etc.)

I've known her since 1985.

(NOT: ~~I've been knowing her since 1985.~~)

<i>Time adverbs used with Present Perfect Continuous:</i>	<i>Time adverbs and expressions used with Present Perfect:</i>
For, since, how long	Just, ever, never, always, already, yet, for, since, so far, how long, recently, today, this week/month/year, once etc.

Note: You can watch video lessons to help you understand the use of Present Perfect Simple/Present Perfect Continuous. See video file attached to this textbook (Grammar video lessons: Module IV, grammar).

10. EXERCISES.

1. Put the verbs in brackets into Present Perfect Continuous.

Tim: Hello Joe. What *have you been doing* ... (you/do)?

Joe: I (play) tennis with Helen.

Tim: Who is Helen?

Joe: She is my new girlfriend. I (go) out with her for two weeks.

Tim: Does she live here?

Joe: Yes, she (live) here for two months.

Tim: Why haven't I met her?

Joe: Because she (leave) home early and she (come) back late every day for the last six weeks.

Tim: Why (she/do) that?

Joe: Because she (look) for a job.

Tim: I must meet her some time.

Joe: Well, let's all go out tomorrow then.

2. Put the verbs in brackets into Present Perfect or Present Perfect Continuous.

1. – I am very tired.

- That's because you *have been working* ... (work) too hard.

- I know. But at least I (finish) my composition.

2. - You look hot. What (you/do)?

- I (play) tennis with Sarah.

Oh yes. I (see) her play before. She is good, isn't she?

-Yes, she is. She (beat) me five times since the start of the summer.

3. Put the verbs in brackets into Present Perfect or Present Perfect Continuous.

Pam: What are you doing, Ben?

Ben: I *have been looking through* ... (look through) my old toy box all morning. It brings back a lot of memories. Look, I (find) my old train set!

Pam: You (play) with those trains for over an hour. I (watch) you.

Ben: They're great! I (not/have) so much fun for years. Look at this one!

Pam: Yes, Ben – it's a very nice train. But (you/see) what time is it?

Ben: No... Why?

Pam: It's 10.30. Your boss (just/phone) from the office.

Ben: Why?

Pam: He (wait) for you all morning. You have an important meeting.

Ben: Oh no! I thought it was Sunday!

4. Fill in the blanks with for or since.

Tom and Mary have been building a house *for* two years. They have been dreaming of finishing it last summer, but they have been having problems a few months because of the weather. In fact, it has been raining and snowing October, so they haven't been able to put the roof on yet.



This weekend they are trying to put in the windows. They have only been working 8 o'clock, but they feel like they've been doing it hours because it's very difficult. They have been saving up a long time but they haven't been able to hire any workmen yet. Tom has been looking for an evening job a week and Mary has been working overtime Christmas, so they will have enough money soon.

They haven't been going out they started saving – but when the house is finished they are going to have a big party to celebrate.

11. Speaking Practice

The teacher divides the class into two teams. Students look at the pictures and the teacher introduces Mr.X (Mr. X is a strange old man. He has been doing the same things for years). Then, look at the list of verbs and using the picture as stimulus, students, in turn, suggest what Mr. X has been doing. The team, which cannot give a sentence or makes a mistake, doesn't get a point. The team with the most points is the winner.

List of verbs: read, wear, collect, drink, play, live etc.

The teacher gives an example and the students start the game.

Teacher: He has been collecting butterflies for ten years.

Team A St.1: He has been reading the same newspaper for thirty years.

Team B St.1: He has been living in the same house for fifty years etc.

12. Writing Practice.

Write a letter to a friend telling him/her about the things that have changed in your life over the last year.

13. Grammar Focus.

PAST CONTINUOUS – WAS GOING TO – USED TO

Past Continuous: was/were +verb-ing

Affirmative	Interrogative	Negative
<i>I was helping</i>	<i>Was I helping?</i>	<i>I was not helping (I wasn't)</i>
<i>You were helping</i>	<i>Were you helping?</i>	<i>You were not (weren't) helping.</i>
<i>He was helping</i>	<i>Was he helping?</i>	<i>He was not (wasn't) helping.</i>
<i>She was helping</i>	<i>Was she helping?</i>	<i>She was not (wasn't) helping.</i>
<i>It was helping</i>	<i>Was it helping?</i>	<i>It was not (wasn't) helping.</i>
<i>We were helping</i>	<i>Were we helping?</i>	<i>We were not (weren't) helping.</i>
<i>You were helping</i>	<i>Were you helping?</i>	<i>You were not (weren't) helping.</i>
<i>They were helping</i>	<i>Were they helping?</i>	<i>They were not (weren't) helping.</i>

Time words used with the Past Continuous: while, when, as

Past Continuous versus Past Simple

Past Continuous is used:	Past Simple is used:
1. For an action that was in the middle of the happening at a stated time in the past. <i>At 8 o'clock last night she <u>was watching</u> TV.</i>	1. For an action completed at a stated time in the past. <i>He <u>finished</u> his homework at 9 o'clock.</i>
2. For two or more actions which were happening at the same time in the past. (simultaneous actions) <i>They <u>were dancing</u> while he <u>was playing</u> the guitar.</i>	2. for actions which happened one after another. (sequence of actions) <i>He <u>slipped</u>, <u>fell over</u> and <u>broke</u> his ankle.</i>
3. For past action which was in progress when another action interrupted it. We use Past Continuous for the interrupted action and Past Simple for the action that interrupts it. <i>He <u>was painting</u> the bedroom when suddenly he <u>fell off</u> the ladder.</i>	3. With non-continuous verbs : appear (=seem), believe, belong, cost, feel, forget, hate, have (=possess), know, love, like, mean, need, prefer, realise, remember, see, seem, smell, sound, suppose, taste, think, understand, want etc. <i>He <u>wanted</u> to buy a new sports car but he <u>couldn't</u> afford it.</i>
4. To describe the background to the events in a story. <i>We <u>were walking</u> in the woods. It <u>was raining</u> hard ...</i>	4. For past actions which won't happen again . <i>Shakespeare <u>wrote</u> a lot of plays. (Shakespeare is dead. He <u>won't</u> write anymore)</i>

Was/Were going To

Was going to is used to express fixed arrangements in the past, unfulfilled plans or an action which someone intended to do in the past, but didn't do.

He got up early. He was going to catch the 6 o'clock train. (fixed arrangement in the past.)

She was going to travel around Europe but she didn't because she fell ill. (unfulfilled plan.)

She was going to buy a new car but in the end she repaired her old one. (She intended to buy a car but she didn't.)

Used To

Used to is used to talk about ***past habits***. It has the same form in all persons, singular and plural. It forms its negative and interrogative form with ***did***.

I used to cry when I was a baby. ***I didn't use to*** sleep late. ***Did you use to*** sleep late?

Note: You can watch video lessons to help you understand the use of Past Continuous/used to/would/was/were going to. See video file attached to this textbook (Grammar video lessons: Module IV, grammar).

14. EXERCISES.

1. Put the verbs into Past Continuous or Past Simple.

Last night I had (have) a wonderful dream. This is what I (dream.)
We (take) a trip to Hawaii. I (be) with my family and two of my friends. We (be) on a ship and we (travel) to Honolulu. On the ship there (be) a disco. We (sit) on nice comfortable seats and we (drink) exotic juices. Lots of people (dance) and the music (play) loudly. We (have) a lot of fun! When the ship (arrive) in Honolulu a man (wait) to take us to our hotel. The hotel where we (stay) was by a beach lined with palm trees. Drums (beat) and people on the beach (sing) and (dance) to the music.



The music (get) louder and louder until I (can) hear a ringing in my ears. It ... (be) my alarm clock! It..... (be) 7 o'clock and time to get up for school.

2. Put the verbs into Past Continuous or Past Simple.

Dear Peter,

I'm writing to tell you what happened to me last week while I was visiting (visit) my aunt who lives by the sea. One afternoon I (take) her dog for a walk by the cliffs when I (notice) a girl who (climb) a tree by the edge of the cliff. As she (hang) there, the branch suddenly (break) and the girl (fall) over the edge. I (run) to the edge, but although the girl (shout) for the help, I (not/be able to) see her. I (think) about what to do when a man (come) along the cliff path. I (explain) what had happened and while he (go) for help I (talk) to the girl. Well, everything (end) happily. The girl was rescued and her parents (thank) me by giving me a large bunch of flowers. The story (be) in the newspaper too! That's all my news – write and tell me yours soon.

With love, Lucy.

4. Match the sentences, then join them using **when, while or and**.

1. John was listening to the radio	A. they drove away.	1. B (when)
2. Peter was swimming	B. the batteries ran out.	
3. He fell over	C. his sister was sunbathing.	
4. The robbers stole the car	D. her pen broke.	
5. Helen was writing a letter	E. he was crossing the road.	

5. Complete the dialogue with **used to** or **didn't used to**.

Mrs. Barnes: Do you want a cup of tea, Jenny?

Jenny: No thanks, mum. Have you got any coffee instead?

Mrs. Barnes: But you didn't use to like coffee. You like tea.

Jenny: Yes, but I like it now. Could you put some sugar in it?

Mrs. Barnes: You take sugar. You say it would make you put on weight. Do you want some cornflakes?

Jenny: Haven't you got any croissants? I like cornflakes but I don't now.

Mrs. Barnes: you be so fussy before you went to Paris.

6. Put the verbs into Past Continuous, Past Simple, was/were going to / used to form.

Policeman: What were you doing at 9 o'clock last night?

Witness: I (watch) TV while my wife (make) dinner. We (have) dinner at a restaurant but we (not/have) enough money. We (go) out a lot but we can't afford it now.

Policeman: What (happen) then?

Witness: I (think) I (hear) a gunshot from outside. I (go) outside but I (not/see) anything unusual. Then I (realise) what the noise was. Our neighbours (have) a party and they (set off) fireworks in their garden. It (not/be) a gunshot after all, officer.

15. Writing Practice

Write a letter to your pen friend in Germany to tell him/her what was happening or happened at the time of an earthquake. (60-80 words.) eg.

Dear Hanna

Two days ago there was a terrible earthquake here. It was such a nasty experience! At the time of the earthquake I was cooking dinner in the kitchen. Suddenly I heard strange noise and saw the kitchen table moving. I ...

16. Speaking Practice

Look at the pictures of the Browns' family. Say what they were doing/did at the time of the earthquake. Use the words below.

Cook/drop the saucepan

Work at his businessplan/stand up/run

Play chess/get frightened/cry

Play the guitar/sing/fall off the bed

Read a book/drop the book/scream

Sleep tight/wake up/run and bark loudly



Sara...



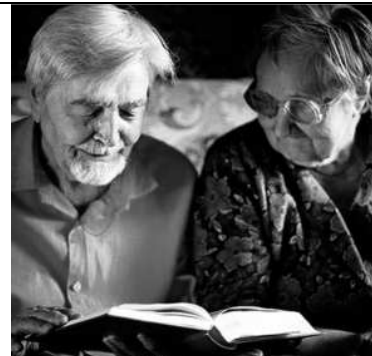
Tom...



Their daughter Lara...



Rick and Jack...



Mr and Mrs Brown ...



Their dog Spot ...

PROGRESS TEST

1. Choose the correct item

1. Have you ever Helsinki?
A) gone to B) been to C) been in
2. She is the student in the class.
A) clever B) cleverest C) more clever
3. He live in London, but now he lives in a village.
A) uses B) used to C) was used to
4. your invitation to the wedding yet?
A) Did you get B) Haven't you got C) Didn't you get
5. She in this house for 25 years.
A) has lived B) lives C) is living

2. Find the mistake and correct it.

1. You are out of breath. Were you running?
2. She is already in Istanbul for a week.
3. Jane runs fastest than Miguel.
4. Where have you been? I've waited for 45 minutes!
5. He cleans the house at the moment.
6. He speaks so quick that I can't understand him.

3. Put the verbs in brackets into Present Simple, Present Continuous or Future.

Paul: Hello David! How *are* you (you/be)?

David: I ... (be) fine. I ... (watch) a program on TV. It ... (not/be) very good, but there ... (be) nothing else on.

Paul: ... (you/want) to come to the cinema this evening? I ... (see) a film at the Rex.

David: I really have to study, but (I/ask) Tom if he wants to go?

Paul: that's a good idea. (I/wait).

4. Put the words in the correct order to make sentences.

1. She left/suddenly/at 6 o'clock/the room
2. They've bought a/two-storey/lovely/in London/old-fashioned/house
3. He walked/in the rain/up the hill/slowly
4. Every Monday/to the gym/by car/they go
5. He's built a/wooden/beautiful/bookcase
6. She was wearing a(n)/white/elegant/long/wedding/dress

5. Underline the correct item.

Note that the verbs sound, look, taste, feel, seem are followed by an adjective.

1. That cake looks *wonderful/wonderfully*.
2. The salad tastes *terrible/terribly*.

3. He draws very good/well, but he can't paint at all.
4. Have you got a cold? Your voice sounds unusual/unusually.
5. She ran up the stairs as quick/quickly as she could.
6. When he woke up he still felt sleepily/sleepy.
7. She spoke very rude/rudely to me.
8. This game seems easy/easily, but it isn't really.
9. That music sounds very strange/strangely from here.
10. If you work hard/hardly, you will certainly succeed.

6. *Put the verbs into Past Simple, Past Continuous, Present Perfect or Present Perfect Continuous.*

When John Mill *was* (be) eighteen, he (leave) his home in the country and (go) to study in London. While he (study) at the University there, someone (offer) him a job as a salesperson. At that time he (try to finish his degree so he (turn down) the job. Since then he (do) many kinds of jobs, including teaching and farming. He (also/run) a shop, which is the only job he (not/like). Since last September he (try) to find a job in an art gallery because he wants to learn about paintings, but so far he (not/have) much luck.

7. *Fill in the blanks as in the example:*

Dear Susan,

Well, we've moved into the new house at last! It was a lot of work, but everything is so much *better* here that it was worth it. There are not many rooms but they are (big) I've ever seen in a house of this size. The neighbourhood is a lot (quiet) than our old one, and the people here are (helpful) and much (friendly). The garden is (nice) I've ever had – it's a real pleasure to work in! All in all, I think this is (good) house we've ever lived in/ you must come and visit us soon.

Love,
Diana

If you make mistakes please follow this link <https://puzzle-english.com/> Join the website Puzzle English for free. You can watch English grammar lessons online and do about 15–20 phrases daily for free. That will help you to practice your English grammar. To see the result of your work, follow this link <http://tolernenlish.com/> – Hundreds of exercises – Present Perfect Simple/Present Perfect Continuous: Past Continuous; Used to. You will be offered grammar tests. Do them and check the result. If it isn't good, you will need more practice unless you get 70–90% correct answers. Good luck in your work!

MODULE V

BUSINESS ACTIVITIES

1. Reading: BUSINESS. BASIC FORMS OF OWNERSHIP.

Vocabulary notes

Enterprise (firm) – предприятие, фирма

multiple – многократный (зд. несколько)

sole proprietorship – единоличная (индивидуальная) собственность

unlimited liability – неограниченная ответственность

obligation – обязательство

incur – нести ответственность

assets – активы

partnership – партнерство (товарищество)

limited liability – ограниченная ответственность

corporation- корпорация (общество)

not-for-profit – некоммерческий (не предназначенный для извлечения прибыли)

for-profit - коммерческий

share – акция, пай

a stock exchange – фондовая биржа

a) Read the text about basic forms of ownership. Use your dictionary and vocabulary notes above.

A **business**, also known as an **enterprise** or a **firm**, is an organization involved in the provision of goods, services, or both to consumers. A business owned by multiple individuals may be referred to as a company.

Basic forms of ownership:

Forms of business ownership vary by jurisdiction, but several common forms exist:

Sole proprietorship: A sole proprietorship, also known as a sole trader, is owned by one person and operates for their benefit. The owner may operate the business alone or with other people. A sole proprietor has unlimited liability for all obligations incurred by the business, whether from operating costs or judgments against the business. All assets of the business belong to a sole proprietor as well as any real property owned by the business.

Partnership: A partnership is a business owned by two or more people. In most forms of partnerships, each partner has unlimited liability for the debts incurred by the business. The three most prevalent types of for-profit partnerships are general partnerships, limited partnerships, and limited liability partnerships.

Corporation: The owners of a corporation have limited liability and the business has a separate legal personality from its owners. Corporations can be either government-owned or privately owned. They can organize either for profit or as not-for-profit organizations. A privately owned, for-profit corporation is owned by its shareholders, who elect a board of directors to direct the corporation and hire its managerial staff. A privately owned, for-profit corporation can be either privately held by a small group of individuals, or publicly held, with publicly traded shares listed on a stock exchange.

Cooperative: Often referred to as a "co-op", a cooperative is a limited liability business that can organize for-profit or not-for-profit. A cooperative differs from a corporation in that it has members, not shareholders, and they share decision-making authority. Cooperatives are typically classified as either consumer cooperatives or worker cooperatives. Cooperatives are fundamental to the ideology of economic democracy.

b) Answer the questions:

1. What is a business?
2. What are the basic forms of ownership?
3. What is the difference between a sole proprietorship and a partnership?
4. What is a corporation?
5. What is a cooperative?

2. Reading and speaking: Business Plan.

The business plan is a tool to help you find and explore opportunities

Vocabulary notes

concept – понятие, идея

requirement – требование, необходимое условие

to visualize – отчётливо представлять себе, видеть мысленно

approach – подход

Students at any level of education can use the concept of preparing a business plan as a method of exploring all kinds of ideas for starting a business. It is merely a series of questions that lead you to think about the requirements and the possibilities of any kind of business. Until you start to ask these questions, you aren't able to visualize the details necessary to be successful in a business.

There are many different approaches to writing a business plan, some more complex than others. But the basic components of a business plan can be organized as follows:

- providing a description of the business;
- choosing the best marketing strategy
- identifying the management plan
- analyzing the finances needed

Why develop a plan?

Vocabulary notes

day-to-day – повседневный

fund – капитал

tool – инструмент, орудие

simulation – симуляция (зд. моделирование)

to reinforce – усилить

tangible – осязаемый, заметный

The process of making choices is the most important reason for anyone to learn how to write a business plan. It is fun to think of yourself as a business owner, to dream about your successes, and to talk about your ideas. But when you have to answer the specific questions of a business plan, you must make decisions about the direction your business will take... decisions that may show you that this idea is not likely to be successful. But, no problem, then you can go back and make different decisions until you find a way to be successful.

We sometimes hear people arguing that business owners don't always have a business plan... but perhaps they should. Once you are into the day-to-day operations of a business it may be too late. But most banks value a good business plan when you are looking for funds for your business. And in our educational system it is one tool that can be used to provide learning experiences that open students to the opportunities in their own community.

As a teacher, you can use the business plan as a learning activity at all levels of education in future. For very young students it can be included as part of a simulation about the processes of business. It can reinforce skills being taught in math, communications, spelling, art, and computer skills. In fact a teacher of history or geography could use the business creativity approach to identifying ways to start a business using their curriculum as the source of ideas. It could give students a closer feeling of what it was like to live in different times in history, or in different parts of the world.

The closer a student is to becoming an adult, the more important it is to give them real-life opportunities to practice making decisions about a business of their own. The practice of business planning is an experience important for the learning process. And every time a student does this decision-making the possibility of really starting a business becomes more tangible.

A variety of approaches in the classroom.

Vocabulary notes

challenge – вызов, проблема

franchise – право на производство и продажу продукции другой компании

Many high school courses are teaching the skills of entrepreneurship. In such courses the teacher can give the students many types of challenges to develop a business plan for...

- a business needed in your town
- a business using your own personal skills and talents
- a business that involves exports to another country
- a home - based business
- a business that could be started with \$1,000
- a business that would require \$50,000 to start
- a business that would require \$1,000,000 to start
- a franchise that you develop and offer nationally
- a service business
- a partnership between two students in the class
- a corporation formed by small groups in the class
- for the worst possible business idea you can imagine ...try it, you will be surprised.

For adult students it is critical to help them actually start a business... because that is why an adult is taking the course. In this case you must deal with realities of finance, skills, and personal abilities. They are beyond the time for dreaming and need help to get started.

Business plan questions.

The business plan is a tool designed to help you find and explore opportunities. It also provides you with a way to analyze potential opportunities continuously. A business plan is personal and should never be "canned" or prepared professionally by others. No one knows you or your ideas better than you do. It is the process of seeking the answers to important questions about your enterprise that are important as you try to realize the dream of owning your own business.

3. Problem solving

a) Use the following questions to make decision about a business idea of your choice. Be sure to write out your answers...to remember your decisions and build on them.

1. How can you describe the business...in only one paragraph?
2. What is your product or service?
3. Who will buy it?
4. Where should you locate the business?
5. How can you attract customers?
6. What is your competition?
7. How much should you charge for the products or service?

8. What advice do you need and who can provide it?
9. How will you organize the managers and/or workers of the business?
10. How will you split the profits? Who is responsible for the losses?
11. What should you consider to be able to produce the product and get it to the customer?
12. How much money is needed to get the business started?
13. How many customers will you have per month and how much will they buy per month?
14. How much does it cost to make the product or provide the service?
15. What are your operating costs? (Include your own salary)
16. How much money will your business earn each month by selling your product or service?
17. How much investment will you need to keep the business going until you make a profit?
18. What is your potential profit per year for Year I, Year II, and Year III?
19. How much money do you need to borrow to start this business?
20. How will you make the business grow in the future?

There are other questions you might ask depending on the type of business you have in mind. There are many different formats for a business plan based on what you need for the business of your choice. The point is to start asking yourself questions and then looking for the answers. Are you having trouble getting started? Perhaps you should interview a local business owner about these decisions in relation to the startup of that business. Write down the answers and discuss them with other students to decide how you would have started such a business.

b) Ideas for starters.

You might want to think about some of the following types of business to get your business plan "thinking processes" moving:

- Lemonade stand
- Refreshment stand at local games
- Child care
- Hot dog stand
- Yard care
- Developing a web page for others
- Youth community center
- Shopping service for seniors
- Pet sitting
- Delivery services
- House cleaning service
- Janitorial services for local businesses
- Selling used clothes

- Jewelry making
- Catalog sales
- Temporaries agency
- Computer service business
- Add value to an existing product (packaging, new Marketing local crafts design, new customers, different size)
- Travel services
- Musical group
- Repair services (shoes, electrical equipment, cars, clothing, etc.)

c) Questions for creative thinking.

Use some of the following questions to guide your thinking about starting a business:

- A. What kind of business would you start if your family would lend you \$5000 to get it started?
- B. What kind of business would you start if you and two classmates had access to a loan for \$100,000?
- C. What kind of business could you start if you want to do business with another country?
- D. What type of business could you start while still going to school?
- E. What type of business could you start using the skills you have now?
- F. What type of business could you run while also working in a part time job (to provide the security of a salary while the business grows)?
- G. How could you start a business and then later make it into your own franchising business for purposes of expansion?

After developing your business plan you will want to discuss your ideas with the class or an advisor to improve your plan and determine what you learned in the process of preparing a business plan. Now that you are thinking like an entrepreneur you may find these same questions pop up about many different business possibilities as you experience new opportunities in life.

4. Reading and speaking.

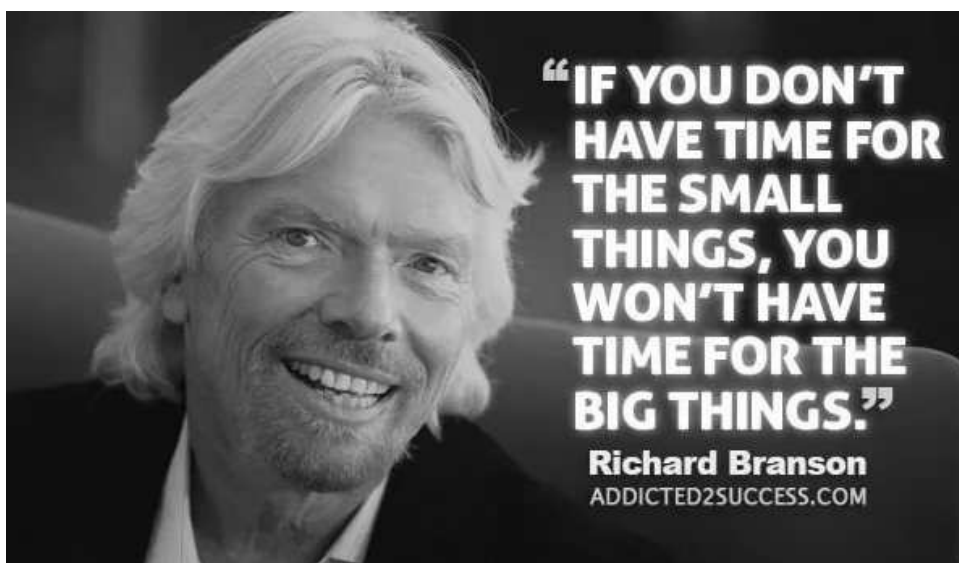
Management styles.

a) Have you ever heard of Richard Branson? Read this article about the way he works. Is there anything unusual about his management style? Do you think you would like to work for him?

RICHARD BRANSON'S 10 secrets of success

Richard Branson became famous as a 'hippy' businessman in the 1960s when he set up a record company. Today he runs a successful Virgin airline and he's still breaking many of the traditional rules of management. So how does he do it?

1. He regularly works an eleven-hour day, starting around eight and finishing around seven at night.
2. He spends a lot of time talking to people on the telephone but he never sends memos.
3. He rarely holds board meetings. He makes decisions on the telephone or on the tennis court.
4. He has a good memory and he writes people's names on his hand so he doesn't forget them.
5. He invites every single one of his 10,000 employees to a party at his home in Oxfordshire every year. The last party cost around 100,000 pounds.
6. He continually questions his employees about every aspect of the business and he tries to pick holes in their arguments to find out whether their ideas will work.
7. If he becomes annoyed in meetings, he leaves the room. He hardly ever loses his temper.
8. He employs people he likes personally. This is more important to him than qualifications.
9. He has had several business failures in the past and nearly went bankrupt several times but he has always survived. He puts his success down to good ideas, good people, and good luck.
10. He didn't go into business to make money. He went into business because he wanted a challenge.



b) *Work with a partner. Look at the facts about Branson and ask and answer questions about how he works. Use these questions forms to help you.*

What...?	How...?	How many...?
Where...?	Does he...?	How much...?
When...?	Has he...?	What sort of...?
Why...?	How often ...?	

c) *Video: Richard Branson: Advice for Entrepreneuers*

Watch the video. Write the list of advice Richard Branson gives for young entrepreneurs. (Module V folder)

<https://www.youtube.com/watch?v=VH35Iz9veM0>

d) *Time management.*

In a busy working day, it's not easy to find time to study. Discuss these questions with your teacher and classmates and plan how you manage your time.

1 Which part of your day is most productive? When do you find it easiest to concentrate and when do you find it most difficult?

2 When do you find time to relax?

3 When will you find time to study English?

4 How do you plan to study English apart from your lessons?

Are you going to

- read English newspapers?
- work with your textbook?
- read English books?
- watch English programmes and movies on TV?
- listen to records?
- look for an English speaking pen-friend on the Internet?
- do anything else?

d) *Now set yourself some objectives for your English studies. Complete these sentences.*

I am going to _____ .-

I plan to _____ .

I intend to _____ .

I'd like to _____ .

I hope to _____ .

Which of these phrases sound more definite?

5. VIDEOZONE: Super Jam Set to Make Teenager a Millionaire

Do you have any special family recipes? Watch this video about a Scottish teenager who has created an international business from his Gran's jam recipe.

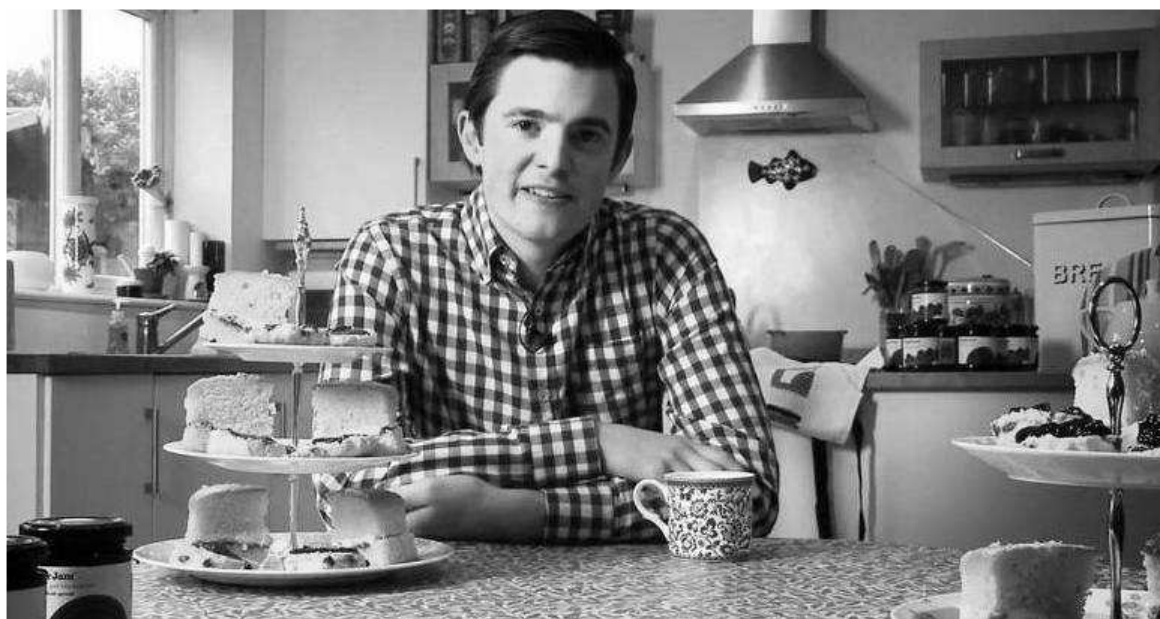
Before watching this video do the preparation task below. Then watch the video and do the exercise.

a) Match the words with their meanings and write a–h next to the numbers 1–8.

1..... a break	a. to make something, especially by using machines
2..... jammy	b. to provide things that people want or need
3..... to go down a treat	c. to be enjoyable and a success
4..... lucrative	d. very pleased or happy
5..... to produce	e. making a lot of money
6..... an entrepreneur	f. lucky (informal)
7..... to supply	g. an opportunity that helps you become a success
8..... delighted	h. someone who starts their own business and is willing to take risks

b) Watch the video: *Super Jam Set to Make Teenager a Millionaire*

<https://www.youtube.com/watch?v=56QBs-Wdjjo>



c) Check your understanding: multiple choice. Choose the best answer to these questions.

1. How did Fraser learn how to make jam?

a) His parents taught him. b) His grandmother taught him. c) He taught himself.

2. Where did Fraser NOT sell his jam?

a) in factories b) at church fairs c) at farmers' markets

3. Where is Fraser's jam produced now?

a) in his parents' house b) in his gran's house c) in a factory

4. What is special about Fraser's jam?

a) It's from Scotland. b) It has grape juice in it. c) It's made in a factory.

5. Fraser's father wants him to ____.

a) succeed b) retire c) move out of the house

6. Fraser would like to start selling his jam in ____.

a) Britain b) the USA c) his neighbourhood

d) Check your understanding: gap fill (numbers). Complete the gaps with a number from the box.

14	19	a few dozen	1000	2009	half a million
----	----	-------------	------	------	----------------

1. Fraser started making jam when he was _____ years old.

2. When Fraser was making jam in his parents' kitchen, he could only cook _____ jars of jam at a time.

3. Now that Fraser's jam is made in a factory, over _____ jars of Super Jam are produced every year.

4. Fraser's jam is sold at almost _____ supermarkets in Britain.

5. In _____, Fraser hoped to sell his jam in America.

6. Fraser's accomplishments are impressive for someone who is only __ years old.

e) Discussion

Do you have any special family recipes? Would you like to start your own business?

6. Grammar Focus.

PAST PERFECT – PAST PERFECT CONTINUOUS

Past Perfect: had +past participle

Affirmative	Negative	Interrogative
<i>I had waited (I'd waited)</i>	<i>I hadn't waited</i>	<i>Had I waited?</i>
<i>You had waited (You'd waited)</i>	<i>You hadn't waited</i>	<i>Had you waited?</i>
<i>He had waited (He'd waited)</i>	<i>He hadn't waited</i>	<i>Had he waited?</i>
<i>She had waited (She'd waited)</i>	<i>She hadn't waited</i>	<i>Had she waited?</i>
<i>It had waited (It'd waited)</i>	<i>It hadn't waited</i>	<i>Had it waited?</i>
<i>You had waited (You'd waited)</i>	<i>You hadn't waited</i>	<i>Had you waited?</i>
<i>We had waited (We'd waited)</i>	<i>We hadn't waited</i>	<i>Had we waited?</i>
<i>They had waited (they'd waited)</i>	<i>They hadn't waited</i>	<i>Had they waited?</i>

Past Perfect Continuous: had been + verb-ing

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
<i>I had been waiting</i>	<i>I had not been waiting</i>	<i>Had I been waiting?</i>
<i>You had been waiting</i>	<i>You had not been waiting</i>	<i>Had you been waiting?</i>
<i>He had been waiting</i>	<i>He had not been waiting</i>	<i>Had he been waiting?</i>
<i>She had been waiting</i>	<i>She had not been waiting</i>	<i>Had she been waiting?</i>
<i>It had been waiting</i>	<i>It had not been waiting</i>	<i>Had it been waiting?</i>
<i>You had been waiting</i>	<i>You had not been waiting</i>	<i>Had you been waiting?</i>
<i>We had been waiting</i>	<i>We had not been waiting</i>	<i>Had we been waiting?</i>
<i>They had been waiting</i>	<i>They had not been waiting</i>	<i>Had they been waiting?</i>

Time expressions used with Past Perfect and Past Perfect Continuous:
Before, after, just, yet, already, for, since, ever, never, till/until, when, by, by the time

Past Perfect Simple is used: <i>for a past action which happened <u>before</u> another <u>past action</u> or <u>before</u> a stated <u>past time</u>.</i> <i>She had already left when I got home.</i> <i>She had arrived by 8 o'clock.</i>	Past Perfect Continuous is used: <i>for an action continuing up to a specific time in the past</i> <i>He had been waiting <u>for an hour</u> before she arrived.</i>
for a complete action <i>She had cleaned the house by 6 o'clock.</i>	for a continuous, past action which had visible results or effect in the past. <i>He was tired. He had been cleaning the house all morning.</i>
as the past equivalent of Present Perfect <i>She isn't in her office. She has already left. (before a present time)</i> <i>She wasn't in her office. She had already left. (before a past time)</i>	as the past equivalent of Present Perfect Continuous <i>He is tired. He has been cleaning the house all morning. (present time)</i> <i>He was tired. He had been cleaning the house all morning. (past time)</i>

Note: You can watch video lessons to help you understand the use of Past Perfect/Past Perfect Continuous. See video file attached to this textbook (Grammar video lessons: Module V, grammar).

7. EXERCISES.

1. Fill in the Present Perfect S. or Cont. or Past Perfect Simple or Cont.:

1 Her feet ached last Monday. She (walk) for six hours.

2 Dan is cold. He (swim) in the lake.

- 3 Ted can't pay the bill. He (lose) his wallet.
- 4 The woman drowned in the river. She (fish).
- 5 Jim bought a car after he (save) enough money.
- 6 Sarah signed the letter after she (write) it.
7. Her hair is wet. She (wash) it.
- 8 He felt sick because he (eat) too much.
- 9 He was hot. He (run) for an hour.

Short answers:

Had I/he/she/it/we/you/they had eaten lunch?

Yes, I/he/she/it/we/you/they **had**.

No, I/he/she/it/we/you/they **hadn't**.

2. Ask and answer questions as in the example.

It's the day after Christmas. Last night the Dicksons had a party at their house. What had they done and what hadn't they done before they went to bed?

they/open/all/presents? +

Had they opened all present? – Yes, they had.

they/drink/lemonade? –

they/eat/all/the/cake? –

they/let/cat/in? +

they/eat/turkey? +

they/tidy/the/room? -

3. Fill in Past Simple or Past Perfect, then state which action happened first.

1. When I arrived (arrive) at the station, the train had left (leave). *first action:* had left

2. We (light) the candles because the lights (go off). *first action ...*

3. When I got home I (discover) that somebody (break into) my flat. *first action ...*

4. The patient (die) before the ambulance (reach) the hospital. *first action ...*

5. John (eat) all the cakes by the time the other children arrived at the party. *first action ...*

4. Write what each person had been doing using verbs from the list below:

sleep, write, walk, wash, play, cut, listen, work

1. Jane's clothes were wet. She **had been washing** her dog.

2. The boys were dirty. They football.

3. John wasn't happy that the noise woke him. He

4. Dave had stains on his shoes. He the grass.
5. Carol's ears hurt. She to the radio for two hours.
6. Kate had black ink on her hands. She for three hours.
7. Anne's feet hurt. She for two hours.
8. Nina looked tired. She all morning.

Note the difference:

<p>Past Perfect: When tom phoned, he had left. (He left before tom phoned.)</p>	<p>Past Simple: When she phoned, he left. (She phoned, and then he left.)</p>
<p>Past Perfect Continuous: When she arrived, they had been fighting. (She arrived after the fight.)</p>	<p>Past Continuous: When she arrived, they were fighting. (They were in the middle of the fight.)</p>

5. Put the verbs in brackets into Past Perfect or Past Simple.

After Jim and Terry had finished..... (finish) their breakfast, they (take) their bags and (go) to the river to fish. They (go) there before and (catch) some big fish. By 5 o'clock they (not/get) any fish, so they decided to go home. They (promise) their mother to bring fish for dinner, so they (look) for a shop where they could buy some, but the shops (already/close). When they (arrive) home, they (tell) their mother that they (catch) the biggest fish they (ever/see) but it (escape).

6. Put the verbs in brackets into Past Perfect or Past Perfect Continuous.

Mr. Tomas was exhausted. He had had (have) the worst morning of his life! Everything (go) wrong. He (drive) to work for half an hour when suddenly his car broke down. Not wanting to be late he decided to start walking and try to catch a bus. After he (walk) for over an hour, it began to rain.



However, just at that moment a taxi appeared and Mr. Thomas jumped in. When he arrived at the office, he realized that he (leave) his wallet in his own car and he had no money to pay the driver! He rushed into the office, followed by the angry taxi driver. However, an important business meeting (just/start). Mr. Thomas was wet and dirty because it (rain) and his boss was very angry because he (wait) for him to arrive for over an hour. After explaining what (happen) to his boss, Mr. Thomas borrowed a car and went home to change. When he arrived home, he realized to his horror that someone (break into) his house. What a morning!

7. Put the verbs in brackets into the correct tense.

1. Tony *bought*..... (buy) a new shirt last Monday.
2. Ann is a teacher. She (teach) for fifteen years.
3. She (cook) lunch before the children came home.
4. How long (you/have) a driving license?
5. She (type) some letters when the boss asked her into his office.
6. He (drive) for an hour when he reached the village.

8. Put the verbs in brackets into the correct tense.

1. "A lion *has escaped*..... (escape) from London Zoo. The zoo-keeper (clean) the lion's cage when suddenly a lion (bite) him and (run out) of the cage. The zoo-keeper (recover) in hospital now. When he (arrive) at the hospital he (lose) a lot of blood, but the doctors (think) he will be all right. Lots of people (see) the lion already.



The police (stop) a summer carnival which London Zoo (plan) and at present they (hunt) for the lion. They (advise) us to tell the public to stay indoors until they (catch) the lion.”

8. Writing Practice

Last Monday you had an argument with your best friend. However, later you realised that the argument was all your fault. Write a letter of apology why you behaved in such a way. (60–80 words).

Dear Tony,

I'm writing to say I'm sorry we argued last Monday, but I had had lots of problems that day.

9. Speaking Practice

The teacher divides the class into two teams and asks the students to look at the following situations, giving reasons in turn for each situation. Each correct reason gets one point. The team with the most points is the winner.

1. Ben couldn't write the letter because he had lost his pen.
2. Jane missed the train because ...
3. Jane missed the train because ...
4. He couldn't pay the electricity bill because ...
5. She failed her exam because ...
6. She was sad because ...
7. His hands were dirty because ...
8. He was wet because ...
9. They were hungry because ...
10. He had a stomach ache because ...
11. They were tired because ...
12. He had a black eye because ...
13. Jennifer got sunburnt because ...

PROGRESS TEST

1. Choose the correct item:

1. your invitation to the wedding yet?
a) Hadn't you got b) Haven't you got c) Didn't you get
2. He to live in London, but now he lives in a village.
a) uses b) used to c) was used to
3. She in this city for 10 years.
a) has lived b) lived c) is living
4. She French before she became a teacher.
a) had studied b) has studied c) had been studying

2. Find the mistake and correct it:

1. You are out of breath. ~~Were~~ you running? *Have you been*
2. She is already in Istanbul for a week.
3. Jane runs fastest than Margaret.
4. He looked angry. Has he been arguing?
5. Where have you been? I have waited for 45 minutes!
6. He cleans the house at the moment.
7. She has written three books before she became famous.
8. He speaks so quick that I can't understand him.

3. Put the verbs in brackets into Present simple, Present Continuous or Future.

Paul: Hello, David! How **are you** (you/be)?

David: I (be) fine. I (watch) a program on TV. It
(not/be) very good, but there (be) nothing else.

Paul: (you/want) to come to the cinema this evening? I
(see) a film at the Rex.

David: I really have to study, but (I/ask) if he wants to go.

Paul: That's a good idea. I (wait).

5. Put the words in the correct order to make sentences.

Note that the verbs **sound, look, taste, feel, seem** are followed by an adjective.

1. That cake looks wonderful/wonderfully.
2. He draws very good/well but he can't paint at all.
3. This salad tastes terrible/terribly. What have you put in it?
4. Have you got a cold? Your voice sounds unusual/unusually.
5. She ran up the stairs as quick/quickly as she could.
6. When he woke up he still felt sleepy/sleepily.
7. She spoke very rude/rudely to me.
8. This game seems easy/easily, but it isn't really.
9. That music sounds very strange/strangely from here.
10. If you work hard/hardly, you will certainly succeed.

6. Put the verbs into Past Simple, Past Continuous, Present Perfect or Present Perfect Continuous.

When John Mills **was** (be) eighteen, he (leave) his home in the country and (go) to study in London. While he (study) at the University there, someone (offer) him a job as a salesperson. At that time he (try) to finish his degree so he (turn down) the job. Since then he (do) many kinds of jobs, including teaching and farming. He (also/run) a shop, which is the only job he (not/like). Since last September he (try) to find a job in an art gallery because he wants to learn about paintings, but so far he (not/have) much luck.

7. Fill in the blanks as in the example:

Dear Susan,

Well, we've moved into the new house at last! It was a lot of work, but everything is so much **better** (good) here, that it was worth it. There are not many rooms but they are (big) I've ever seen in a house of this size. The neighborhood is a lot (quiet) than our old one, and the people here are (helpful) and much (friendly). The garden is (nice) I've ever had – it's a real pleasure to work in! All in all, I think this is (good) house we've ever lived in. You must come and visit us soon.

Love, Diana.

8. Put the verbs into Present Perfect, Present Perfect Continuous, Past Perfect or Past Perfect Continuous.

I'm sorry I **haven't written** (not/write) for a long time but I (work) very hard lately so I (not/have) much time for other things. I (plan) to come to Scotland for a visit next month, but what I (not/realize) was that my partner (already/plan) to go on holiday at the same time, so mine will have to wait. What (you/do) lately? (Mary/find) a new job? I was surprised to hear that she (lose) her job after she (do) so well there. Write soon and tell me your news.

Yours, Bob.

If you make mistakes please follow this link <https://puzzle-english.com/>

Join the website Puzzle English for free. You can watch English grammar lessons online and do about 15–20 phrases daily for free. That will help you to practice your English grammar. To see the result of your work, follow this link <http://tolearnenglish.com/> – Hundreds of exercises – Past Perfect Simple/Past Perfect Continuous. You will be offered grammar tests. Do them and check the result. If it isn't good, you will need more practice unless you get 70–90% correct answers. Good luck in your work!

Transcripts

MODULE I. JOBS AND CAREERS

5. VIDEO ZONE: One day I will... in Lagos

Transcript for One day I will ... in Lagos

One day ...

One day ...

One day ...

One day I want to become a lawyer.

One day I am going to be a world-class fashion designer.

One day I will be a renowned cake artist.

One day I will be the poet whose voice births the new Nigerian.

One day I'm going to be a dancer.

And one day I'm going to be a singer. (lady singing)

One day I'll cook alongside one of the greatest chefs in the world.

One day I want to be a businesswoman.

One day I will build a catering company to serve the entire world.

Some day I would love to be a doctor.

8. VIDEO ZONE: GETTING MORE WOMEN IN TECH

Transcript for Getting more women in tech

Sheryl: I think it's really critical that we get more people worldwide and particularly in the United States into technical fields, and more women.

Sara: We want to have people in the workplace that look like the world! And the world isn't just one gender.

Lori: I think women just bring a very different perspective to technology – the way that they use products, their experiences, the way that it's built, the way that they think about the way other people are going to use the technology ...

Andrew: Uhm, people who aren't necessarily a part of the process – that's a loss for not just the rest of us who don't get that perspective, but also for them who don't get to shape the future that is going to come to exist.

Nair: The problems of the future – these are human problems, they're not 'men problems'. We're going to need women to help solve those problems and we need them, uhm, to start now.

Sophia: It was an 'Introduction to Programming' class, and I walked into the class wearing a cheerleader uniform, and the teacher just cracked up. He thought it was the funniest thing to see a cheerleader in a programming class. That day, he also passed back the first test from that term. And he announced that the person with the highest

grade in that class, with 100%, was me, the cheerleader. I kind of broke down the stereotype for him at that moment, where the idea that girls can't programme, that cheerleaders are stupid, that women shouldn't be in technology ... it just takes a moment like that to really change someone's mindset about where women belong in technology.

Alan: We've learned over time that you can't build great products if you don't have a team that empathises with and understands the audience that the product is for. And with the internet, the audience is literally the planet now.

Andrew: As we grow to larger and larger audiences, y' know, the different perspectives everyone brings to the table become increasingly valuable to be part of the discussion when you're shaping what that product is going to look like.

Raylene: It's a product that's really about connecting and being social and, uhm, engaging with your friends and family, so I think it's, like, a very important product for women to be involved with making.

Lori: The one piece of advice I would give a woman in technology is 'stick with it'. It is worth it to get to the end.

Cat: It is very easy to look around you and feel intimidated because you don't know anything about the subject, and there aren't a lot of people who look like you, but the most important thing is to believe in yourself and to just not be afraid to do something that, er, you have no idea how to do.

Sheryl: There's nothing you can't do if you believe you can do it.

Sophia: You know, it's easy to sit back and say, 'Oh, the stereotype is that women aren't good at engineering. They're not good at math and science', and to let yourself fall victim of that. But let that encourage you, let that push you forward and drive you to, y' know, fight the stereotype, break the stereotype

MODULE II. THE WORLD OF EDUCATION

4. VIDEO ZONE: Your image – your future

Transcript for Your image – your future

Interviewer: If you saw a picture like that online, would you consider giving this person a job?

Woman: Erm, no.

Woman: It's not good. I don't know who they are.

Interviewer: What do you think of this person by seeing that photo?

Man: Snapchat.

Man: Kind of annoying.

Interviewer: What advice would you give to this person about presenting themselves online?

Man: Probably try and mix up the Snapchat filter photos with more normal photos as well.

Interviewer: By seeing images like this online, what do you think of this person? Man: I don't know what it says about the personality there. They can't take themselves very seriously.

Man: The second one, I'm not quite sure.

Interviewer: What do you think about this person and their online image?

Man: Disturbing!

Interviewer: What would you recommend to this person about improving their online image?

Woman: To get rid of the childish Snapchat filter.

Interviewer: OK. If you saw pictures like this online, would you be more inclined to give this person a job?

Woman: Yes. She looks a bit smarter.

Interviewer: If you saw a picture like this, would you be more likely to employ someone?

Woman: He looks like someone that can market for my organisation.

Woman: This person to me would be more employable.

Boy in photos: Hello.

Woman: Hello. Is that you?

Boy in photos: Yeah.

Man: Is that you? Are you the other one as well?

Girl in photos: Yeah. When one of them said that I was a bit childish it kind of hurt a little bit, yeah.

Boy in photos: It has, it's definitely made me think to be careful what I put up. Is it immature or too silly? Is it making me ... What will it be like a couple of years on? Will it affect me in any way?

7. VIDEO ZONE: A Day In The Life... Of A 10-Year-Old In Roman Britain – Hands On History – BBC

Transcript for A Day In The Life... Of A 10-Year-Old In Roman Britain

Dad: To think a Roman villa stood here, eighteen hundred years ago. Just imagine ...

Eric: This is where I live. It's a big, posh Roman villa, because my dad's got a big, posh Roman job. He's a tax collector, and it must be a really popular job, because people are always waving at him. And this is my pet, Quackus Maximus. All my friends have pets. Some have dogs, cats, geese and even monkeys. But everyone knows a duck's a man's best friend. Salad for breakfast, Quackus? This villa's brand new. It's got all the latest gear. We've got baths, hot water, glass, central heating and mosaics. We've also got a school room where I study with my own personal tutor, unfortunately. I don't really like being the only one in the class.

Tutor: Homework?

Eric: Sorry, sir. The duck ate it!

I've got to be on my best behaviour today because dad's big boss is coming to dinner. Him! Virius Lupus. He's the governor. Just look at all this amazing food we're having in his honour: dormice stuffed with pine kernels, boiled pigs' udders, snails fattened on milk, peacocks' brains and flamingos' tongues ... roast hare with birds' wings stuck on, so it looks like a flying horse ... Lucky we also have a flushing toilet. Excuse me ... Dad says I've got to wear my toga for dinner tonight. This could take a while!
Dad: Eric! The governor's arriving!
Eric: Veni, vidi, vici ... ready!
Dad: Come on in. Thank you ...
Eric: Oh no!
Dad: Eric? Where is that son of mine?
Eric: Oof ... good job the Romans had central heating!

9. VIDEO ZONE: I Like It - Safer Internet Day song

Transcript for I Like It

Lyrics

Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside
Coz I like it
Expressing myself but I never let a bully get into my head
Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside
Coz I like it
Expressing myself but I never let a bully get into my head
Everybody here put your thumbs up high if you think these bullies should be taken offline
When we're online or using an app
We should never have to deal with that
I wanna snap like my screen in half
But really they just want me to react
But I won't give in, I'll step on it
Put the message in the bin and won't let them win!
Cyber bullies live off intimidation
Calling people names humiliation
So if you see something nasty and you don't know what to do
Don't let it put you in a mood
If it makes you feel bad then don't reply
Tell someone that you trust or report it online
Just block the sender
Block the sender

There are so many ways you can stop the pressure
Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside
Coz I like it
Expressing myself but I never let a bully get into my head
Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside
Coz I like it
Expressing myself but I never let a bully get into my head
I like it
Watching YouTube
I like it
Listening to new tunes
I like it
When my best friend texts me
I like it
Putting up my status or a selfie
I like it
Playing some games
I like it
Challenging my brain
Thought these trolls will never affect me
When I'm online you better respect me
If it's turning into a problem
One way to stop them is block them
Keyboard warriors and trolls
I will never let them get control
If it's turning into a problem
One way to stop them is block them
Keyboard warriors and trolls
I will never let them break my soul
Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside
Coz I like it
Expressing myself but I never let a bully get into my head
Coz I like it
Chatting with my friends online
When there's nothing to do or it's raining outside

Coz I like it
Expressing myself but I never let a bully get into my head
I like it
Watching YouTube
I like it
Listening to new tunes
I like it
When my best friend texts me
I like it
Putting up my status or a selfie
I like it
Playing some games
I like it
Challenging my brain
Thought these trolls will never affect me
When I'm online you better respect me!

MODULE III. TEACHING OUR YOUNGEST.

5. VIDEO ZONE: Schoolboys attend class in skirts during heatwave.

Transcript for: Schoolboys attend class in skirts during heatwave

Presenter: In an effort to stay cool, a group of British students have defied their school dress code as well as gender norms by wearing skirts to protest a rule against shorts.

Mother: My son personally is coming home very, very hot, kind of thing. So, um, and he's struggling at school and I think he's quite irritable and stuff like that. So I think in terms of they should be able to wear shorts if they want to. I don't see why that should be a problem. So ...

Presenter: And most of the Exeter academy seem to be on board.

Mother: I think it's great!

Boy: They're allowed to wear skirts all year round. They get cold legs, and we have to sit there sweating!

Girl: I think it's good. If they can't wear shorts, then they have to wear skirts. I don't think it's right them being told off for having hairy legs, though.

Presenter: With Wednesday marking the hottest June day for decades in Britain, these boys aren't skirting the issue.

7. VIDEO ZONE: The BFG – official trailer

Transcript for The BFG – official trailer

Sophie: What kind of a monster are you?

The BFG: Bone cruncher, child chewer, meat dripper, gizzardgulper, butcher boy!

Sophie: Please don't eat me!

The BFG: You think because I'm a giant that I'm a man-gobbling cannibal? Ha ha ha!

Rah! DIRECTOR - STEVEN SPIELBERG

The BFG: You can call me the Big Friendly Giant!

Sophie: Oh, my!

AND ROALD DAHL, AUTHOR OF CHARLIE AND THE CHOCOLATE FACTORY

The BFG: I catch dreams ... this one sounds like you.

Sophie: There are bad dreams here too?

The BFG: Yeah ...

Bad Giant: Runt!

The BFG: Sophie ... hide!

Bad Giant: You have a delicious little bean.

THIS SUMMER

Sophie: Are you scared?

The BFG: Yeah!

Sophie: I'm not.

THE WORLD IS MORE GIANT THAN YOU CAN IMAGINE

Sophie: I have a plan.

The BFG: Brave Sophie ... This be the story of a little girl, there'll be great adventures and laughter. Times will be hard ... times will be soft. So hold your breath, cross your fingers, here we go.

Sophie: I'm going to call you BFG!

4. VIDEO ZONE: 11 THINGS YOU NEVER KNEW ABOUT ELEPHANTS.

Transcript for: 11 things you never knew about elephants

1. There are only two types of elephants, African and Asian.
2. Female Asian elephants don't have tusks.
3. Elephants can be left-tusked or right-tusked, like being left- or right-handed.
4. A newborn elephant weighs more than 200 pounds. That's about 30 human babies.
5. Elephants have eyelashes.
6. The African elephant is the world's largest land animal.
7. Adult elephants cannot jump.
8. They don't like bees.
9. An elephant's trunk has more muscles than the whole human body put together.
10. Elephants can get sunburnt. They use sand or mud to protect themselves.
11. Elephants are pregnant for 22 months. That's almost two years.

How amazing are these animals?

MODULE IV. HANDICRAFTS TEACHING

4. VIDEO ZONE: AMAZING MINECRAFT CITY

Transcript for The Amazing Minecraft City

Duncan Parcels:

I decided to build Titan City because I always had an interest in architecture and the way buildings worked, and when I bought the game I just saw it as a fun way to get out any architectural ideas I had, or if I wanted to recreate a building I saw in real life. I'm also inspired by all the skyscrapers that are popping up all over the world today. I used a special program to count how many blocks were in the city, and the number it came to was roughly 4.5 million blocks used. And it wasn't that hard, laying down that many blocks. It was tedious at times but I usually multitasked while building, like I would build and watch a movie at the same time or do some light homework while building. The city was built over the span of two years. I'm not sure how much time I actually spent building the game. It's kind of broadened my horizons and introduced me to 3D effects in movies. That's what I'm trying to learn in school right now and hopefully get a job in the future.

6. VIDEO ZONE: DIY CHRISTMAS DECORATIONS

Transcript for DIY Christmas decorations

Tip 1: Popcorn tinsel. Popcorn tinsel: easy, fun and cheap! So, bowl caster sugar, mixed spice and just mix it up! Popcorn, popped, and give that a good cover up. Also going to make my tinsel a little bit more colourful with some dried cranberries and now I'm going to thread it. It doesn't have to be perfect. You can do any pattern you want. You can do long ones, you can do short ones. So there we go. Popcorn cranberry tinsel. Have a go!

Tip 2: Dried fruit. My favourite decorating tip is dried fruit. Put your oven on. Start slicing. You could probably dry out most fruits using this method. If you don't have a non-stick baking tray, then use some baking parchment. Then place your fruit ... just straight on. Just pop them in the oven for two to three hours, a hundred degrees centigrade, two hundred degrees Fahrenheit. Look how beautiful they are! Ribbon and just poke them through. Tie a knot. This is so easy, so easy and really, really nice. I'm just going to hang that on the tree. I think they look prettier than baubles. Or you could go to do garlands and rather than hanging them on the tree you could hang them around your fireplace, up your banisters, just around pictures or mirrors. Really, really pretty!

Tip 3: Napkin rings. Why not make your own napkin rings? I'm going to use just these little chillies, a couple of rosemary sprigs. Just get a little bit of thread and you are just tying them together. Find a lovely piece of ribbon. Tie your string. Just a couple of knots. So there we go, you just need to attach it to my napkin. Tie it round.

Really colourful napkin holders. You can use anything, go outside, find some ivy, some holly, anything you like. If you've got any tips then please leave in the comments box below and don't forget to subscribe to FoodTube. Have a Merry Christmas!

8. VIDEO ZONE: How Christmas trees are made | I didn't know that.

Transcript for How Christmas trees are made | I didn't know that

The last 20 years have seen a huge increase in the Chinese economy, thanks partly to Christmas trees. The tradition of Christmas trees is believed to have begun in Germany around the 18th century, but it was Queen Victoria who made them fashionable in Britain when she was pictured standing next to one with her family in 1846.

This factory in Suzhou makes 'sheng dan shu', as they call them, in all sorts of sizes. And this is how they produce a two-metre-high version.

The branches start out as flat strips of polyvinyl chloride, or PVC to you and me. The reels are unravelled and as they pass through rollers they're bonded and stick together.

Then a circular blade slices through the PVC, shredding it and making the needles.

The shredded PVC is twisted around a metal wire and then pulled through a small coil.

This separates the needles and makes them nice and bushy.

These machines produce branches measuring around six metres long. A tree with branches this big isn't very practical, so they're cut to size by hand. They're cut this way because a mechanical cutting machine would flatten the needles back down.

A bunch of branches are then sewn together using a polypropylene twine, and the sharp edges are bent over to stop little children hurting themselves as they hang their baubles from the tree.

Now all that is left to do is attach the branches to the metal trunks of the tree and it becomes one of the one million sheng dan shu that are made here at this factory in China. Happy Christmas

MODULE V. BUSINESS ACTIVITIES

5. VIDEOZONE: Super Jam Set to Make Teenager a Millionaire

Transcript for the Super Jam Set to Make Teenager a Millionaire

Reporter: Scots teenager Fraser Doherty is well on his way to becoming a millionaire, and it's all thanks to his gran, and her jam.

Fraser: SuperJam started when I was about fourteen years old. And my grandmother just told me how to make jam one afternoon and I got really excited about it and started selling it to the neighbours, and at church fairs and farmers' markets. It soon got to the point where I was making about a thousand jars of jam a week, in my parents' tiny little kitchen. And, you know, they were never getting in to cook their dinner. And I soon moved into a factory and started, after a few years, supplying Tesco and Asda

and Morrisons, and all the big supermarkets. So it's been quite an adventure and it's really taken off from tiny little beginnings here in this kitchen.

Reporter: He may have started small, but now over half a million jars of SuperJam are produced every year at this factory in the north of England. He supplies nearly 1000 supermarkets around Britain. Not bad for a nineteen-year-old who still lives at home.

Fraser: When I was fourteen I was cooking, you know, a few dozen jars at a time in my parents' kitchen. I would never have imagined that everything would have grown to the point where I'm supplying major supermarkets and, you know, people all over the world are interested in SuperJam.

Reporter: Fraser's original idea was to create the healthiest preserve possible, using grape juice to sweeten it rather than sugar. And the recipe is going down a treat. His gran and the rest of the family are delighted at his spreading success.

Fraser's father: Even around the world there's quite a bit of interest, so hopefully he'll keep going and I can retire soon.

Reporter: He hopes 2009 will see him crack the lucrative American market. It would be a jammy break for this jam entrepreneur.

Rona Dougall, Sky News, Edinburgh.

List of irregular verbs

<i>Infinitive</i>	<i>Past simple</i>	<i>Participle II</i>	<i>Participle I</i>	Перевод
to be	was/were	been	being	быть, находиться
to bear	bore	born	searing	нести
to beat	seal	beaten	seating	бить
to begin	began	begun	beginning	начинать(ся)
to bend	bent	bent	bending	гнуть
to bind	bound	bound	binding	переплестать
to bite	bit	bitten/bit	biting	кусать
to blow	blew	blown	blowing	дуть
to break	broke	broken	breaking	ломать
to bring	brought	brought	bringing	приносить
to build	built	built	building	строить
to burst	burst	burst	bursting	гореть, жечь
to buy	bought	bought	buying	покупать
to catch	caught	caught	catching	ловить
to choose	chose	chosen	choosing	выбирать
to cut	cut	cut	cutting	резать, рубить
to dive	dived/dove	dived	diving	нырять
to do	did	done	doing	делать
to draw	drew	drawn	drawing	рисовать, тащить
to drink	drank	drunk	drinking	пить
to drive	drove	driven	driving	вести
to eat	ate	eaten	eating	есть, кушать
to fall	fell	fallen	falling	падать
to feel	felt	felt	feeling	чувствовать
to feed	fed	fed	feeding	кормить
to fight	fought	fought	fighting	бороться, драться
to fly	flew	flown	flying	летать
to forbid	forbade	forbidden	forbidding	запрещать
to forget	forgot	forgotten	forgetting	забывать
to forgive	forgave	forgiven	forgiving	прощать
to freeze	froze	frozen	freezing	замораживать
to get	got	got	getting	получать, становиться
to give	gave	given	giving	давать
to go	went	gone	going	идти, ехать
to grow	grew	grown	growing	расти, выращивать
to hang	hung	hung	hanging	висеть, вешать
to have	had	had	having	иметь
to hear	heard	heard	hearing	слышать
to hit	hit	hit	hitting	ударять
to hold	held	held	holding	держат
to hurt	hurt	hurt	hurting	повредить
to know	knew	known	knowing	знать
to lay	laid	laid	laying	накрывать
to lead	lead	lead	leading	вести

to leap	leapt/leaped	leapt/leaped	leaping	прыгать, скакать
to leave	left	left	leaving	покидать, оставлять
to lend	lent	lent	lending	давать займы
to let	let	let	letting	позволять
to lie	lay	lain	lying	лежать
to light	lit	lit	lighting	зажигать
to lose	lost	lost	losing	терять
to make	made	made	making	делать
to meet	met	met	meeting	встречать (ся)
to pay	paid	paid	paying	платить
to put	put	put	putting	класть, ставить
to read	read	read	reading	читать
to ride	rode	ridden	riding	ехать (верхом)
to ring	rang	rung	ringing	звонить, звенеть
to rise	rose	risen	rising	поднимать
to run	ran	run	running	бежать
to say	said	said	saying	говорить, сказать
to see	saw	seen	seeing	видеть
to sell	sold	sold	selling	продавать
to send	sent	sent	sending	посылать, отправлять
to shake	shook	shaken	shaking	трясти
to shine	shone	shone	shining	светить, сиять
to shoot	shot	shot	shooting	стрелять, снимать
to show	showed	shown	showing	показывать
to sing	sang	sung	singing	петь
to sink	sank	sunk	sinking	тонуть
to sit	sat	sat	sitting	сидеть
to sleep	slept	slept	sleeping	спать
to speak	spoke	spoken	speaking	говорить, разговаривать
to spend	spent	spent	spending	тратить, проводить время
to stand	stood	stood	standing	стоять
to steal	stole	stolen	stealing	воровать, украсть
to stick	stuck	stuck	sticking	прилипать
to strike	struck	struck	striking	бить, ударять
to swear	swore	sworn	swearing	клясться
to sweep	swept	swept	sweeping	мести, подметать
to swim	swam	swum	swimming	плавать
to take	took	taken	taking	взять, брать
to teach	taught	taught	teaching	учить, обучать
to tear	tore	torn	tearing	рвать
to tell	told	told	telling	сказать, сообщать
to think	thought	thought	thinking	думать
to throw	threw	thrown	throwing	бросать, кидать
to wake	woke	woken	waking	будить, просыпаться
to wear	wore	wakened	wearing	носить
to weep	wept	wept	weeping	плакать
to win	won	won	winning	побеждать, выигрывать
to write	wrote	written	writing	писать

Prepositions, linking words and adverbs with the same form
(Список наиболее употребительных предлогов, союзов и наречий,
совпадающих по форме)

about	– о, про, относительно; около, примерно
above	– выше, над
above all	– прежде всего
across	– поперёк, через, на другой стороне
after	– после, за, после того как
after all	– в конце концов
against	– против
along	– вдоль, по
among	– среди
around (round)	– вокруг
at	– в, на, у (обозначение места – at the table), в (обозначение времени – at 5 o'clock)
at last	– наконец
at least	– по крайней мере
before	– перед (место), до (время); прежде чем (союз)
behind	– позади, за
below	– ниже, внизу
besides	– помимо, кроме того
beside	– рядом с
between	– между (двумя предметами)
by	– у, около; посредством; мимо; к определённом моменту
by the way	– между прочим, кстати
by means of	– посредством
by no means	– никоим образом
by all means	– любым способом
down	– вниз
during	– во время (чего-либо)
for	– за, ради, для; в течение
from	– из, от
in this way	– таким образом
in spite of (despite)	– несмотря на
in front of	– впереди; перед
into	– внутри
of	– (для обозначения падежа)
of course	– конечно
on = upon	– в (с днями, числами); на, по
out	– из; наружу
over	– через; над; свыше
since	– с тех пор как; так как

through	– через
throughout	– по всему; повсюду
till = until	– до; до тех пор пока...
towards	– по направлению к
under	– под; ниже; согласно
up	– вверх по
up to	– вплоть до
with	– с
within	– в пределах, внутри
without	– без

Составные предлоги

Составные предлоги произошли из сочетания какой-либо части речи (в основном существительного) с простыми предлогами.

Основными из них являются следующие (расположены в алфавитном порядке по первому элементу предлога):

according to	– согласно
as to, as for	– относительно
because of	– из-за
by means of	– посредством
by reason of	– по причине, в силу, из-за
by virtue of	– в силу, благодаря
by way of	– ради, с целью, через
due to	– благодаря, в силу, из-за
for the sake of	– ради
in accordance with	– в соответствии с
in addition to	– кроме
in consequence of	– вследствие, в результате
in front of	– перед, напротив
in relation to	– относительно
in spite of	– несмотря на
in respect of	– относительно
in view of	– ввиду того, что; в силу, из-за
in virtue of	– благодаря; посредством
instead of	– вместо
on account of	– по причине, из-за
out of	– из, изнутри, вне
owing to	– из-за, благодаря
thanks to	– благодаря
with regard to (as regard of) with respect to with reference to	} относительно, по отношению к, в отношении к

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