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Федеральное государственное бюджетное
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«Юго-Западный государственный университет»
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Кафедра иностранных языков

Методические указания
для подготовки к лабораторным занятиям
по дисциплине «Профессиональный иностранный язык»
для обучающихся по направлениям подготовки:
29.04.05 Конструирование изделий легкой промышленности,
15.04.01 Машиностроение, 20.04.01 Техносферная безопасность,
27.04.02 Управление качеством,
13.04.02 Электроэнергетика и электротехника
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# ОБЩИЕ УКАЗАНИЯ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

**Цель** преподавания дисциплины заключается в повышении исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования.

**Задачи** изучения дисциплины:
- повышение исходного уровня владения языком;
- развитие коммуникативных умений;
- повышение уровня учебной автономии, способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- овладение навыками составления, написания делового письма;
- умение пользоваться образцами деловой речи в диалогах и деловых играх;
- развитие способности к самообразованию в области иноязычной компетенции;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры студентов;
- воспитание толерантности и уважения к духовным ценностям разных стран.

**Индикаторы компетенций,** формируемых в результате освоения дисциплины:
**УК-4.1** Выбирает стиль делового общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия
**УК-4.2** Выполняет перевод профессиональных деловых текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный

**УК-4.3** Ведет деловую переписку на государственном языке РФ и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции
**УК-4.4** Представляет свою точку зрения при деловом общении и в публичных выступлениях

# UNIT 1
# LECTURE

## GET READY

Match each word (a-d) with a definition (1-4).

a) lecture □
b) tutorial □
c) seminar □
d) presentation □

1. a meeting where a group of students discuss a topic together with a teacher
2. a formal talk given to a group of students by a professor or lecture
3. a one-to-one meeting between a student and a teacher
4. a talk given by a student to the class

Have you ever been to a lecture in English?

Number these factors in order of importance (1=quite important, 5=extremely important).

A good lecture should:

□ be informative.
□ start and finish on time.
□ have time for questions.
□ be easy to understand.
□ be entertaining.

Do you use any of the following ways of making notes in lectures?

a) making a list of points □
b) using diagrams and arrows □
c) underlining or highlighting words □
d) making notes in margins of notebooks □

## 1. UNDERSTANDING THE MAIN IDEA

*1.1. You are going to read an extract from a lecture called **Humans and the Planet**. Before you read, underline the topics you think might be covered in the lecture.*

| | | |
|---|---|---|
| education □ | transport □ | food □ |
| languages □ | the Internet □ | carbon dioxide □ |
| animals □ | space □ | sport □ |
| crime □ | the weather □ | recycling □ |

*1.2. Now read the extract. Tick □ the topics that are mentioned. Did you guess correctly?*

The figures are staggering. We are emitting four times as much carbon today than we were just ten years ago – despite the Kyoto agreement. In the early 19th century, levels of carbon dioxide in the atmosphere were 280 parts per million. Today they are 380 parts per million. It may not mean much to you, but let's look at the consequences...

First, as ice in Greenland and Antarctica melts – and it is melting far faster than anyone had predicted, by the way – as the ice melts, sea levels will rise, possibly by as much as six metres. Flooding will affect millions of people living in coastal areas all around the planet Huge populations, entire cities, will have to move to higher ground. Second, heat waves will become more common, with tens of thousands of people dying from heat, and from the wild fires that will sweep across the planet in the dry conditions. In the rising temperatures, severe droughts will mean crops fail, so millions more will starve to death. We don't have to look far into the future to see this. Just a few years from now, a recent study estimates that as many as 300,000 people a year will die directly as a result of global warming ... and that's not counting the impact on animals, birds and fish.

So, what can we do? In all this despair, is there any hope? Well, if we take action individually, we can collectively make a huge difference. There are plenty of things we all can do to fight global warming. First, recycling. Recycle everything you can and buy recycled goods. Second,

think about your food. Buy fresh food, not frozen food. It costs ten times more energy to produce frozen food. And buy locally grown produce, too. Did you know the average meal in the US has travelled 1,200 miles to get on your plate? Third save energy. You can save up to 30 percent of the energy you use by doing simple things like turning off the light if you are not in the room, and using long-life light bulbs, which are 60 percent more efficient than normal light bulbs. Use the air-conditioning less, wash your clothes at a lower temperature if possible, don't use a dishwasher, turn off electronic appliances when you are not using them ... So, we can all save energy very easily. And fourth, transport. Don't take a car – use public transport, or even better, walk or cycle. If you have to use a car, do so as part of a car pool and take others. Even just checking the tyres are inflated correctly will make a three-percent saving in efficiency.

Yes, there are many things you can do. And there are many things governments can do too. Did you know there are over 200 separate environmental agreements? Sounds impressive, doesn't it? Until you realize all of them are hard to enforce and poorly coordinated. Each government needs to pass effective laws to force individuals and industry, to take responsibility for climate change.

The fact is, we must do something. We are in the middle of a fight for the very survival of the planet here. Some people say it is too late already and that the planet is doomed to die…We are not at that point yet, but it's not far away. Now, let's look at...

*1.3. What is the main theme?*

a) global warming □
b) animals and the environment □
c) recycling □
d) energy-saving measures □

*1.4. Which statement best describes the main idea?*

a) Global warming isn't as serious as people think. □
b) We can all do something to stop the situation getting worse. □

c) Earth will never be able to recover from the effects of global warming. □
d) All life on earth is at risk because of global warming. □

*1.5. Look at the headings below. Read the extract again and number each heading in the order you find the topics (1-5).*

Consequences □
What governments should do □
Statistics □
What we can do □
Fight for survival □

## 2. NOTE TAKING

*2.1. Read some advice this lecturer gives to her students on taking notes in class. Make a note of the advice she gives in the chart below.*

| Do's | Dont's |
|---|---|
| ***decide what is important*** | ***note everything*** |
| | |
| | |
| | |

Now, I'd like to begin by giving you a few pointers on taking notes in lectures. This is vital skill, so listen up! Most important of all is that you shouldn't try to make a note of everything you hear. A lecture is not a dictation. You have to listen and decide what is important and what isn't. Second, when you make notes, don't write everything in full. Use abbreviations, symbols, numbers … anything to help keep pace. Also, try to organize your notes effectively. Furthermore, you should try to be an active listener. By that, I mean you need to try and predict what the speaker is going to say… so before the lecture ask yourself what you already know about the topic, and during the lecture think about where the talk might be heading. Another useful tip is if you miss something then don't panic.

Lecturers usually repeat themselves … certainly, the important information… for example by paraphrasing or in summary. Something else you as well as the details, otherwise you won't be able to see the wood for the trees. And finally, after the lecture, you should review your notes as soon as possible. That means basically writing them, highlight the main points, and even add your own thoughts and comments in the margin. Reviewing your notes in this way will help everything sink in, and make a useful study aid. So, now I've covered that I'll start with the register.

*2.2. Look at the questions below. Answer as many as you can from memory, then read again and check.*

1. What does she say a lecture is not?
2. What should you do to be an active listener before/during the lecture?
3. In what two ways do lecturers often repeat themselves?
4. What four things should you do when you review your notes?
5. What two advantages does she mention of reviewing notes?

*2.3. Read again the* ***Consequences*** *section of the talk* ***Humans and the Planet****. Compare the notes made by two students. Whose notes do you think are better? Why?*

*Jorge's notes*

***Consequences***
***1 Ice fields melting (Greenland / Antarctica) – sea level (6 m?) >> Flooding – millions move to higher ground***

***2 Heat wave – deaths (+ wild fires)***
***– crops fail >> millions starve***
***300,000 a yr soon die***

*Cynthia's notes*

***Consequences***

***Ice in Greenland and Antarctica is melting faster than anyone had predicted.***

***Sea levels will rice - up to six metres.***

***Flooding will affect millions of people living on coast. Will have to move.***

***Heat waves common, people dying from heat / wild fires (caused by dry conditions).***

***Severe droughts – crops fail – starvation. Just a few years / recent study up to 300,000 people a year will die (not counting impact on animals, birds and fish).***

*2.4. Read again the* ***What we can do*** *section only. Write notes under each heading. Be concise, numbering points, and using arrows, symbols or abbreviations where you can.*

**What we can do**

1. **Recycling**_____
   _____
2. **Food**_____
   _____
3. **Save energy**_____
   _____
4. **Transport**_____
   _____

*2.5. Review your notes. How concise are they? Do they contain all the key information? Can you improve them?*

## 3. SUMMERIZING

*3.1. Look at these expressions you can use to talk about a lecture and pass on information. Match each expression with a function (a-c).*

a) *state the topic* b) *review the key points* c) *give your opinion*

The talk was about…□
The speaker began by …ing…□
Then he/she said / claimed / argued that…□
Basically, it was about…□
After that he/she reviewed/ mentioned…□
Something I didn't agree with was…□
Then he/she went on to say that…□
Finally he/she…□
I think the most important/interesting/relevant point was…□
There were three main points…□

*3.2. Read an extract from a lecture on the Chinese economy and two summaries of the talk. Which one (A or B) do you think is better? Why?*

Now, most people would agree that the massive economic growth China has enjoyed in the last forty years represents perhaps the most significant geopolitical event of the 21st century. It started with the economic reforms back in the late 1970s, before which time China's economy was largely rural.

Since the 1970s China's economy has grown on average 10% a year. Exports have soared and industrial production is growing at 17% per annum. Since 2001, China has doubled its share of global manufacturing output. In fact, China is second only to the US, and most forecasts suggest will overtake the American economy within the next ten years.

China's population of 1,3 billion makes it a staggering one fifth of the world's population. This huge population resource means not only is China the world's largest market, but it also underpins the main reason for its economic rise – a large workforce. The incredible economic growth in China has meant huge changes for the workforce. For example, it is estimated that about 200 million people have moved from rural areas to urban areas to find work, resulting in the biggest mass migration in history. Employment in agriculture has been replaced for

millions by jobs in manufacturing and industry, which, for many people, has meant having to retain, acquire new skills, and adapt to a new way of lite. Many would argue that the growing middle class is the backbone of China's success.

However, some economists see weaknesses in China's economy. They point, for example, to the fact that produce goods in China are in fact foreign. These foreign companies, they argue, will continue to invest in China while labour costs are low, but if wages start to rise too much, they may move their production to other parts of the world where rates of pay have remained lower.

China has come a long way since the 1970s, but it would seem that, for China to continue its economic success story, the country must not rely on outside investment and expertise, but must invest more in skills and training in order to produce its own experts and entrepreneurs of the future.

**Summary A**

The talk was about China's economy. The speaker began by talking about the emergence of China as major economic reforms in the late 1970s. Then she gave some statistics about China's economy today. It's the second largest in the world, and should overtake the US in a few years. She went on to talk about China's huge population, and how large numbers of people have moved from rural to urban areas to fund work. Then she mentioned some potential weaknesses in the Chinese economy, such as a dependence on foreign companies. Finally, she talked about the challenges for the future, especially the need for China to invest more in skills and training.

**Summary B**

The talk was about the growth of China's economy. The speaker began by saying it was the most significant event of the 21st century, growing 10% a year although it's still not the biggest economy. After that she said that millions of people in rural areas had moved from the countryside to the city, and this was the biggest mass migration in history, which I thought was amazing. I think she said something about wages going up there, but basically her idea is that the Chinese economy will continue to grow.

*3.3. Read again and make a note of the strengths and weaknesses of each summary.*

*3.4. Imagine a friend asks you about the* ***Humans and the Planet*** *lecture. Give an oral summary, using your notes to help you*

**UNIT 2**
**SEMINAR**

## GET READY

Are the statements below true or false?

a) A seminar is an opportunity for a group of students to explore various topics with a teacher.
b) Students often take turns to give short talks.
c) There is a lot of discussion. Students should express their opinions openly.
d) The teacher can take a `back seat`, leaving students in control.

Have you ever been to a seminar? If so, what do you think of seminar?

a) I like seminars. I enjoy debating issues with other students. □
b) I think seminars are a waste of time. I want to learn from a teacher, not other students. □
c) I find it hard to express my opinion in a group. □
d) Seminars are frustrating because one or two people always do all the talking. □
e) Seminars are fun but I don't know if they help me learn anything. □
f) I don't like to argue with people. I think it's rude.□□

How often do you ask questions in a talk or seminar?

Almost always. □
I sometimes ask questions. □
I prefer to listen to other people's questions. □

Do you enjoy expressing your opinion?

Yes, I like to say what I think. □
No. It's difficult for me to discuss my opinions. □
It depends on the topic! □

## 1. FOLLOWING A DISCUSSION

*1.1. Read this extract from a seminar. What do you think is the main topic that the students are discussing?*

a) The decline of minority languages
b) The benefits of language education
c) The preservation of languages
d) The role of government in language development
e) The problem of poverty throughout the world

A: According to the UNESCO report we read, there are more than 6,000 languages in the world today, but over half are in danger of dying out before the end of this century…
B: Yeah, like the language used by the Ainu in Japan. It has fewer than a hundred speakers left.
A: Or the Maori language in New Zealand. The report says one language becomes extinct every two weeks. It's terrible. Basically, I think we need to do whatever it takes to keep these languages alive.
D: Hmm. I don't quite see it like that. Can you Actually protect a language anyway?
B: Yes, Welsh is a great example.
D: Really?
B: Yes. When the Welsh Language Board was Set up in 1991, only 19% of the population spoke Welsh. Now it's up to around 25% I think, and rising, and most speakers are younger than 30.
A: Yeah, the fact is language revitalization is critical . Every government should do what they can to support languages.
D: I'm not sure I agree. I wonder if we need 6,000 languages. I mean, languages become extinct for a reason, you know … because nobody wants to speak them! We can't assume that every language must naturally survive.
E: I think that's a good point. I mean, things change.
C: But, you know, languages tell us about who we are. You can't separate language from culture. Take one away, and the other dies.
E: I don't agree. At least, not for Italy.
A: Do you think you could say a bit more about that, please Maria?

E: Sure. Before, there were over a hundred languages or at least different dialects, in Italy but now basically we all speak Italian, we all feel Italian. We haven't lost our culture because we all speak the same language.
D: And if we all spoke the same language at least we'd understand each other. There'd be fewer wars and …
C: I think you might be mistaken on that point. I don't think there would be fewer wars, for a start.
E: Also it costs millions and millions of pounds to keep these tiny languages from dying out.
A: I don't think you've got that right.
C: So you think everyone in the world should speak English?
E: Why not? We all do! Let's use the money on food and clean water for people.
B: That's ridiculous.
D: I don't think so. Are you saying we should let people die just to spend the money on saving a language hardly anyone speaks? Which is more important … the life of a person, or the life of a language?

*1.2. Now answer these questions.*

a) Is the discussion well-balanced or one-sided?
b) Is the tone of the discussion friendly, heated, or a bit of both?
c) Does everyone get an equal chance to express their opinion?

*1.3. How does the discussion develop? Look at these areas (a-e) then read again and number each in order (1-5).*

a) conflict between saving people and saving languages □
b) examples of dying languages □
c) reasons to protect languages □
d) reasons not to protect languages □
e) languages that are reviving □

*1.4. Answer these questions. Then read again and check.*

a) According to the UNESCO report

- how many languages are there in the world today?
- how many are in danger of dying out by 2100?

b) Where do speakers of the Ainu and Maori languages live?
c) How many Welsh speakers were there in 1991? How many are there today?
d) What are the arguments in favour of `language revitalization`?
e) What are the arguments against language revitalization?

## 2. EXPRESSING OPINIONS

*2.1. Read an extract from a seminar discussion devoted to the future of computers in education and find the expressions for agreeing and disagreeing.*

*Sam*: So, to sum up then, computers will definitely become more important in both what we learn and how we study. Now, are there any questions?
*Kate*: Yes, Sam. I have a question.
*Sam*: Go ahead, Kate.
*Kate*: I'd like to ask you about computers in school. Do you think that computers will one day replace teachers in the classroom?
*Sam*: Well, in my opinion, no. There are some things you can't learn from computers.
*Kate*: I don't agree. If you ask me, everyone will learn at home, on a computer. There won't be any schools anymore! What do you think, Teresa?
*Teresa*: It's an interesting idea, I'm not sure I agree. I can't imagine a world with no schools. Children need to learn from each other, as well as from a computer!
*Sam*: That's a good point, Teresa. I agree. There will always be schools because...

*2.2. Match each statement (1-6) with a reply (a-f).*

1. I thought that seminar was excellent.
2. All students should wear a

a) I don't agree. They should wear what they want.
b) I'm not sure I agree. I thought it

school uniform.
3. We always have too much homework.
4. The new Maths teacher is really good.
5. The food is terrible at this school.
6. That exam was hard.

was quite easy.
c) I agree completely. I never have any free time.
d) I agree. I really enjoyed it.
e) I think you' re right. I'm starting to enjoy maths now!
f) I don't agree at all. I think it's great!

*2.3. Now read the statements below and use your own opinions to agree or disagree.*

a) There are too many exams.
b) Teaching is a very hard job.
c) Exams are a good way of testing students.
d) Governments shouldn't tell teachers what to teach.
e) All parents should pay for their children's education.
f) Children should start school at the age of four.

*2.4. Look at these extracts from the seminar discussion in Exercise 1.1. Which expressions (1-4) can you use to:*

a) disagree about facts?
b) disagree about opinions?

1. I don't quite see it like that.
2. I think you might be mistaken on that point.
3. I'm not sure I agree.
4. I don't think you've got that right.

*2.5. Imagine you are in a seminar. Read and use the ideas below to disagree politely about the facts.*

***Example:***
***Your partner: English is the most widely-spoken language in the world.***

***You: I don't think you've got that right. I think it's Chinese. (a)***

*Your partner:*
a) English is the most widely-spoken language in the world.
b) I heard the earliest writing is from China around 2,000 years ago.
c) About a quarter of all languages are African languages.
d) Japanese is traditionally written from top to bottom, and left to right.
e) Greek is the oldest language spoken in Europe today.
f) People in Brazil speak Brazilian.

*You:*
a) Chinese
b) 3,500 years ago
c) one third
d) top to bottom, and right to left
e) Basque
f) Portuguese

*2.6. Now read and use the ideas below to disagree politely about the opinions.*

***Example***
***Your partner: English is a really difficult language to learn***
***You: I'm not sure I agree. I think it's quite easy. (a)***

*Your partner:*
a) English is a really difficult language to learn.
b) I think children learn languages more quickly that adults.
c) We need to protect all endangered languages.
d) The world would be better if we all spoke the same language.
e) Languages and culture are not related.
f) I think fewer people are learning English these days.

*You:*
a) quite easy
b) depends on the individual
c) too expensive

d) less interesting
e) closely connected
f) more people

## 3. PARTICIPATING EFFECTIVELY

*3.1. Choose the expressions you can use to ask someone to explain a point in more detail.*

a) Do you think you could say a bit more about that, please?
b) I'd like to hear more about the impact of English on world Languages, if possible.
c) Do you have any specific details about the decline in minority languages?
d) Can you give an example of a language that is enjoying a revival?

*3.2. Look at the situations below and ask politely for more detail.*

***Example:***
***You: Do you think you could say a bit more about the impact of English on other languages? (a)***

a) impact of English on other languages?
b) endangered languages?
c) language revitalization?
d) rate of decline of minority languages?
e) threats to African languages?
f) future of language development?

*3.3. You can repeat a question in a different way to make sure others understand what you are asking, or to focus your question more precisely. Use these words to complete the expressions you can use below.*

***words asking Basically another suppose***

1. In other _____, I'd like to know why you think English has become so important.
2. _____, what I want to know is why more people don't care about the problem.
3. I guess what I'm really _____ is do you think another language will ever take over as the language of global communication?
4. To put it _____ way, are some languages more important than others?
5. I _____ what I'm driving at is can we really protect all the languages there are in the world today?

*3.4. Now match each question in Exercise 4.1. (1-5) with an original question (a-e) below.*

a) Will English always be the dominant world language? 
b) What are the main reasons for the success of the English language? 
c) Is it unavoidable that certain languages die out? 
d) Do you think all languages have equal significance? 
e) Why do you think the issue of language revitalization is not more in the public eye? 

*3.5. Complete each sentence with the phrases below to make up expressions for effective participating.*

| | | |
|---|---|---|
| ***do you mean*** | ***of what you've*** | ***the way I feel*** |
| ***back to the point*** | ***go along with*** | ***what I meant*** |
| ***got it wrong*** | ***you're saying*** | ***really do think*** |
| ***you think*** | ***finish what I*** | ***say something*** |

a) Sorry, what _____ exactly?
b) I agree with some _____ said.
c) No, sorry. I don't really _____ that.
d) I _____ that it's important.
e) That's _____ too.
f) Can we get _____ here, please?
g) My mistake. I _____. Sorry.

h) That’s not really _____.
i) OK. So what _____ is…
j) What do _____, Peter?
k) Sorry, can I just _____ was saying?
l) Can I _____ here?

*3.6. Now match each expression (a-I) with a function (1-12).*

1. Ask someone for their opinion □
2. Ask someone to explain what they mean □
3. Ask to interrupt □
4. Stop someone from interrupting you □
5. Apologize for misunderstanding someone □
6. Try to get discussion back on target □
7. Agree with someone □
8. Disagree with someone □
9. Partly agree with someone □
10. Check you’ve understood □
11. Say someone has misunderstood you □
12. Give your opinion strongly □

**UNIT 3**
**PRESENTATION**

## GET READY

Match these words with their meanings 1-3 below.
a) handout □
b) presentation □
c) seminar □

1. a document given to students which contains information about a particular subject
2. an occasion when a teacher and a group of students meet to study and discuss something
3. a talk given by a student to a group giving information about something

Have you ever given or listened to a presentation during a seminar in an educational situation? If so, answer these questions.
Who gave the presentation?
What was the subject?
How long did it last?
Was the presentation accompanied by visuals and/or a handout?
What were the best and worst aspects of the presentation?

Look at these factors you need to consider when preparing a presentation. Match each factor with a description.

| | |
|---|---|
| Objectives | how you want to structure your talk □ |
| Audience | how long you have □ |
| Content | what you want to achieve □ |
| Venue | who you are speaking to □ |
| Time | what you want to say □ |

## 1. STARTING A PRESENTATION

*1.1. Greg is starting his presentation in a seminar. Read and say how well he covers the points (1-4) below?*

1. Says what the topic is.
2. Says why he has chosen that topic.
3. Outlines the structure of the presentation.
4. Gives the summary of the theory.

Right, well, er… my talk today is on learning styles. I chose this because there is a lot of research into it and it seems as if nobody really agrees on how to assess learning styles. I'll start by outlining some competing theories about how people learn… There aren't any handouts, I'm afraid, but anyway… One theory is the VARK system. That was a theory by… I can't remember now, but V-A-R-K means V for visual, A for auditory, like hearing, R for reading and K for, I don't know how to pronounce this… kinesthetic? K-I-N-E-S-T-H-E-T-I-C. Yes, that's it. Kinesthetic. That means things like touch, movement and stuff. Anyway, according to the VARK system, depending on your learning style, you learn in different ways. If you're a visual learner, then you need to use charts and pictures, use colour highlighting in your notes, and stuff. If you're an auditory learner, then reading aloud and listening will help you learn. Reading is just reading, of course. You learn by reading. Kinesthetic learners need to move around while they learn. You're a kind of hands-on person if you're that kind of learner, according to the VARK system, so you should revise while standing up and walking around the room, for example. Anyway, that's just one theory. There are lots of others too, for example…

*1.2. Read again and complete the form.*

| **Learning style** | **Advice for studying** |
|---|---|
| V…… | …… |
| A…… | …… |
| R…… | …… |
| K…… | …… |

*1.3. What's your view of Greg's talk so far?*

| | *Yes* | *No* |
|---|---|---|
| a) Are the aims clear? | □ | □ |
| b) Has the talk been well prepared? | □ | □ |
| c) Is it well organized? | □ | □ |
| d) Is there any waste, i.e. repetition? | □ | □ |
| e) Is the argument easy to follow? | □ | □ |
| f) Does the speaker sound confident? | □ | □ |

*1.4. What is your general impression of this part of Greg's talk?*

very good □□□□good □□□□OK □□□□poor □

## 2. PRESENTING AN ARGUMENT

*2.1 Read the statements below. Then read the last part of Greg's talk and give your answers.*

| *Greg thinks:* | *Yes* | *No* |
|---|---|---|
| a) most people have the same learning style. | □ | □ |
| b) one learning style is better than rest. | □ | □ |
| c) people learn in similar ways. | □ | □ |
| d) it's not possible to categorize everyone. | □ | □ |
| e) the human brain is predictable. | □ | □ |

So, to conclude then, personally I think that we all have our own learning style and we are not just one type or another. In other words, we are probably a blend of lots of styles. I don't think any of the learning styles I've told you about is better than any other. I think the problem is that we all learn in different ways, and trying to find a system to fit in all the different ways we learn, it just doesn't work. We are too creative to be boxed in like that. Not everything about the human brain can be mapped and predicted. How we learn is different for each person, so the point I'm making is I don't know how useful it is to try to categorize everyone into types.

*2.2. Which statement most closely matches Greg's personal opinion?*

a) We all have more than one learning style, but we usually rely on one or two most of the time. □
b) By categorizing learning styles, we can help people to learn very effectively. □
c) It is not possible to analyze learning styles because we learn in too many different ways. □
d) More research into how people learn is necessary. □

*2.3. Read again Greg's conclusion and say which of the expressions below he uses to make his point more forcefully, repeating it in a different way.*

In other words, …□
To put it another way, …□
The point I'm making is…□
What I'm getting at is…□

*2.4. Imagine you are making an argument and want to reinforce your point. Rephrase each of these statements, using the expressions in Exercise 2.3.*

***Example***
***You: Knowing what learning style you are doesn't make any difference to your ability to learn. What I'm getting at is there is no benefit to analyzing learning styles. (a)***

a) Knowing what learning style you are doesn't make any difference to your ability to learn.
b) Information we receive isn't always `learned` in the way we may think.
c) There is almost no evidence to suggest that one model of learning style is more accurate than another.

## 3. DEBATING ISSUES

*3.1. Greg has finished his talk and asks for questions. Before you read, note some questions you would like to ask about learning styles.*

……
……
……
……

*3.2. Read the final discussion stage of Greg's presentation. Does anyone ask one of your questions?*

*Greg*: So that's basically what I want to say about this for now. Are there any questions?

*Student A*: Er, yes. I have a question. You say that most people are multimodal, in other words they have several learning styles. Is that good?

*Greg*: I think it's unavoidable. We don't just learn in one way. We learn in many ways.

*Student A*: Yes, but that's not really what I was asking. I meant, what do you think are the advantages of being multimodal?

*Greg*: Oh, I see. I think the main advantage is flexibility, you know. We don't rely on just one way to learn. And we can learn in many situations, in many ways. It's definitely a strength, being multimodal.

*Student B*: I'd like to ask about VARK…

*Greg*: Sure.

*Student B*: I think it was Fleming who came up with VARK. Some people say a learning style should have 18 or more dimensions, you know, like light, heat, food and so on…Isn't VARK just about how we process information?

*Greg*: There are many aspects to how we learn and depending on which you emphasize then they are called a learning style. As I said, I don't think one is better than another. They're all different.

*Student B*: I think you've answered a slightly different question. What I want to know is, do you think VARK is a learning style?

*Greg*: Well, I think it is, yes, because it informs our view of how we learn.

*Student C*: Do you think learning styles are fixed or can they change? Can we develop new learning styles as we get older, for example?

*Greg*: Oh, I think each person's learning style can change, but certain basics do not. So if you are a visual learner in VARK's system, you will always be a visual learner. I guess what I'm saying is you don't lose a learning style, you just adapt and use others in different times.

*Student C*: Do you think there are any gender differences? You know, do men and women learn in the same way?

*Greg*: I think there are no differences, actually.

*Student C*: I disagree. I think men and women learn quite differently. In VARK, men are more kinesthetic, for sure.

*Greg*: Well, I don't know. I haven't really studied that part in detail. But knowing what your learning style is helps you be a better learner, for sure.

*3.3. Look at the chart below. Then read once more and note Greg's answers to each question.*

| **Questions** | **Answers** |
|---|---|
| **Advanteges of being mulitmodal?**<br><br>**Is VARK a learning style?**<br><br>**Are learning styles fixed?**<br><br>**Men – women differences?** | |

*3.4. How well do you think Greg answers each question?*

……

……

……
……

*3.5. Read again the extract. Which of the expressions below do the students use to rephrase their question and ask it again if they feel it has not been answered?*

That's not really what I was asking. I meant…
Sorry. I'm still not very clear about…
I think you've answered a slightly different question. What I want to know is…
Perhaps my question wasn't very clear. Actually, I was asking…

*3.6. Imagine you have asked a question, but feel that it hasn't been answered fully. Use the expressions in Exercise 3.5. to rephrase each question (a-c).*

***Example***
***You: Sorry. I'm still not very clear about how we can find our own learning style. (a)***

a) How do we find our own learning style?
b) What's the value of studying learning styles?
c) If we study all the learning styles, will we become better learners?

**REVIEW**
**UNITS 1-3**

*1. Read each situation in a lecture and choose the best answer.*

1. You are listening to a lecture, and want the speaker to say more about a certain point. What do you say?

a) I don't agree with that at all. □
b) The point I'm trying to make is … □
c) Can you go into a little more detail on … □

2. When you are listening and taking notes, you should …

a) note down everything you can. □
b) only note the key words. □
c) close your eyes sometimes to help you concentrate. □

3. When giving a lecture in English, how can you emphasize important points?

a) By speaking quickly, so you can repeat the point many times. □
b) By pausing between important points. □
c) By coughing to get the audience's attention. □

*2. Read each situation in a seminar and choose the best answer.*

1. What can you say when you start a long seminar?

a) I'm going to talk to you about … □
b) The first point is … □
c) Another point is … □

2. In a seminar, what should you say if you want to interrupt someone?

a) Excuse me, but can I make a point? □
b) Sorry, but can I finish what I'm saying?□ □
c) Sorry, I want to say something. □

3. You are in a seminar and want to ask the speaker to clarify something. What do you say?

a) What do you mean exactly? □
b) Can you speak more slowly, please? □
c) I'm not sure I agree. □

*3. Read each situation at a presentation and choose the best answer.*

1. You want to start your presentation. What do you say?

a) Hello, everyone, and welcome. □
b) I'd like to review the main points.□ □
c) I'll try to answer any questions you may have.□ □

2. When you are listening to a presentation, should you …

a) close your eyes to listen more carefully? □
b) try to notice the speaker's body language? □
c) take lots of notes to look at later? □

3. Which of these expressions tell you a speaker is about to come to the end of their presentation?

a) To give you an example … □
b) To sum up, … □
c) Next, I'll … □

**UNIT 4**
**SUMMARY**

## GET READY

Re-order these words and phrases to make the definition of the word *summary*.

***but not / of something spoken / a short account / the details / the important points / which gives / or written***

Which of the following could be described as types of summary?

a) news headlines – in newspapers or on the radio or TV □
b) the blurb on the back cover of a paperback novel □
c) a short story in a magazine □
d) a newspaper account of a scientific report □
e) an essay done by a school or university student □
f) an entry in a diary □
g) extracts from a long political speech □
h) notes a student made while listening to a lecture □
i) a chapter in a school textbook □
j) a radio report of a sporting event □

Think back to the last time you read or wrote a summary:

a) What kind of summary was it?
b) Why did you read or write a summary?

## 1. KEY POINTS

*1.1. Match each expression in the left-hand column with a use in the right-hand column.*

| | |
|---|---|
| While / Whereas X is … Y is … | |
| Neither … / Both … | |
| Although … / Even though … | |
| In spite of … / Despite … | a) comparing |
| In spite of … / Despite the fact that… | |
| However … | |
| Instead … | |
| Conversely … | b) contrasting |
| In comparison … | |
| On the contrary … | |
| By (way of) contrast … | |

*1.2. Ildiko is attending a Cultural Studies course in Cape Town. She loves art and has written a summary of Impressionism. Read her summary.*

Impressionism was a style of painting that *developed chiefly in France* **(a)** during the late 19th century. It was an attempt to create the *general impression of what we see* **(b)** *through effects of light and color* **(c)**. Among the most important Impressionist painters were Monet, Renoir and Pissarro. They used short brushstrokes of *pure and unmixed color* **(d)** and took the act of painting *out of the studio into the real world* **(e)**.

*1.3. Read the sources 1–3, then look again at phrases a-e in Ildiko's summary. Where did Ildiko find each piece of information? Write the source 1-3 and find the phrase or phrases used. More than one source may have been used.*

a ….. b ….. c ….. d ….. e …..

1)

**Impressionism**: A style of painting that uses colour to show the effects of light on the visible world and to suggest atmosphere rather than showing exact details.

2)

Impressionism developed in France during the 1870s through the works of Claude Monet, Pierre Auguste Renoir and Camille Pissarro, although its influence extended to painters such as Winslow Homer in the United States. Previously, portraits and even landscapes had been painted indoors, but the Impressionists found that they could capture the effects of sunlight by painting outdoors. From the 1880s several artists, like Vincent Van Gogh and Paul Gauguin, sometimes known as Post-Impressionists, started to develop different ideas about colour and form.

3)

## *Impressionist techniques*

- *Short visible brushstrokes of paint are used to capture the essence of the subject.*
- *Changes in natural light are emphasized. Close attention is paid to the reflection of colours from object to object.*
- *Colours are put side by side with as little mixing as possible.*

*1.4. Choose the correct answer.*

a) The last sentence in source 2 has been left out of Ildiko's summary because it is not *interesting / relevant.*

b) Ildiko says 'chiefly' in phrase a because *this style of painting also influenced painters in the United States / she is not sure it only influenced painters in France*.

## 2. WRITING A SUMMARY

*2.1. You are studying social science and researching race relations. You need to write a summary about the lives of Dr. Martin Luther King, Jr and Nelson Mandela. Look at these extracts about their lives and high light the most important information. Then make some notes of the Key points.*

**Dr Martin Luther King, Jr** (1929 – 1968). Black minister for a branch of the Christian church and civil rights campaigner, born in Atlanta, GA. He became a leader of the civil rights movement, known for his policy of passive resistance and his skill at public speaking. In 1964 he received the Nobel Peace Prize. His greatest success came in challenging the segregation laws of the South. He was assassinated in Memphis, Tennessee on 9 April 1968.

**Nelson Mandela** (1918 – 5 December 2013). South African statesman and president (1994-1999), born in Transkei, South Africa. He was a lawyer in Johannesburg, then joined the African National Congress (ANC) in 1944 and became its leader. For the next 20 years he directed a campaign of defiance against the racist policies of the government. In 1964 he was sentenced to imprisonment for political offences and was not released until 1990. In 1991 he became president of the ANC and was closely involved in negotiations with President de Klerk, which led to South Africa's first all-race elections in 1994. In 1993 both he and de Klerk shared the Nobel Peace Prize. Mandela is now retired and an elder statesman who continues to voice his opinion on topical issues.

*2.2. Now read the news items below and say if these statements true or false. If false, say why.*

1. Dr Martin Luther King was buried in Atlanta.
2. Among the mourners were his wife and the Vice President, Hubert Humphrey.
3. Dr King was shot dead in his residence.
4. Within hours of his death, there were riots throughout South Africa.
5. Nelson Mandela was freed from prison in February.

6. In his speech to the nation he declared reconciliation with the country's white majority.
7. His main aim is to bring peace to South Africa.
8. The black majority in the country had the right to vote in both national and local elections.

More than 150,000 people followed the body of Dr Martin Luther King, Jr to burial in Atlanta. Among the mourners were the President's wife, Jacqueline Kennedy, and the Vice President, Hubert Humphrey. Anticipating his own death, in his last sermon Dr King had asked that he be remembered because he "gave his for love". Dr King was shot dead by the white assassin, James Earl Ray, while standing on a hotel balcony. Within hours of his death, there were riots in dozens of towns throughout the US.

Today, the 11th of February, is a historic day in the history of South Africa. It is the day on which the great antiapartheid leader, Nelson Mandela, has been freed from prison after 27 years. Dressed in a light brown suit and tie, he appeared holding the hand of his wife Winnie, smiled at the ecstatic crowds and punched the air in a victory salute. Across the country people have been dancing in the streets. In his speech to the nation at a rally in Cape Town, he has declared his commitment to peace and reconciliation with the country's white minority, but made it clear that the ANS's armed struggle is not yet over. His main aim is to bring peace to the black majority and give them the right to vote in both national and local elections.

*2.3. Write your own summary in about 200 words using the phrases from Exercise 1.1.*

*2.4. Work in groups to make presentations on one of these general topics:*

- a famous person;
- an important historical event;
- something in the news.

*2.5. Show your presentation in class. Other students should take notes of the most important points and write a short summary, making comparisons and contrasts where appropriate.*

**UNIT 5**
**ESSAY**

## GET READY

Answer these questions.

a When and why do people write essays?
b What was the last essay you wrote? Who read it?
c If your last essay received a mark, what were the reasons for the mark you were given?
d What do you find most difficult about writing essays, in your language and in English?

Which of these are features of a *discursive essay*?

- A sequence of events □
- Arguments for and against the idea □
- Facts and figures □
- The writer's opinion □

Imagine you have been asked to write an essay. Put these eight writing stages into the best order.

- Find information on the subject, for example from a library or the Internet. □
- Write a paragraph-by-paragraph plan for your essay. □
- Check your language, spelling, punctuation and style, then correct if necessary. □
- Work out what the essay question means and think about your own views on the question. □
- Write your final essay. □
- Organize relevant information and your ideas on the subject. □
- Write a first draft. □
- Check exactly what you have to do and how much to write. □

## 1. ESSAY EXAMPLES

*1.1. Match each expression in the left-hand column with a use in the right-hand column.*

| | |
|---|---|
| On the one hand … on the other hand … | a) introducing an opinion |
| According to … | |
| Many people think/claim that … | |
| However, people often argue that … | |
| It is often said that… | b) giving advantages and disadvantages |
| Why do some people believe that…? | |
| First of all I'd like to say that… | |
| The first point I'd like to make is … | |
| I'd like to begin by… | |
| In the first place …/Firstly, … it is important to remember that … | c) balancing arguments |
| To begin with… | |
| In addition, / What is more, / Furthermore, … | d) summarizing |
| Another advantage is … | |
| Then, there is … | |
| Finally…/Last but not least, … | |
| In my opinion, … | e) reporting on views |
| It is clear/ obvious that … | |
| I think / believe that… | |
| It is well known that… | |
| One of the many reasons that /for … | f) giving reasons |
| There are lots reasons… | |
| The main advantage… | |
| One big disadvantage… | |
| In conclusion, … | g) introducing a topic |
| On balance, I feel that… | |
| To sum up…/However ,in my view / From my point of view… | |

*1.2. Match the essay extracts 1–4 with sentences a–d below.*

*In this essay, the writer*

a) makes a comparison within each sentence.
b) describes the cause of a situation in one paragraph and then starts to move on to its effect in another paragraph.
c) gives some arguments 'for' in one paragraph and then starts to move on to arguments 'against'.
d) seems to be trying to persuade the reader of one particular point of view.

1)

*According to many scientists, one of the reasons we should eat meat is that if we don't, it is very difficult to maintain a healthy diet. A large number of important oils, acids and proteins that give us energy and strength and keep us healthy are found in meat and fish. If we lose balance in our diet, we can quickly get depressed and tired and suffer from memory problems.*
*However, vegetarians often claim that not eating meat is better for your health. They argue that…*

2)

*Amateurs play a sport because they love it, whereas professionals see their sport as a career and aim to male as much money out of it as possible. Also, amateur sport is so much more part of the community than it is in professional sport, where players in teams are bought and sold not only from different regions but from different countries around the world.*

3)

**There are lots of reasons why we should ride a bicycle more than we do. The first is that the environment is becoming seriously damaged by the amount of pollution caused by motor vehicles and if we used**

**bicycles to make short journeys ,we would reduce pollution enormously.**
**The second reason is…**

4)

What are the dangers of living in a world of virtual friendship?
One of the reasons that many normal, stable people nowadays look for a partner online is that they are not in a situation where they are able to meet new people; and if they do, there's often too little time to find out about the person's background and interests. It's not surprising then that internet dating has become so popular. Not only can we make contact with new people, but we can also decide whether we want to get to know them better before we actually meet them.
However, one of the consequences of the huge increase in online dating is that…

*1.3. Which title best fits each extract?*

1
a) 'Vegetarian diets are as healthy as diets containing meat'. Discuss.
b) Don't eat meat! It's bad for you.

2
a) "Professional athletes don't deserve their money". Do you agree?
b) Compare and contrast the benefits of amateur and professional sports.

3
a) "Ride a bicycle – it's good for all of us!" Give your reasons.
b) We must act now to prevent environmental disaster. Discuss.

4
a) Finding a partner online. What are the advantages?
b) Why is virtual friendship so popular and what are the dangers?

## 2. WRITING AN ESSAY

*2.1. After a class discussion your English teacher has asked you to write an essay, giving your opinions on the following statement.*

*Working for yourself is better than working for someone else.*

*Answer the following questions.*

a) What will be the purpose of your essay? (e.g. to give a balanced view of two alternative points of view or to only argue one point of view.)
b) Will you make comparisons within the same paragraph or present the arguments 'for' and 'against' in different paragraphs?
c) What style will you use? (Think of who you are writing for.)
d) What will make your reader think it is a good essay?

*2.2. Think of the advantages and disadvantages of working for yourself, and make notes.*

*2.3. Read a conservation between Ben and Samir and decide if there is anything you want to add to your notes.*

*Ben:* What's it like working on your own?
*Samir:* Not so bad now, but I found it quite difficult at first.
*Ben:* Why? What was the problem?
*Samir* Well, you quickly realize that everything is down to you. If you don't work, you don't get paid.
*Ben:* But that's true about working for somebody else, isn't it?
*Samir:* Not really. At the office I used to work at, I had good days and bad days. On the bad days I still got paid. Also, when I was sick, I got sick pay, which you don't get when you're working on your own. When you work on your own you miss the regular payments going into your bank. You have to be responsible for yourself. Nobody's going to look after you and you've got very few legal rights.
*Ben:* So why did you do it then?
*Samir:* Well, there are lots of advantages. For a start, your time's your own, you can make your own choices and you've got a lot of freedom. If you feel like taking a day off or going to the gym in

the middle of the day, you can. Also, as I'm working from home, I get to see the family.

*Ben:* Is that always a good thing?

*Samir:* Not always, to be honest. Sometimes it's difficult to break from work to be with the family, and sometimes the kids get in the way when you're trying to work. The most important thing is you have to be disciplined. You have to be able to organize yourself and your time and have a routine, and your family have to respect that or it doesn't work.

*Ben:* Yes, I can see that. But just think, you don't have to commute hours to work like I do.

*Samir:* That's true. I don't miss that! And really, when working on your own goes well, it's really satisfying. But be warned – you often have to work a lot harder!

*2.4. Put your notes in order of importance. Which are the two most important advantages and disadvantages?*

*2.5. This is a possible paragraph plan for the essay.*

**Paragraph 1:** General introduction (whole picture / both sides of the argument)
**Paragraph 2:** Advantages
Advantage 1 →Reason and / or specific example
Advantage 2 →Reason and / or specific example
**Paragraph 3:** Disadvantages
Disadvantages 1→Reason and/or specific example
Disadvantages 2→Reason and/or specific example
**Paragraph 4:** Summary / Balancing the arguments

*2.6. Write your own essay in 200-250 words using any phrases from Exercise 1.1. that would be useful to you.*

# UNIT 6
# REPORT

## GET READY

Fill the gaps with the correct word:

□ subheading □ information □ recommend □ aim

1. You might be asked to write a report when a person in authority needs _____.
2. In the first line of the introduction, you should say what the _____ of the report is.
3. A report should be divided into paragraphs, each with a clear _____ on the left.
4. At the end of the report, you will probably be asked to _____ what should be done.

Have you ever been asked to write a report in English?

Put the essential stages of successful report writing described below into the right order:

□ analysing your material;
□ gathering and selecting information;
□ organising your material;
□ reviewing and redrafting;
□ understanding the report brief;
□ writing the report.

## 1. REPORT EXAMPLE

*1.1. Read this report. Can you guess:*

a) who has commissioned the report and why?
b) who will read the report?

**ELECTRO Mobiles**
*The best in mobile phone technology*

**REPORT ON PROPOSED INTERNSHIP PROGRAMME**

**Introduction**
The purpose of this report is to consider the advantages and disadvantages of recruiting interns into the company. I have discussed the issue with a number of companies who accept interns and interviewed local colleges and universities who would wish to collaborate with us.

**Advantages**
The main advantages are:
1. lower recruitment and labour costs
2. we have the opportunity to train highly motivated graduates
3. we benefit from fresh, new ideas
4. we establish a pool of potential employees who have demonstrated their abilities
5. it provides good publicity for our company

**Disadvantages**
Most employers I interviewed agreed that the biggest disadvantages of an internship programme are:
1. the extra workload it places on managers to train and monitor interns
2. some interns lose motivation if they realize there is no prospect of full employment when the programme finishes

**Conclusion and recommendation**
Clearly, there are risks attached to setting up an internship programme but on the whole everyone agrees that the benefits would far outweigh the disadvantages and that we should trial a scheme for a limited period.

*1.2. Look at the structure of the report and put its parts in the correct order.*

CONCLUSION □
TITLE □
MAIN SECTION □
INTRODUCTION □

*1.3. Under which heading does the writer talk about:*

a) why internships would be good for the company?
b) the aims of the report?
c) how the benefits are greater than the risks?
d) how the information was obtained?
e) how internships could cause problems for the company?

*1.4. Which things are used to make the report easier to read?*

bullet points □
underlining □
numbers □
headings □

*1.5. Which of these best describe the style of the report?*

impersonal and formal □
personal and informal □
clear and neutral □
balanced, showing positive and negative points fairly □

*1.6. Match these phrases from the report with the descriptions.*

| | |
|---|---|
| a *on the whole* | 1. Stating the aim |
| b *clearly* | 2. Saying what people said |
| c *we should* | 3. Showing your attitude indirectly |
| d *everyone agrees that* | 4. Making a generalization |
| e *the purpose of …is to…* | 5. Recommending |

## 2. WRITING A REPORT

*2.1. A local university is worried that its current sports facilities might not meet the needs of students and staff. You have been asked to write a sport report on the situation and suggest appropriate action to take. Read comments from staff and students and make notes on points to use in your report.*

**Student A.** Yes, I use the swimming pool but it's only 15 metres long, far too small. It gets very crowded and when it's busy you can't really swim. One college l've been to has an Olympic-size pool which is 50 metres long!

**Student B.** The sports hall? It's a joke! What can you do there? Only netball and volleyball. I'm in the badminton club and we have to use the courts in town. And it's far too small for things like five-a-side football. The university needs to spend some serious money – we need a real sports hall desperately.

**Student C.** The gum? Great!

**Staff Member A.** Yes, I like the gum. It's got about 100 fitness stations I think, so it's big enough.

**Student D.** Yes, I like the gym too.

**Staff Member B.** Tennis? No, I never use the courts. Every time I try they're booked solid. There are only three. And the students who use them complain – they say they're in a bad way. They need repairing. I don't know what they mean by that - you'd have to ask them.

**Student E.** The tennis courts? Oh, no. They're in a terrible state. The university needs to spend a lot of money on them – and we need more.

*2.2. Which of these will you recommend?*

NO ACTION NEEDED □
MAJOR INVESTMENT □
MINOR IMPROVEMENTS □
SET UP A COMMITTEE TO MAKE PROPOSALS □
SEEK EXTERNAL FUNDING □

*2.3. Which of these would make good headings for the main body of the report?*

ADVANTAGES □
DISADVANTAGES □
THE WAY FORWARD □
FUTURE FACILITIES □
PROBLEMS □
STRENGTHS AND LIMITATIONS □
CURRENT FACILITIES □
RAISING MONEY □
OVERVIEW □
INTRODUCTION □
INTERVIEWS □

*2.4. Which paragraph plan is the most suitable?*

| a) | b) | c) |
|---|---|---|
| Introduction | Introduction | Interviews |
| Disadvantages | Current facilities | Problems |
| Advantages | Strengths and limitations | Future facilities |
| The way forward | Recommendations | Raising money |

*2.5. Decide on your layout. How will you list points? How will you highlight headings?*

*2.6. Write a draft of your report. Check to make sure:*

a) All the information is relevant.
b) You have avoided repetition.

c) Positive and negative points are balanced.
d) Different viewpoints are represented fairly.
e) Your report is organized so that it is easy to read (*e.g.* there are headings / subheadings, the points are numbered or have bullet points).
f) Your style is clear and neutral and you have avoided personal comments.
g) You have avoided contractions, abbreviations, idioms and colloquial expressions.

## 3. EDITING REPORTS

*3.1. You have been asked to write up these notes in the form of a report. The report should have the following title:*

*REPORT ON MAIN CURRENT ENVIRONMENTAL ISSUES FACING OUR COUNTRY*

*Read the notes and answer these questions.*

1. What are the three main problems?
2. What successes have there been?
3. Is enough done to improve the situations?

*Air pollution – (too many old vehicles) big problem > disease / respiratory problems (recent controls have slightly improved air quality but…)*

*Water – on an we use 300 hrs a day / recently population > far more water taken from ground than replaced by rainfall water companies replacing piping to reduce leaks*

*Tourism – too many (sites of natural beauty being destroyed) govern launched eco-tourism programme wants tourists to respect environ.*

*Last few years economy > but too little protection for environ. Some successes but more to be done. Dangers to human health/life in gen.*

*3.2. Read the unedited report below and answer the questions.*

1. Is there a clear overall structure to the report?
2. Has the writer used subheadings below the main headings?
3. Is there an introduction and a conclusion?
4. Is the style always clear and neutral, and appropriate for a report?
5. Has the writer avoided contractions (*e.g.* we'd), note-like phrases and abbreviations?
6. Can you find at least one example of incorrect grammar and two examples of incorrect punctuation and spelling?

## MAIN PROBLEMS

**AIR POLLUTION**

Air pollution – serious problem in all the big cities, not just ours – mainly because of exhaust fumes, it is a major cause of disease and respiratory probs.

**WATER**

The average citizen in our lovely country uses 300 ltrs. a day, and now that there are more us here than there used to be, we're taking far more water from the ground than goes back in when it rains

**TOURISM**

Because of the number of tourists visiting our country they are destroying sights of nat. beauty

**SUCCESSES**

The air quality's getting a bit better thanks to the recent controls on vehicles.

The water companies replacing pipes to reduce the no. of water leaks.

The government has launched an eco-tourism programme which aim to get tourists to respect environ.

*3.3. Now write an improved version of the report. Remember to include an introduction and a conclusion.*

*3.3. Check your report. Use the questions in Exercise 3.2. to help you.*

*3.4. Work in groups of four to write a report on the main environment problems in your country.*

# REVIEW
# UNITS 4-6

*1. Reduce this extract from a newspaper article to about 40 words by completing the gaps in the summary.*

**MONEY CAN'T BUY HAPPINESS**

The Beatles told us that money can't buy love, but it takes an economist to tell us that it can't buy happiness. A new index of well-being shows that the world's wealthiest countries do very badly when it comes to true contentment.

The index attempts to measure how well countries use their resources to deliver longer lives, greater physical well-being and satisfaction. It finds that true happiness can be had on the Pacific island of Vanuatu which comes out as number one.

By contrast the Group of Eight (G8) rich nations, whose leaders gather for their annual summit in St Petersburg this weekend, languish near the bottom of the list.

*Some research published this week shows that you don't _____ (maximum 7 words). On the list of the world's _____ (maximum 2 words) the richest countries _____ (maximum 4 words) and the tiny Pacific island of Vanuatu _____ (maximum 2 words).*

*2. Choose one of the following essay questions and write the opening and closing paragraphs of your answer.*

***a) The best way to reduce the number of private cars on public roads is to charge motorists for every kilometer they drive. What are your opinions?***

***b) Children spend too long in compulsory education and should be allowed to leave school and start work at the age of 14. What are your views?***

_____
_____
_____
_____
_____
_____
_____
_____
_____

*3. This is a part of a report about current shopping habits in a town. Complete the sentences with words and phrases given below.*

| | | |
|---|---|---|
| ***significant*** | ***gave out questionnaries*** | ***interviewed*** |
| ***majority of*** | ***included*** | ***convenience*** |
| ***disappointed*** | ***although*** | ***purchases*** |
| ***savings*** | | |

The vast **(a)** *majority of* shoppers questioned said they still used shops in the town centre but a **(b)** _____ percentage (40%) said they had also made **(c)** _____ on the internet in the last three months. The reasons they gave **(d)** _____:
1 **(e)** _____: it was easier to shop online than to shop in town
2 cost: they were able to make **(f)** _____ by shopping online, **(g)** _____ some said they had been **(h)** _____ by high shipping costs.

## СПИСОК ЛИТЕРАТУРЫ


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