

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені ВОЛОДИМИРА ДАЛЯ

ЗБІРНИК ТЕКСТІВ

за рівнями А2 – С1 із дисципліни\

«ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»

*(для здобувачів денної та заочної форми навчання освітнього рівня
«бакалавр» немовних спеціальностей)*

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Подані навчальні матеріали та завдання розроблені для стимулювання розвитку навичок читання. Метою методичних рекомендацій є поглиблення знань та вдосконалення навичок читання автентичних текстів для підготовки студентів до єдиного вступного іспиту. Методичні матеріали спрямовані на збагачення і розширення активного та пасивного словника студентів шляхом засвоєння лексики із запропонованих тем.

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Pre-intermediate

TEXT 1

Read the profile on a dating website and tick (✓) A, B, or C.

College Connection

College Connection is a dating website for college and university students. Read Sophie's profile on the website.

My name's Sophie and I'm 26 years old. I'm from London and I'm single. I'm studying Film Studies at York University – it's really interesting. My dad is an actor and my mum is a film director so I grew up watching movies. I want to work in cinema when I leave university – as a film director, too.

I have a nice group of friends at university. My best friend Anna is studying here too. We all get on well. We go out to the cinema together every Friday night and on Saturdays we like going out to restaurants or music bars. I also love cooking for my friends. Most of my friends love shopping for clothes and jewellery, but I prefer making my own. It's cheaper and more fun.

I don't like playing sports very much, but I like watching football on TV. My favourite team is Chelsea. I'm into yoga at the moment and I try to eat lots of healthy food.

I'm quite a sociable person. My friends say I'm very talkative! I've got long dark hair and green eyes, and I'm quite tall. I'm looking for a partner who is fun, sociable, and kind. I'd like to meet someone who has a good sense of humour and who is tall, too!

Would you like to go on a date with me? If so, I'm waiting for your reply!

Example: Sophie is ____.

A married ☐ **B divorced** ☐ **C single** ✓

1 At university, Sophie is studying ____.

A Acting ☐ B Film studies ☐ C Yoga ☐

2 Sophie's friend Anna studies ____.

A cooking ☐ B in London ☐ C in York ☐

3 They _____ every Friday night.

A watch a film ☐ B go to a bar ☐ C stay at home ☐

4 Sophie's _____ love buying clothes and jewellery.

A sisters ☐ B friends ☐ C parents ☐

5 Sophie enjoys _____.

A watching football on TV ☐ B playing football ☐ C all sports ☐

6 Sophie is _____.

A quite short ☐ B quite tall ☐ C medium height ☐

7 Sophie wants to meet someone who has _____.

A dark hair ☐ B blue eyes ☐ C a good sense of humour ☐

Read the profile again. Are the sentences true (T) or false (F)?

Example: *College Connection* is a dating website for students. T

1 Sophie thinks her university course is boring. _____

2 Sophie's dad is an actor. _____

3 Sophie wants to work as a film director. _____

4 Sophie and her friends like going to music bars. _____

5 Sophie hates cooking for her friends. _____

6 Sophie enjoys making her own jewellery. _____

7 Sophie's friends think she is quiet. _____

8 Sophie is looking for a partner who is kind. _____

TEXT2

Read the article from a travel magazine and tick (✓) A, B, or C.

My holiday disaster

Although I work in the centre of London now, I like going to the mountains when I can. Last winter I decided to spend a week in Scotland. I wanted to go skiing and walking in the mountains. I looked on the internet and booked a cottage (a

small house) for a week. One Friday night last November, I packed my bags, went to Heathrow airport, and waited to get on a plane to Inverness.

Then the problems started. The plane didn't leave that night. There was a lot of snow in Scotland and they closed Inverness airport. So I spent the night in Heathrow. I drank a lot of tea and read a lot of newspapers. I tried to sleep but I wasn't comfortable. Next morning, Inverness airport opened again, and we arrived in Scotland. But my bags weren't there.

I hired a car and drove to the cottage. It was a twenty-minute drive from the airport. When I arrived, there was a family with two little children in the cottage! They booked on the internet, too – for the same week. The family was very kind. They said I could sleep in the lounge, and they cooked dinner for me.

Next day, I got my bags from the airport and decided to go skiing. But the mountain road was closed because of the snow. I didn't ski and I didn't go walking in the mountains. I spent the week in the cottage waiting to go home – it wasn't my favourite holiday!

Example: The writer works in a bank.

A True ☐ **B False** ☐ **C Doesn't say** ☒

1 The writer decided to spend a week in Scotland.

A True ☐ B False ☐ C Doesn't say ☐

2 He wanted to go walking near the river.

A True ☐ B False ☐ C Doesn't say ☐

3 He went to Heathrow airport on Wednesday night.

A True ☐ B False ☐ C Doesn't say ☐

4 The plane didn't leave Heathrow that night.

A True ☐ B False ☐ C Doesn't say ☐

5 The writer spent the night in the airport.

A True ☐ B False ☐ C Doesn't say ☐

6 He arrived at Inverness airport three days later.

A True ☐ B False ☐ C Doesn't say ☐

7 The cottage was in the mountains.

A True ☐ B False ☐ C Doesn't say ☐

8 The family at the cottage was very kind to the writer.

A True ☐ B False ☐ C Doesn't say ☐

9 Next day, the writer went skiing in the mountains.

A True ☐ B False ☐ C Doesn't say ☐

10 The writer wants to go back to the same place.

A True ☐ B False ☐ C Doesn't say ☐

Read the article again and answer the questions.

1 How did the writer book the cottage?

2 What was the weather like in Scotland?

3 What did the writer read at the airport?

4 How did the writer go to the cottage?

5 How many children were at the cottage?

TEXT3

Read the article about people who work at Heathrow airport and tick (✓) A, B, or C.

Airport jobs

At Heathrow airport, there are hundreds of interesting jobs people can do. We spoke to three people who work there.

James Green, 26, security officer

‘After I left college, I worked for a security company abroad. I wanted to come back to the UK so I applied for a job as a security officer at Heathrow. It’s our job to keep passengers and staff safe at all times. I meet passengers from all over the world every day and help them with their problems. People are usually friendly, but sometimes they get angry, especially if there are long queues or delays.’

Teresa Jones, 30, service manager

‘My job is to help passengers have a good journey through the airport terminal, from Arrivals to Departures. I talk to people all day and I’m tired in the evening. But it’s also very exciting, because it changes all the time. One minute you are making new travel arrangements for passengers, and the next minute you are dealing with a problem at passport control. The only bad thing about my job is getting up very early.’

Husain Khaled, 35, terminal controller

‘My first job at the airport was as a security officer. After that, I did a lot of different jobs here. When I saw a job for a terminal controller, I decided to apply. I like doing this work because there are all kinds of things to deal with – security, communication, safety, and so on. It can be very busy and I spend a lot of time talking to people on my mobile, but it’s always interesting.’

Example: James meets passengers from all over ____.

A the UK ☐ B the world ☒ C Asia ☐

1 James helps passengers with their ____.

A problems ☐ B tickets ☐ C baggage ☐

2 James says that people are usually ____.

A hungry ☐ B friendly ☐ C angry ☐

3 In her job, Teresa ____ all day.

A worries about people ☐ B agrees with people ☐ C talks to people ☐

4 Teresa thinks her job is ____.

A difficult ☐ B exciting ☐ C boring ☐

5 Husain doesn't talk about _____.

A communication ☐ B delays ☐ C security ☐

6 Husain enjoys working as a terminal controller because _____.

A he does lots of things ☐ B the people are friendly ☐ C he likes airports ☐

Write *J* for James, *T* for Teresa, or *H* for Husain.

Example: I worked in another country. *J*

1 The bad thing about my job is getting up early. _____

2 My job changes all the time. _____

3 Before starting work, I went to college. _____

4 Before this job, I did many different jobs here. _____

5 I feel tired in the evening. _____

6 My job is to keep passengers safe at all times. _____

7 I help passengers have a good journey through the airport terminal. _____

8 I talk to people on my mobile phone a lot. _____

9 I deal with problems at passport control. _____

TEXT4

Read the article about three lifestyle changes and tick (✓) A, B, or C.

Changing lifestyles

Maggie, age 35

'I got skin cancer last year. It was very frightening. I'm better now, but I realised I needed to change my lifestyle. You see, I loved the sun. Every holiday, I went abroad and spent too long in the sun. I didn't wear sunscreen. I didn't visit the sights like the other tourists. I wasn't interested. I just spent my time at the beach. When I go on holiday now, I spend more time at museums and art galleries. It's safer and more interesting.'

Vincenzo, age 31

'I was a doctor and I loved my job. But I did too much work. And that's unhealthy. I had no time for my family or friends. I wasn't getting enough sleep and I wasn't doing enough exercise. I felt irritable and stressed. I needed to slow down and change my lifestyle. So I decided to work four days a week, not seven! Now I spend much more time with my children. I sleep better and I do more sport. I have slowed down and I feel happier.'

Clare, age 24

'I work in a department store in the capital city. This city has the best restaurants I've ever been to. It has the best-dressed people I've ever seen. And it has the most expensive shops. So, although I like my job, I don't have enough money to live here! Before, I spent too much money on things I didn't really need. I've changed my habits now. I try to eat at home, not in restaurants. I don't try to look like the people who come into the department store. And I don't go into the expensive shops. I'm much less frustrated now!'

Example: When Maggie went on holiday, she spent too long ____.

A at art galleries ☐ B at museums ☐ C in the sun ☒

1 On holiday, Maggie didn't put on ____.

A sunglasses ☐ B sunscreen ☐ C a sunhat ☐

2 She wasn't interested in ____.

A sightseeing ☐ B lying in the sun ☐ C going to the beach ☐

3 When she goes on holiday now, she goes to ____.

A the shops ☐ B the cafés ☐ C museums and art galleries ☐

4 Vincenzo worked too much and didn't have enough time ____.

A to do the housework ☐ B to play golf ☐ C for his family and friends ☐

5 He felt ____ and unrelaxed.

A lonely ☐ B impatient ☐ C bored ☐

6 He decided to stop working seven days a week and only work ____.

A four ☐ B three ☐ C two ☐

7 Before, Clare bought _____.

A expensive clothes ☐ B things she didn't need ☐

C presents for her friends ☐

8 Now, she doesn't go into the _____.

A department store ☐ B city ☐ C expensive shops ☐

9 She is happier with her life because she _____.

A has changed the way she lives ☐ B eats in nice restaurants ☐

C earns more money ☐

Write M for Maggie, V for Vincenzo, or C for Clare.

Example: I needed to slow down. V

1 I have a safer lifestyle now. _____

2 I have a job in a department store. _____

3 I have more time for my children now. _____

4 I don't have enough money to live in this city. _____

5 I spent every holiday abroad. _____

6 I wasn't sleeping enough. _____

TEXT5

Read a teenager's blog about shopping and tick (✓) A, B, or C.

Shopping with mother?

I'm Cathy Huang and I'm 16. Welcome to my blog. This week I'm writing about shopping with your mother. Thanks for reading!

Have you ever been shopping with your mother? I'd like to hear you say 'Yes, and it was fun.' But are you really telling the truth? I went to the shopping centre yesterday with my mum. She wanted to buy me a dress for her birthday party. She's going to be 50 next weekend. So what's the problem with that? I hear you ask.

Well, the problem is, my mother always wants to buy me what she wants, not what I want. And we want very different things. I tried on a beautiful red dress, but she said it didn't fit. (It was very short!) Then I tried on a long skirt, but she didn't like the colour. (It was purple!) I was in and out of changing rooms all day and we couldn't agree on anything. She rolled her eyes and complained about everything I tried on. It was so depressing. And so boring. By 5 o'clock my feet were killing me and I still didn't have a dress for the party.

Next time Mum wants to take me shopping, I'm going to tell her my room is a terrible mess and I have to tidy it now. I know it's not very nice to lie, but shopping with my mother is not fun. And, I've just seen a fantastic dress on eBay. It's so chic. I'm going to look amazing at Mum's party.

Example: Cathy writes her blog every week.

A True ☒ B False ☐ C Doesn't say ☐

1 Cathy and her mum went to the shopping centre yesterday.

A True ☐ B False ☐ C Doesn't say ☐

2 Cathy's mum wanted to buy her a skirt.

A True ☐ B False ☐ C Doesn't say ☐

3 Cathy's mum is 50 next weekend.

A True ☐ B False ☐ C Doesn't say ☐

4 Cathy's mum always buys too many clothes.

A True ☐ B False ☐ C Doesn't say ☐

5 Cathy tried on a beautiful red dress.

A True ☐ B False ☐ C Doesn't say ☐

6 Cathy and her mum agreed on everything.

A True ☐ B False ☐ C Doesn't say ☐

7 Cathy thought it was an exciting shopping trip.

A True ☐ B False ☐ C Doesn't say ☐

8 By 5 o'clock, Cathy wanted to go home.

A True ☐ B False ☐ C Doesn't say ☐

9 Cathy doesn't want to go shopping with her mum again.

A True ☐ B False ☐ C Doesn't say ☐

10 Cathy isn't going to her mum's birthday party.

A True ☐ B False ☐ C Doesn't say ☐

Read the blog again and answer the questions.

1 What does Cathy's mum always want to buy her?

_____.

2 What did Cathy's mum think of the red dress?

_____.

3 What did Cathy's mum complain about?

_____.

4 What two problems did Cathy have at 5 o'clock?

_____.

5 What is the eBay dress like?

_____.

Intermediate

TEXT 1

1 Read the article and tick (✓) A, B, or C.

While multi-generational living is normal in many cultures, in some countries such as Britain and the US, it isn't very usual. However, homes where grandparents live with their children and their families in the same house are becoming more common in these countries because of the economic climate. Here, the members of one extended family explain how it works for them.

Georgina – Anna's grandmother

I was really pleased when my son wanted to move back home. I love spending time with Anna, my granddaughter. She's a lovely little girl at the minute – so happy and affectionate – everybody who meets her likes her. It will be wonderful

to watch her grow up. I think even my unsociable husband is enjoying it! We eat together twice a week and, once a month, we have a family conference – my husband and I, my son and his wife – to discuss how things are going. We try to respect each other's space. Having my son here makes me less anxious about the future, too. At the moment, we're healthy, but in a few years we're going to need more help.

Esther – Anna's mother

Actually, it's all working out well! My mother-in-law remembers what it's like to have young children, so she's very patient with Anna and sympathetic to me when I'm tired. She often just says: 'Go and rest. I'll look after her'. I think she wants to give advice about what Anna eats and what time she goes to bed, but she usually says nothing! And occasionally I ask her opinion and find her ideas are really sensible. We are all learning to be quite honest with each other, which I think is a good thing.

Chris – Anna's grandfather

I prefer a quiet life and a tidy house, and I think young people should be independent, but my wife loves having the family here. From a selfish point of view, it's good for me too because Georgina is quite talkative and now she can chat to her daughter-in-law. I think it's a very satisfactory situation for everyone concerned!

Alan – Anna's father

I was worried because my mother can be bossy, but actually, she is being sensitive and we're lucky to have a reliable babysitter in the house! My dad is sometimes moody, but he's very affectionate with Anna. We're planning to buy our own house in a couple of years, but I think we'll stay near my parents because the relationship between Anna and her grandparents is so special.

Example: More people are living in extended families in Britain than before.

A True ☒ B False ☐ C Doesn't say ☐

1 Georgina thinks that Anna is charming.

A True ☐ B False ☐ C Doesn't say ☐

- 2 The family meets to talk about how they are getting on once a month.
A True ☐ B False ☐ C Doesn't say ☐
- 3 Esther gets very impatient with Georgina because she talks a lot.
A True ☐ B False ☐ C Doesn't say ☐
- 4 Chris is happy that Georgina has a good relationship with Esther.
A True ☐ B False ☐ C Doesn't say ☐
- 5 Chris thinks that they need a bigger house.
A True ☐ B False ☐ C Doesn't say ☐
- 6 Alan is always kind to his mother.
A True ☐ B False ☐ C Doesn't say ☐
- 7 Alan says that they are going to live with his parents for many years.
A True ☐ B False ☐ C Doesn't say ☐

Write *G* for Georgina, *E* for Esther, *C* for Chris, and *A* for Alan.

Example: I was very happy about the family moving in. *G*

- 1 I'm less worried about the future now. _____
- 2 I'm not always very sociable. _____
- 3 I think it's good to be honest. _____
- 4 We can enjoy going out sometimes. _____
- 5 I'm quite bossy but I'm learning to be sensitive. _____
- 6 I sometimes need a little advice. _____
- 7 I love the relationship between the grandparents and their granddaughter.

- 8 It's good for young people to live alone. _____

TEXT 2

Read the article and tick (✓) A, B, or C.

In 1990, the World Bank published a report showing that there were over a billion people in the world with an income of just one dollar a day. At the start of this century, the United Nations promised to halve this figure by 2015. It has been working hard to keep this promise ever since. A series of short films was made to show what you can buy in different countries with this tiny amount. In a market in Nepal, for example, they could only buy four bananas and a loaf of bread. It was impossible to buy meat or any protein.

Other people have been horrified to learn how enormous the problem is and have taken action in different ways. A UK charity called *1 Dollar a Day* has been raising money to invest in projects to improve health, clean water, education, etc. They have also given people loans to help them set up a business as it is difficult to borrow money if you have no bank account.

In the US, two school teachers decided to try spending only one dollar each day on food for a month and have now written a book about their experience. They say they were often starving, and got bored with eating the same food. And they couldn't afford to buy healthy foods such as fresh fruit and vegetables. The book describes how much rich countries waste, and how they try to save money by buying cheap food from other countries.

The World Bank has recently published another report on how the situation has changed since 1990. One dollar is worth less now, and food and fuel cost more, so it is difficult to work out exactly how much progress there has been. However, there have clearly been some amazing changes. Between 1990 and 2008, the number of people who earned salaries below the poverty line went down from 43% of the developing world to 22%, so the UN has already made a big difference. Of course there is still a huge amount to do to improve the lives of millions of people throughout the world.

Example: More than a billion people _____ one dollar a day in 1990.

A gave ☐ B earned ☒ C saved ☐

- 1 In _____ the UN made a promise to cut the poverty figures by half.
A 2000 ☐ B 1900 ☐ C 2015 ☐
- 2 In Nepal it costs one dollar to buy _____ and some bread.
A cheese ☐ B meat ☐ C a few bananas ☐
- 3 The charity *1 Dollar a Day* lends people money to _____.
A get water ☐ B start a business ☐ C buy food ☐
- 4 Two school teachers spent one dollar a day on _____.
A a book ☐ B vegetables ☐ C eating ☐
- 5 They were often very _____.
A tired ☐ B hungry ☐ C healthy ☐
- 6 It wasn't possible to buy _____ with a dollar.
A unhealthy food ☐ B anything ☐ C fruit ☐
- 7 The book shows how much rich countries _____.
A throw away ☐ B spend each day ☐ C can afford to buy ☐
- 8 Since 1990, the situation has changed _____.
A very little ☐ B not at all ☐ C a surprising amount ☐
- 9 In 2008, _____ of the world's population was very poor.
A 43% ☐ B 22% ☐ C over a billion ☐
- 10 The writer says we still need to do _____ to help people.
A a little ☐ B a lot ☐ C some things ☐

Read the article again. Mark the sentences T (true) or F (false).

Example: The United Nations wants to reduce the number of people who live on one dollar a day. T

- 1 In Nepal, you can buy fruit and bread for one dollar. _____
- 2 To borrow money, you have to have a business. _____
- 3 *1 Dollar a Day* wants to improve schools. _____

4 To save money, rich countries pay lower prices for food from other countries.

5 Food has been less expensive since 1990. _____

TEXT 3

Read the article and tick (✓) A, B, or C.

A radical transport system

As one of the world's fastest growing economies, there has been a huge increase in China's urban population. With so many more people also able to afford cars, China's cities now have some of the biggest traffic congestion problems and produce more pollution than any other country in the world.

But one Chinese engineer, Youzhou Song, has designed an exciting solution: the *straddling bus* (a bus which goes across and above part of the road, like a moving bridge). This bus, which looks like a train, holds passengers on the top level while cars can continue to drive beneath. The bus, travelling at about 40 kilometres an hour, will not move as fast as a car, but it will never have the problems of traffic jams. It is as wide as two lanes of the road, but it won't slow down the traffic. It can carry 1,200 passengers, and replace up to 40 conventional buses, saving 860 tons of fuel and 2,640 tons of carbon emissions per year. As it also runs on a combination of electricity and solar power, it offers a much greener, cleaner, quieter and more economical form of transport. It is also three times faster and ten times cheaper to build than the same length of underground railway. Designed with a huge window in the top of the bus, it is also a lighter and more cheerful way to travel!

Youzhou Song has thought of everything. The bus will follow fixed routes and passengers will board the bus from stations above the ground. These stations will also recharge the bus with electricity. If you're worried about the bus crashing into other vehicles, don't be. A system of lights and alarms will stop this from

happening. Youzhou Song has even designed escape doors which open at the side in an emergency, just like on an aeroplane.

If tests on the new technology go well, Song's company is talking about building over 180 kilometres of bus route. Los Angeles is also interested in this idea for solving traffic problems and, who knows? We may all be looking forward to a new era of elevated bus travel!

Example: The Chinese economy has grown _____.

A very fast ☒ B faster than any other country ☐ C very slowly ☐

1 In recent years, the traffic in China has got _____.

A faster ☐ B better ☐ C worse ☐

2 An engineer has designed _____ to resolve traffic congestion.

A a train ☐ B a bus ☐ C a bridge ☐

3 The new vehicle will travel more slowly than _____.

A a car ☐ B a normal bus ☐ C all other traffic ☐

4 _____ will be used to run the new system.

A Only electricity ☐ B 860 tons of fuel ☐ C Electricity and solar power ☐

5 The other forms of transport are not as _____ as the new system.

A noisy ☐ B quiet ☐ C expensive ☐

6 The bus will get electricity from _____.

A the stations ☐ B the ground ☐ C the route ☐

7 A safety system will stop accidents with _____.

A pedestrians ☐ B traffic lights ☐ C cars ☐

8 There are plans to build _____ kilometres of bus route.

A more than 180 ☐ B 40 ☐ C almost 180 ☐

Read the article again. Mark the sentences T (true) or F (false).

Example: Many more people live in cities in China than in the past. T

- 1 Traffic has got worse in China because more people have cars.
- 2 The new bus will carry 40 people.
- 3 Cars and the new bus will use different levels.
- 4 It is three times faster to build than the underground railway.
- 5 The new bus will not pollute the city as much as the old buses.
- 6 There will be an escape system similar to an aeroplane's.
- 7 China is the only country interested in this new bus system.

Text 4

Read the article and tick (✓) A, B, or C.

The end of the phone call?

Is the phone call becoming a thing of the past? New research suggests we are now more likely to text or email friends or family than dial their number.

The amount of time we spend talking on our mobile phones has gone down by 5% and by twice that for landline calls, whereas the number of text messages we send has doubled in the last few years.

The reasons for this may, in part, be because so many more people have smartphones, which means we can communicate using social networking, instant messaging, and email instead. In fact, we prefer to use our phones to play games, watch films, and look up information rather than make a phone call and speak to someone!

Whatever the reason, there is no question that we have changed the ways we use the telephone. These days we often feel we shouldn't call someone without making an arrangement to call first. Many people are frustrated if they are disturbed by an unexpected phone call. We want to be able to choose when we reply and we don't want to have to chat when we are busy with something else. Written communication allows us to respond quickly and economically. It also means we can think about what we want to say before we get in touch. Phones can also be noisy in open-plan offices, and many people won't call back if you leave a message on their voicemail. They will email instead.

On the other hand, some psychologists say text and email are less rich and 'colder' because you lose the tone and expression of conversation. Others would disagree and say you don't have to hear someone's voice to have an interesting and intimate conversation.

It isn't surprising that research has found that for the over-65s, phoning friends and family on a landline is still the most popular way of getting in touch. Many of us hearing the phone ring know it is probably our mother! You probably won't be

amazed either to learn that the great majority (83%) of adults of all ages said they still prefer to communicate face to face.

Example: Many people text or email _____ they talk on the phone.

A as often as ☐ B less than ☐ C more than ☒

1 We are making _____ landline calls these days.

A 5% fewer ☐ B 10% fewer ☐ C 10% more ☐

2 We phone less because we have _____.

A no time ☐ B other ways to communicate ☐ C fewer friends ☐

3 The writer says we use our smartphones for _____.

A finding things out ☐ B listening to music ☐ C speaking to friends ☐

4 When we're _____ we don't like talking on the phone.

A out ☐ B at home ☐ C busy ☐

5 We like to _____ before we reply to something.

A plan our ideas ☐ B talk to friends ☐ C take a long time ☐

6 Some people who receive a phone call prefer to reply by _____.

A text ☐ B phone ☐ C email ☐

7 Psychologists say that a spoken conversation is _____ than a written one.

A colder ☐ B warmer ☐ C less interesting ☐

8 Older people prefer the _____.

A mobile phone ☐ B landline phone ☐ C written letter ☐

9 Most people like making contact _____.

A in person ☐ B by phone ☐ C by Skype ☐

Read the article again. Mark the sentences T (true) or F (false).

Example: We make 5% fewer mobile calls these days. T

1 We are sending twice as many texts. _____

2 People are happy to call someone without arranging it first. _____

3 We like using our phones to watch movies more than to talk. _____

4 We prefer to be surprised by phone calls. _____

- 5 Written communication takes more time. ____
- 6 Everyone agrees that speaking is better than writing. ____

TEXT 5

Read the article and tick (✓) A, B, or C.

We met thanks to sport

Marjorie

Many years ago I used to play tennis with a man called Roger. He usually beat me but I remember how kind he was. We lost touch when I got married and I thought I'd never see him again. That was 30 years ago. When I retired last year, I needed a new activity, especially as I had also recently got divorced, so I took up golf. One day I was going around the course alone, when I saw a man, also playing on his own. When he turned round, I realized it was my old friend! We couldn't believe it! After that we started playing regularly. Yesterday, Roger proposed in the middle of the golf course – he'd put a ring inside a golf ball! I couldn't believe it when I saw the ring, but I said 'yes'!

Paul

I was looking for a flatmate a few months ago because I had just split up with my partner and she had moved out. To forget her, I started working out at the gym after work. I slowly got to know Steve who was often there at the same time, although we didn't become friends until we were both warming up one day, and he said he was looking for somewhere to live as his girlfriend had just dumped him. I told him that I had a room in my flat and that I was looking for a flatmate. He moved in two days later. We've become good mates and we both agree that we're much easier to live with than our ex-girlfriends!

Liz

I had recently moved to Oxford from Bristol when I decided to run the London Marathon. I didn't want to train alone so I advertised for a running partner at my local gym, and Harriet got in touch. We met for coffee and got on really well. It

was amazing how many things we had in common, for example she had recently moved to Oxford, too. While we were getting fit we also became close friends. Unfortunately I got injured three weeks before the race and couldn't take part. I was sad about the race, but am delighted about my new friendship. And we're already thinking about next year ...

Example: Marjorie played tennis with Roger when she was younger.

A True ☒ B False ☐ C Doesn't say ☐

- 1 Marjorie didn't see Roger for 30 years after she got married.
A True ☐ B False ☐ C Doesn't say ☐
- 2 Marjorie and Roger were playing golf with friends when they met again.
A True ☐ B False ☐ C Doesn't say ☐
- 3 Marjorie and Roger are engaged now.
A True ☐ B False ☐ C Doesn't say ☐
- 4 Paul moved out of his flat after he broke up with his girlfriend.
A True ☐ B False ☐ C Doesn't say ☐
- 5 Steve and Paul have become good friends.
A True ☐ B False ☐ C Doesn't say ☐
- 6 Liz decided to run the London Marathon before she moved to Oxford.
A True ☐ B False ☐ C Doesn't say ☐
- 7 She found someone to train with by putting an advertisement in the gym.
A True ☐ B False ☐ C Doesn't say ☐
- 8 Harriet was the first person who made contact with Liz.
A True ☐ B False ☐ C Doesn't say ☐
- 9 Harriet and Liz found they share a lot of interests.
A True ☐ B False ☐ C Doesn't say ☐
- 10 Liz hurt her leg so she couldn't run in the marathon.
A True ☐ B False ☐ C Doesn't say ☐

2 Write *M* for Marjorie, *P* for Paul or *L* for Liz.

Example: I broke up with my partner. P

- 1 I used to lose my tennis matches. _____
- 2 I share a flat with Steve. _____
- 3 I didn't like running on my own. _____
- 4 I was proposed to in a very unusual way. _____
- 5 I got to know my friend very well while we were training together. _____

Advanced

Text 1

Read the article and tick (✓) A, B, or C.

CREATING YOUR OWN JOB SATISFACTION

A lot of people think that job satisfaction is only for other people. They look with envy on people who love their jobs and who don't think of them as work. The idea of earning a living from something you really like doing only applies to a few very lucky people, they think. But this isn't so. It's not only people in the so-called 'glamour professions', for example, who can get genuine job satisfaction. You don't have to be in the arts or a sports person to get enjoyment from what you do for a living. Even if you're in a boring job, it's quite possible to get some satisfaction from it.

The key to this is your attitude. You may think it's unlikely that you can derive much satisfaction from a dull job that doesn't require much thought and that involves a lot of routine procedures. But if you approach it with the right attitude, and put some effort in, you may be surprised at how enjoyable you can make it. Of course, if you just sit there telling yourself how boring your job is, you'll never get anything out of it. But if you set out to find ways of making it enjoyable, there's a good chance you'll manage to.

One thing you can do is to set yourself challenges. Think about what you can do for yourself to make your work a little bit more interesting. If you've got a repetitive job, set yourself some targets to meet and try to beat your previous records. Or use your initiative in other ways. Think about ways you could develop your career into more interesting areas – see how you could improve your skills by doing a course, for example, or look into new skills you could get that would stand you in good stead for the future.

For some people, it's not boredom that's the problem, it's the fact that their jobs involve a significant amount of unpleasantness. But if you keep telling yourself your job is horrible and there's nothing you can do about it, you'll get stuck in a rut and you'll never get out of it. Focus on developing a positive attitude and try to keep any negative thoughts about your job out of your mind. Keep a sense of perspective – if something's gone wrong on a particular day, decide whether it really matters or not. If it isn't actually all that important, don't dwell on it – let it go. Learn from it, and take an upbeat view of what's happened – you'll know how to avoid the problem in the future, or what to do about it if it happens again.

Of course, you may reach the point where you feel totally trapped in a job. If this mind-set starts to overwhelm you, check out the options you may have in the place where you work. Map out a plan for improving your situation there. Are there other roles in the organization you could apply for? Could you ask to be given different tasks? Could you get a different kind of assignment or go to another department where your skills are required? Finding out there are other options will give you a sense of control over your own working life. Even if you have no job satisfaction right now, you'll feel better if you know that there is a realistic prospect of work that gives you a degree of it.

Expectations are another key ingredient in job satisfaction. Take a long hard look at what you really are capable of. Sometimes it's important to accept that you couldn't really do the much more interesting or high-powered job you aspire to. Try to be aware of your own strengths and weaknesses. Focus on the things you really are good at, rather than on things that, if you're really honest with yourself,

you couldn't actually do. Make the most of your situation and feel good about what you can do, rather than feeling bad about what you can't do.

Work is a very important part of most people's lives and it's important to get at least some satisfaction from it. If you really dislike your time at work, the rest of your life is affected too, and you can easily get a negative outlook on life in general. It's in your own hands to avoid this. Even if you can't get the job of your dreams, you can take steps to create your own job satisfaction.

- 1 The writer's aim in the first paragraph is to _____.
 - A distinguish between different kinds of work ☐
 - B correct a false belief ☐
 - C define the term 'job satisfaction' ☐
- 2 In the second paragraph, the writer _____.
 - A warns readers against a certain attitude ☐
 - B advises readers not to have unrealistic ideas about work ☐
 - C suggests to readers that most jobs are dull ☐
- 3 In the third paragraph, the writer emphasizes _____.
 - A how easy it can be to progress in a career ☐
 - B a particular route to job satisfaction ☐
 - C the need for people to motivate themselves ☐
- 4 The writer uses the phrase 'stuck in a rut' to refer to _____.
 - A a situation that won't improve ☐
 - B the bad behaviour of others ☐
 - C the danger of being too sensitive ☐
- 5 What is the writer's advice if something goes wrong?
 - A Pretend that it didn't happen. ☐
 - B Use the experience to your advantage. ☐
 - C Don't think about it until later. ☐
- 6 The writer says that people who feel 'trapped' in a job should consider _____.
 - A discussing their unhappiness with managers ☐

B moving to a different company or organization ☐

C changing the kind of work they do ☐

7 The writer says that you will feel better about your working life if you _____.

A think that some job satisfaction is possible in the future ☐

B choose a particular career option for the future ☐

C stop aiming for job satisfaction for a while ☐

8 What does the writer say about expectations of work?

A Too many people have unrealistic ones. ☐

B They should be based on real ability. ☐

C They may change as time passes. ☐

9 In the final paragraph, the writer says that _____.

A lack of job satisfaction has serious consequences for people ☐

B a negative attitude to life leads to a negative attitude to work ☐

C there is more to life than job satisfaction ☐

10 Which of the following best sums up the writer's view in the text as a whole?

A Some people find it easier to get job satisfaction than others. ☐

B Everyone can get a certain amount of job satisfaction. ☐

C Job satisfaction is the most important issue in the workplace today. ☐

Text 2

Read the article about endangered languages and choose A, B, C, or D.

Global experts discuss threatened languages

Some of the world's most endangered languages are the focus of an international conference being held in Wales for the first time.

A Dr Hywel Lewis

Many languages are on the verge of extinction. Their fate can be compared to that of many animals facing extinction, but they probably receive less global attention than the fate of many animals. As a foundation, we are very concerned with

highlighting the part language plays in cultural variety and diversification. It's also important to consider the economic repercussions of promoting different languages; they can play a massive part in the identity and profile of various parts of the globe and they can be powerful economic factors. But it's not all doom and gloom as there are languages in Russia which are making a comeback after years of oppression.

B Conchur O'Giollagain

Many threatened languages find themselves in a complex situation. Gaeilge, the Irish language, spoken in the Irish-speaking region of Ireland (the Gaeltacht) provides a good example of this. It is spoken by just under half the population of the Gaeltacht. The number of people learning the language is growing and great progress is also being made in terms of educational provision. But the number of learners does not necessarily help the number of native speakers; for a language to succeed you have to have a high population of active language speakers concentrated in a given geographical area. Based on existing trends, there is a strong threat to the communal use of Irish and, if these trends continue, Irish will not exist as a language in 20 years' time.

C Nicholas Ostler

Different languages have their quirks which tell us something about being human, and when languages are lost, most of the knowledge that went with them gets lost. People do care about identity as they want to be different. Nowadays, we want access to everything but we don't want to be thought of as no more than people on the other side of the world. Apart from English, the United Kingdom has a number of other languages; half a million people speak Welsh, several thousand Scots are fluent in Gaelic, the Scottish language, about 400 people speak Cornish while the number of Manx speakers – the language of the Isle of Man – is perhaps as small as 100. And I do think it's a good thing for a child on the Isle of Man to learn Manx. I value continuity in a community.

D Kenan Malik

It is irrational to try to preserve all the world's languages. Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman Islands died. While it may seem sad that the language expired, cultural change is driving the process. In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous, and when governments try to prop languages up it shows a desire to cling to the past rather than move forwards. To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it's in the public good to preserve Manx or Cornish or any other language for that matter. In the end, whether or not a language is viable is very simple; if a language is one that people don't participate in, it's not a language anymore.

Which expert holds the view that:

- 1 for the teaching of one particular language, improvements have been made in terms of the curriculum. _____
- 2 the revival of languages in a particular geographical area is a positive thing. _____
- 3 support for endangered languages impedes forward thinking. _____
- 4 the distinctiveness of languages holds some revelations about civilization. _____
- 5 the protection of the globe's endangered languages, in general, is unfeasible. _____
- 6 the plight of some endangered languages is less than straightforward. _____
- 7 there are merits to having linguistic stability in society. _____
- 8 one endangered language may become extinct within two decades. _____
- 9 the plight of some endangered languages can be likened to the loss of certain species. _____
- 10 there is a particular reason for the death of one particular language.

Text 3

Read the article about the uses of history and choose A, B, C or D.

The uses of history

The popular interest in history reflects a desire to know more about ourselves. This is all well and good, but does history possess sufficient value to warrant an extensive formal programme of history instruction in schools? Four experts give their views.

Expert A

A historian is interested in the past because he is interested in life. The true historian's interest in the past answers a deeply felt need to assure the continuity of human life and discover its meaning, even if the goal is never fully realized. However, the most commonly cited practical reason for studying history is that it improves judgment. It offers the opportunity to avail of the experiences of other times and other nations; it qualifies them as judges of the actions and designs of men. History doesn't tell us the answers to our questions, but it helps to inform us so that we might make better decisions in the future. And this has never been as important as it is nowadays in this era of the World Wide Web and globalism, when knowledge of the larger world is not only desirable, but increasingly important.

Expert B

The use of historical examples is ancient and no doubt predates written language. We can imagine cave dwellers sitting around the evening campfire sharing anecdotes of admired ancestors worthy of emulation. People need models, and historical examples are especially powerful models because they actually existed. Joan of Arc demonstrates the power of individual belief and action. Galileo symbolizes the fight against authority for freedom of thought, while Thomas Becket represents integrity in the face of deadly intimidation. As we know, humans are pattern makers. While many philosophers of history have believed that history

is revealed only through its unique events, others have been unable to resist the urge to ascribe pattern to history. One view put forward is that historical cultures, like plants and animals, follow the cycle of growth, flowering and decline. Certainly, history shows us that individuals and empires may rise, but eventually they will fall.

Expert C

Some of history's greatest historians have seen human self-awareness as the very essence of history. Arnold Toynbee said, 'History is a search for light on the nature and destiny of man.' The value of history, then, is that it teaches us what man has done and thus what man is. Psychologist Bruno Bettelheim asserted that human self-knowledge is the most important role of formal instruction and that most of all, our schools ought to teach the true nature of man; teach about his troubles with himself, his inner turmoils and about his difficulties in living with others. They should teach the prevalence and the power of both man's social and anti-social tendencies, and how the one can domesticate the other, without destroying the individual's independence or self-love.

Expert D

The concept of identity is key. Questions of identity are a central concern of psychology, which has found that loss of identity results in loss of significance; without identity there is little meaning and purpose to life. As Beverly Southgate puts it, history – the memories of things past – is of supreme importance in maintaining a sense of identity. In this context, Southgate quotes a character from a Saul Bellow novel who says, 'Everyone needs his memories. They keep the wolf of insignificance from the door.' And I think that sums it up rather nicely. Southgate says the need for identity applies to nations as well as to individuals; cultural identity contributes to meaning, purpose and cohesion in society; without it, society would be as rootless and adrift as an individual with amnesia.

Which expert:

1 draws a comparison between history and a process in the natural world. _____

- 2 explains that the study of history is fundamentally a quest to understand humans. _____
- 3 gives an example of a person who had strong faith in their own principles. _____
- 4 explains the popularity of the belief that examining history leads people to come to better conclusions. _____
- 5 states that communicating an understanding of ourselves is the ultimate aim of education. _____
- 6 believes the use of an animal metaphor effectively communicates an idea. _____
- 7 states that humans fundamentally feel lost if we haven't got a sense of who we really are. _____
- 8 suggests that the habit of telling each other stories was common even in historic times. _____
- 9 refers to two contradictory attributes of humans. _____
- 10 mentions the current significance of adding to our understanding of international events. _____

Text 4

Read the article and tick (✓) A, B, or C.

LOST IN TRANSLATION?

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoiled by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. Readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation that captures exactly what is in the original work, and often poorly paid.

Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

- 1 What do we learn about the translator mentioned in the first paragraph?
 - A He sent an article about a certain novelist to an important magazine. ☐
 - B His opinion of a certain novelist was shared by an important magazine. ☐
 - C He had worked with a certain novelist on translations of his novels. ☐
- 2 When the translator looked closely at the article, _____.
 - A he did not mind the fact that his name did not appear ☐
 - B he was annoyed that some of the information was false ☐
 - C he felt that his own efforts had not been rewarded ☐
- 3 The writer says that the example of the article illustrates _____.
 - A something that literary translators should realize ☐
 - B a general attitude towards literary translators ☐
 - C a point often made by literary translators ☐
- 4 The writer says that readers of translated novels _____.
 - A would prefer to be reading the original work ☐
 - B assume that the translation is not as good as the original work ☐
 - C are sometimes unaware that it is a translation ☐
- 5 The writer says that readers _____.
 - A wish to know who the translator was ☐
 - B do not wish to know who the translator was ☐
 - C want to pay attention to what the translator has done ☐
- 6 The writer says that translators have become even more important in this global age because _____.
 - A there are fewer translators in the world ☐
 - B there aren't many translators who can do a good job ☐
 - C more works of fiction is being translated in more languages ☐
- 7 When talking about the global age, the writer emphasizes _____.
 - A the variety of fiction now available to readers ☐
 - B the importance of fiction in comparison with other forms of literature ☐

C the number of readers who may read a particular work of fiction ☐

8 The writer uses the phrase ‘working heroically’ in the last paragraph in order to _____.

A describe how enjoyable translation work can be ☐

B make a joke about translators ☐

C express sympathy with translators ☐

9 What is the main topic of the article?

A Changing attitudes to translators ☐

B The importance of translators ☐

C What translators are trying to do ☐

10 Which of the following does the writer express in the article as a whole?

A Understanding of why translators do not receive recognition ☐

B Annoyance at the attitude of some readers ☐

C Doubts about the whole idea of reading translated novels ☐

Text 5

Read the article and tick (✓) A, B, or C.

A STUDY OF MULTITASKING

Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – ‘multitasking’ – has gone from being invented to being commonly used in everyday life in a remarkably short time. A recent study has looked at whether multitasking is purely beneficial or has a downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call ‘executive control’ processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain’s

executive control gives the appropriate resources to the different aspects of tasks, such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain's executive control consists of two separate stages. They called the first stage 'goal shifting', meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named 'rule activation', meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. The second stage, rule activation, takes a significant amount of time, and this delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the time that would be taken if each task was completed separately.

This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a phone while driving, multitasking could mean that they are not in full

control of their vehicle during the short period when they are switching to using the phone.

The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while multitasking could assist with recruitment, training, and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

- 1 What does the writer suggest about the word ‘multitasking’?
 - A It has changed in meaning since it was invented. ☐
 - B It is not always used appropriately. ☐
 - C Its increased use reflects a change in everyday life. ☐
- 2 The aim of the research was to _____.
 - A compare the advantages and disadvantages of multitasking ☐
 - B discover why multitasking is regarded as a wholly good thing ☐
 - C find out if there are any negative effects of multitasking ☐
- 3 The researchers use the term ‘executive control’ to describe how the brain _____.
 - A controls some actions more than others ☐
 - B organizes how different tasks are carried out ☐
 - C distinguishes between easier and harder tasks ☐
- 4 What do we learn about the experiment?

A The researchers knew that some of the subjects had done similar tasks before. ☐

B Not all of the subjects did the same tasks. ☐

C The subjects started with simple tasks and moved on to more complicated ones. ☐

5 Which of the following happened during the experiment?

A Sometimes little time was lost moving from one task to another. ☐

B Some subjects always found it hard to move from one task to another. ☐

C Complex tasks presented more problems than unfamiliar tasks. ☐

6 One of the two stages of the brain's executive control _____.

A leads to a major disadvantage of multitasking ☐

B takes longer for some people than for others ☐

C has no connection with multitasking ☐

7 One of the implications of the research is that _____.

A some people are not suited to multitasking ☐

B multitasking always results in less efficiency ☐

C a common attitude to multitasking is wrong ☐

8 The researchers believe that their research might _____.

A encourage people not to do multitasking in some situations ☐

B affect the way that people approach multitasking ☐

C result in technology replacing people for certain tasks ☐

9 In the final paragraph, the writer says that multitasking is something that _____.

A is likely to increase in the future ☐

B people in authority have paid too little attention to ☐

C is relevant in many areas of life ☐

10 What is the main topic of the text?

A The growth of multitasking ☐

B How complicated the brain's processes for multitasking are ☐

C The relationship between multitasking and efficiency ☐

Список використаних джерел:

1. New English File (Pre-intermediate) Teacher`s book – Cleve Oxenden and Christina Latham-Koenig: Oxford University Press – 2018
2. New English File (Intermediate) Teacher`s book– Cleve Oxenden and Christina Latham-Koenig: Oxford University Press – 2018
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4. New English File (Advanced) Teacher`s book– Cleve Oxenden and Christina Latham-Koenig: Oxford University Press – 2018

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