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Факультет іноземних мов
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PRACTICAL ENGLISH in USE

НАВЧАЛЬНИЙ ПОСІБНИК ДЛЯ СТУДЕНТІВ ІV КУРСУ ФАКУЛЬТЕТІВ
ІНОЗЕМНИХ МОВ

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PREFACE/ПЕРЕДМОВА

Посібник до навчальної дисципліни «Практика усного та писемного мовлення» є додатком до базового підручника «Speak Out. Advanced» авторів А. Клер та Дж. Вілсона. Видання 3-тє перероблене та доповнене. Він має на меті поглибити та розширити знання здобувачів вищої освіти з основних видів навчальної діяльності, передбачених програмою:

- написання есе, описів, різних типів листів, огляду на прочитану книгу, тощо;
- розвиток комунікативної ситуації на основі вивченого матеріалу;
- поглиблення та розширення навичок читання й аналізу художнього твору у здобувачів вищої освіти;
- організація самостійної роботи студентів над художнім текстом, що сприяє формуванню навичок усного та писемного мовлення;
- реалізація розуміння змісту твору чи відео в обговоренні актуальних проблем.

Посібник складається з семи частин:

1. *Завдання до лабораторних робіт* включають завдання, які відповідають тематиці десяти модулів базового підручника і розроблені з метою поглиблення й уточнення знань здобувачів вищої освіти, отриманих ними на практичних заняттях та в процесі самостійної роботи над змістовими модулями; формування інтелектуальних умінь і навичок планування, аналізу та узагальнення, тощо.

Посібник призначений для здобувачів вищої освіти ІV курсу факультету іноземних мов, проте може використовуватися у процесі викладання практичного курсу англійської мови у групах з додатковою спеціалізацією «Англійська мова».

2. *Домашнє читання* містить завдання, основані на 5-ти частинах 13-ти розділів книги Оскара Уальда «Портрет Доріана Грея».

3. *Домашній перегляд* містить завдання для виконання здобувачами вищої освіти після перегляду запропонованих фільмів.

4. *Письмові завдання* містить загальні рекомендації щодо структури письмових робіт різних видів.

4. *Інтерпретація оповідання* знайомить з основними підходами до інтерпретації художнього твору, містить характеристику структурних компонентів твору та способів їх аналізу; розкриває сутність основних стилістичних засобів, містить схему інтерпретації творів художнього стилю.

5. *Лексичний мінімум* містить слова, вирази, транскрипцію та визначення слів, які використовуються при вивченні тем десяти змістових модулів базового підручника, передбачених програмою та сприяють розвитку комунікативної ситуації на основі матеріалу підручника:

- Походження
- Власна думка
- Місця світу
- Правосуддя
- Таємниці
- Тенденції
- Свобода вибору
- Час
- Натхнення
- Кругозір

6. *Перелік комунікативних ситуацій* містить список розмовних ситуацій для семестрового екзамену.

7. *Список неправильних дієслів* містить таблицю неправильних дієслів.

TASKS TO LABORATORY WORKS



Part I. TASKS TO LABORATORY WORKS

Unit 1. Origins

Laboratory work “Santa Claus is real”

You may think of Santa as living at the North Pole. But this Santa Claus lives in the USA. Is he real? Watch the video to find out!

Task 1. Match the definitions with the vocabulary

Vocabulary

Definition

- | | |
|--------------------------------------|--|
| 1. a pickup truck | a. the outside space behind a house |
| 2. vanity plates | b. licence plates with a personalised combination of letters and numbers |
| 3. an exaggeration | c. a vehicle with an open part at the back |
| 4. to be into something | d. to like something; to be interested in something |
| 5. a backyard | e. to be willing to give your time and energy to something |
| 6. to be committed to something | f. a way of making something bigger, better, etc. than it really is |

Task 2. Circle the right answer.

- Where does Santa Claus live?
a. On Long Island b. In Icelan c. At the North Pole
- What vehicle does Santa Claus drive?
a. A sleigh b. A motorbike c. A pickup truck
- What was Santa’s name before he was called Santa?
a. Nicholas b. Frank c. Chris
- How long has Santa been married?
a. 13 years b. 23 years c. 33 years

5. How long has he been Santa?
 a. Almost two years b. Almost 10 years c. Almost 20 years
6. How many tattoos does Santa have?
 a. Zero b. Three c. Five
7. What does Santa love?
 a. Barbecuing b. Making toys c. Reading
8. What does Santa have in his backyard?
 a. A sleigh and reindeer b. A tiki hut and a pool
 c. A table and chairs

Task 3. Write the words in the gaps to complete the sentences.

committed	into	legal	name
planet	refrigerators	suit	traditional

1. This man's name is Santa Claus.
2. This Santa is not like the Santa.
3. His wife didn't want to change her
4. His photo is on thousands of
5. He designed his own
6. He's very zombies.
7. He's fully to being Santa.
8. The poem says that Santa is the 'most loved person on the.....' .

Task 4. Discussion

1. What do you think about the Santa Claus in the video? Would you ever legally change your name?
2. Do you have a common or an unusual name? Do you like your name?
3. Do you think names shape our personality? To what degree?
4. What are some interesting nicknames that you have heard?
5. What do you think of parents who make up unique names for their children?

Unit 2. Opinion

Laboratory work “How these women changed science forever”

This video honours the great women of science who have changed the world forever! How many of these famous female scientists do you know about?

Task 1. Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. groundbreaking
2. to make a contribution to
3. to bombard
4. tremendous
5. chromosome
6. pigmentation
7. a primatologist
8. to be an advocate for

Definition

- a. someone who studies primates (e.g. chimpanzees, apes, etc.)
- b. extremely great, important or strong
- c. using new methods, or achieving new results
- d. the natural colour of something, for example someone’s skin
- e. to publicly support
- f. a string of DNA, important for the development and functioning of living things
- g. to attack by hitting repeatedly
- h. to help achieve something or make it successful

Task 2. Write the name of the scientist who made the discovery or achievement

Marie Curie Rosallind Franklin Jane Goodall Barbara McClintock
LiSA Meitner

1. Discovered protactinium

.....

2. Discovered polonium and radium

.....

3. Discovered that chimpanzees could make and use tools
.....
4. Won the Nobel Prize in Medicine
.....
5. Founded a non-profit organisation
.....
6. Awarded the Nobel Prize in Physics
.....
7. Discovered nuclear fission, which led to the development of the atomic bomb
.....
8. Discovered that genetic information is not stationary
.....
9. Discovered the double-helix structure of DNA
.....
10. Became an advocate for conservation
.....

Task 3. Write if the sentences true or false

1. Lisa Meitner worked alone.
2. Some people were worried about Lisa Meitner's findings.
3. Barbara McClintock's achievement was recognised immediately.
4. Rosalind Franklin showed her important findings to Watson and Crick.
5. Rosalind Franklin was recognised for her contribution to science during her lifetime.
6. Jane Goodall's findings showed that chimpanzee and human behaviour is often similar.

Task 4. Discussion

1. Which of the researches in the video are the most important for the humanity?
2. Which finding do you think is the most interesting?

Unit 3. Places

Laboratory work “The salt hotel”

Task 1. Match the definition (a-h) with the vocabulary

Vocabulary

1. unique
2. copper
3. corrosion
4. salt flat
5. altitude
6. to destroy
7. handicrafts
8. a specialist

Definition

- a. an area of flat land naturally covered with salt
- b. very special and unusual
- c. someone who is an expert in a particular subject
- d. things that people make using their hands
- e. the height of a place above sea level
- f. damage caused to metal
- g. a red-brown metal
- h. to ruin

Task 2. Choose the best answer to fill in the gaps.

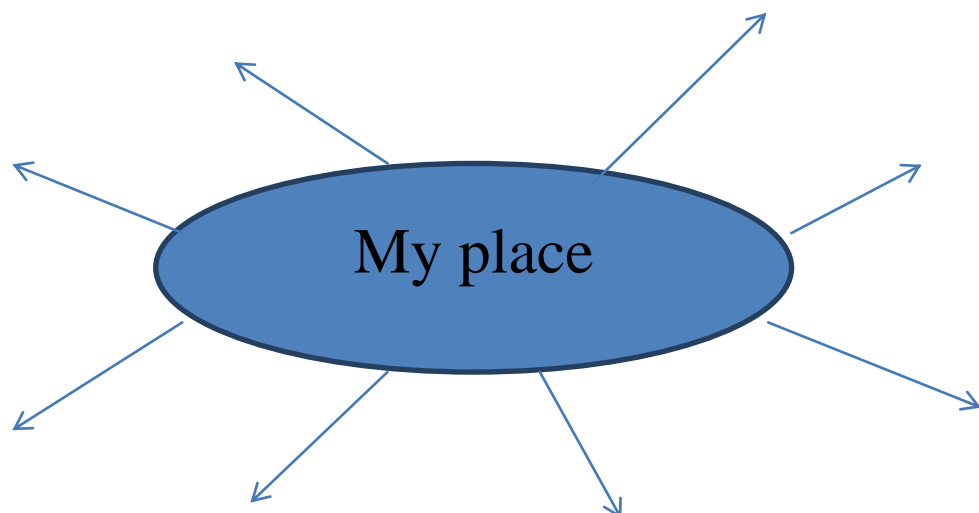
1. The hotel is made *out of bricks / out of salt / out of sediment* .
2. The small lines in the salt bricks represent the *summer / hot / rainy* season and the sediment in the salt.
3. According to Dario Lora, the salt flat is the biggest in the world and it covers *12,000 / 20,000 / 2,000* square kilometres.
4. The local people from Colchani specialise in making *hands out of salt / handicrafts out of salt / food dishes made with salt* .
5. The salt hotel is situated at a high altitude above sea level. It's *less than 3,000 metres / more than 3,000 metres / 2,000 metres* above sea level.
6. Quinoa is a popular dish in *Burma / Bulgaria / Bolivia* .
7. The salt used in the dishes has a better flavour because *it's whiter and is more pure / it's stronger and is more pure / it's stronger but is less pure* .

8. The salt bricks are constantly having to be changed around the hotel because *the weather in the rainy season / the weather in the dry season / the rain in the dry season* destroys the salt bricks.

Task 3. Discussion

1. Would you like to visit a hotel made out of salt?
2. Have you ever stayed in an unusual hotel?
3. What place on the planet would you like to visit and why?
4. What do you need before you can travel to another country?
5. What is the most interesting city to visit in your country?
6. What is the most interesting souvenir that you have ever bought on one of your holidays?
7. Would you rather visit another country or travel within your own country?
8. Would you rather go to a place where there are a lot of people or to a place where there are few people?
9. Do you think tourism will harm the earth?
10. What kinds of places do you like to visit while you are on holiday?
11. Do you have any favourite green spaces?

Task 4. Make up the association tree with the words “ My place”



Unit 4. Justice

Laboratory work “A court case”

Task 1. Listen to the text. Pick up from the dialogue the vocabulary concerning Courts & Trials.

Task 2. Find in the text similar constructions:

Model : They are the people. She saw them. - *They are the people she saw.*

Task 3. Change the following sentences as in the model:

1. She's the girl. He kissed her.
2. Those are the shoes. He was wearing them.
3. That's the house. He's going to buy it.
4. That's the book. She's been reading it.

Task 4. Make up and dramatize short dialogues on the subject Courts & Trials making use of the pattern (model).

Task 5. Study, transcribe and memorize the following courtroom expressions:

COURTROOM EXPRESSIONS

Your honour	Ваша честь
Will the court please rise	Встати, суд іде
The State of... versus Mr.... /The State is pressing charges against	Штат... звинувачує...
May we now hear from the prosecution./ defence	Слово надасться обвинуваченню /захисту
The defendant is charged with...	Підсудний звинувачується в...
The witness is yours.	Можете допитати свідка
Hearsay evidence	Докази з чужих слів
Call the next witness	Викликати наступного свідка
I rule this is inadmissible evidence	Доказ не приймається
How do you plead?	Ви визнаєте себе винним?

May I examine the affidavit?	Можна ознайомитися з письмовими свідченнями?
Please stick to the facts	Дотримуйтесь фактів
Are you prepared to repeat that allegation in this court of law?	Чи готові ви повторити це звинувачення в залі суду?
Is there any doubt in your mind...?	Чи є у вас щодо цього будь-які сумніви?
New evidence	Новий доказ /нове свідчення
Evidence to be heard	Вислухати свідчення
You may not ask leading questions	Не задавайте навідних запитань.
The trial will be subject to due process.	Засідання буде проведене відповідно до процедури
Objection! Objection overruled. Objection sustained.	Заперечення Заперечення відхилене. Заперечення прийняте
Please swear in the witness.	Приведіть свідка до присяги.
Please tell the court...	Розкажіть суду
The case is dismissed...	Справу припинено...
And how did you obtain that information?	Як ви отримали цю інформацію?
I hand the witness over to the...	Передаю свідка...
The defendant is acquitted/found guilty of ...	Підсудного виправдано /визнано винним...
The defence rests	Захист закінчив
Order in court!	Дотримуйтесь порядку!
I promise to tell the truth, the whole truth, and nothing but the truth.	Обіцяю говорити правду, тільки правду і нічого, крім правди
To post bail	Внести заставу
The jurisdiction of this court is....	Юрисдикція цього суду...

Unit 5. Secrets

Laboratory work “When do children learn to tell lies”

Task 1. Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to sneak in
2. to work out
3. rigged
4. to be somebody's fault
5. to get caught
6. resourceful
7. complicit
8. to get away with it

Definition

- a. included in a plan to do something wrong
- b. to be identified as the person who did something wrong
- c. to find a solution after thinking
- d. to be the person who caused a certain problem or mistake
- e. to enter a place in a quiet, secret way
- f. able to find solutions to problems, even when in a new situation
- g. prepared in a dishonest way, so that a certain result will happen
- h. to escape punishment for having done something wrong

Task 2. Circle the best answer to complete the sentences.

1. The children say that the chocolate cake was touched by ...
 - a. both people and animals.
 - b. other people.
 - c. some animals.

2. The psychologist says that lying is important because it shows that children can ...
 - a. escape dangerous situations.
 - b. learn skills for their future work.
 - c. understand other people.

3. The psychologists agree that four-year-olds are usually ...
 - a. not able to lie.

- b. very skilled liars.
- c. very subtle liars.

4. When asked about the sweets on the floor, the four-year-old blonde boy (Elie) accepts ...

- a. all the responsibility.
- b. none of the responsibility.
- c. partial responsibility.

5. After the six-year-olds eat the sweets, they feel ...

- a. a sense of panic.
- b. confident that they can invent lies.
- c. wonderful.

6. The psychologist says that the six-year-olds have learned that lying is

- a. a group effort.
- b. very easy.
- c. wrong but necessary.

7. When asked about the sweets on the floor, one of the six-year-old boys accepts ...

- a. all the responsibility.
- b. none of the responsibility.
- c. partial responsibility

8. The two psychologists agree that when children learn to lie, the parents will probably have ...

- a. a sense of happiness.
- b. a sense of worry.
- c. mixed feelings.

Task 3. Complete the sentences with the words in the box.

complicit	fault	trouble	work	rigged
-----------	-------	---------	------	--------

1. Lying is a really important developmental skill. It tells us that the children can out what's in someone else's mind.

Unit 6. Trends

Laboratory work “Fashion and hoodie”

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

- | | | | |
|--------|---------------------|----|---|
| 1..... | an athlete | a. | a type of jumper, usually made of cotton, which people often wear to do sport |
| 2..... | a myth | b. | a person who does a lot of sports, perhaps as a professional |
| 3..... | a blank canvas | c. | an idea which a lot of people believe but which is not true |
| 4..... | a sweatshirt | d. | to show that a given idea or belief is not true |
| 5..... | to outlaw something | e. | a piece of material which is completely white, before an artist paints on it |
| 6..... | to debunk something | f. | expensive, extravagant and eye-catching |
| 7..... | flashy | g. | the condition of not being known |
| 8..... | anonymity | h. | to prohibit or ban something |

Task 2. Circle the appropriate answer.

1. The origin of the hoodie is from sports / the workplace / university campuses
2. It is a fact / partially true / false that 50–70 per cent of the heat from our bodies escapes through our heads.
3. The hoodie is ideal for printing because it provides a big, empty /

colorful / rectangular space for letters or pictures.

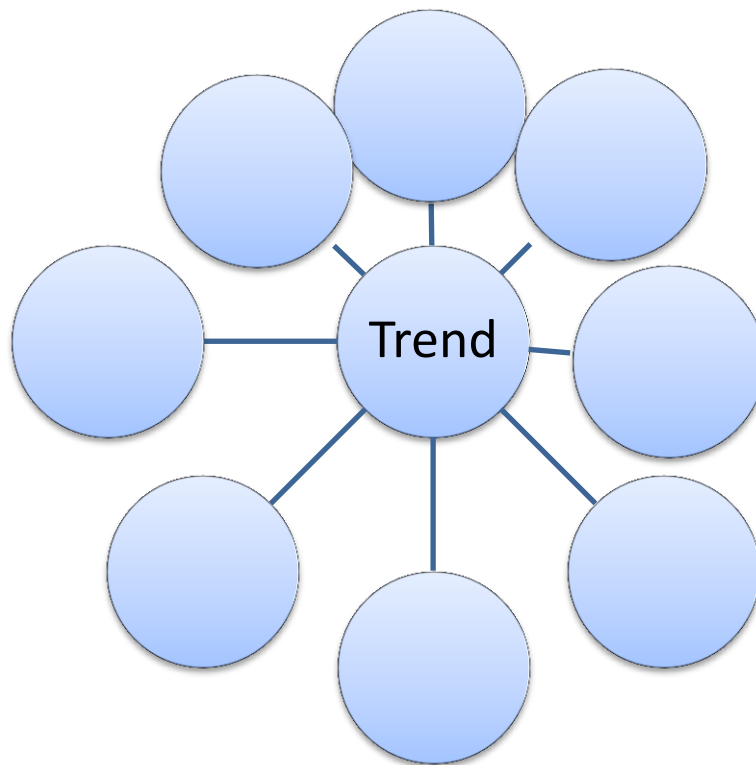
4. The presenter says that the hoodie was designed to be comfortable, rather than formal / expensive and obvious / cheap and low in quality.

5. The presenter says that some people think that wearing hoodies in public should not be encouraged / allowed / questioned.

6. The presenter mentions Mark Zuckerberg as an example of the similar / different / unique social prejudices towards people wearing hoodies.

7. In the presenter's opinion, the hoodie is comfortable, fashionable and practical / exclusive / universal

Task 3. Make up the association tree with the word “ Trend”



Task 4. Speak on your favorite fashion trends.



Unit 7. Freedom

Laboratory work “What is freedom?”

Task 1. Translate the following words into Ukrainian

Rights, restricted, democracy, free speech, equality, apartheid, forced labor, surveillance, campaigned, confidential, regime.

Task 2. Listen to the conversation between Rob and Finn and answer the questions

1. What is the subject of their discussion?
2. The people of which country came out as number one, in terms of having the most freedom?
3. What should any system of democracy automatically include?
4. In what country did apartheid start?
5. What is possibly the most personal example of having your freedom restricted by Finn’s opinion?
6. According to Rob’s words, in what way, have people around the world fought to win their freedom?

Task 3. Discussion

1. What does freedom mean to you?
2. How do you define being free? Are you free?
3. Is freedom at risk? If so, what are you concerned about?
4. What grey areas do you see when you think about this topic? How would you resolve them?
5. What type of “harm” gives one the right to limit another’s freedom?
6. What is freedom of speech?
7. Is complete freedom of speech possible? If it was, would it be desirable?
8. Who should decide on the limits of freedom? How?
9. Are you tolerant of hearing ideas which are against yours? What's your first reaction?
10. To what extent are you free in your family to express your ideas?

Unit 8. Time

Laboratory work “Communication in the digital world”

Task 1. Match the two parts of the phrases and write a–f next to the numbers 1–6.

- | | |
|-------------------------|---------------------------------------|
| 1..... update | a. touch with everyone |
| 2..... be glued | b. on having fun |
| 3..... pay | c. to the screen |
| 4..... it’s not the end | d. your status |
| 5..... stay in | e. attention to what someone’s saying |
| 6..... miss out | f. of the world |

Task 2. Match the ideas to the speakers and write a–h next to the numbers 1–8.

- | | |
|------------------|---|
| 1..... Speaker 1 | a. Has recently learned about some of the negative effects of excessive online communication. |
| 2..... Speaker 2 | b. Is suffering from the fear of missing out. |
| 3..... Speaker 3 | c. Has witnessed great changes in the way we communicate over recent years. |
| 4..... Speaker 4 | d. Thinks that the amount of time teens spend online is alarming. |
| 5..... Speaker 5 | e. Is quite happy for any photos of themselves to be posted online. |
| 6..... Not said | f. Thinks limiting teenagers’ access to technology is unfair. |
| 7..... Not said | g. Wishes people would talk more in person. |
| 8..... Not said | h. Enjoys being able to contact all friends with the same message at once. |

Task 3. Circle *True* or *False* for these sentences.

1. Speaker 1 likes to know as soon as they get a new message.
True *False*
2. Speaker 2 thinks the most annoying thing is when people use their phone in meetings.
True *False*

3. Speaker 3 says that FOMO, or fear of missing out, is more common among teens.

True False

4. Speaker 4 thinks that young people today are aware of the drawbacks of online communication.

True False

5. Speaker 5 has made a lot of new friends thanks to online communication.

True False

Task 4. Discussion

1. Do they express any views that you agree or disagree with? Why?

2. What do you think about online and real life communication in the modern world?

3. Do you wear a watch?

4. If you could freeze time, what would you do?

5. If you had more free time, how would you spend it?

6. Are you good at managing your time?

7. What do you consider to be a waste of time?

8. When does time go quickly or slowly for you?

9. Are you usually on time for events and appointments?

10. When was the best time of your life?

11. If you had a time machine which period would you visit?

Unit 9. Inspiration

Laboratory work “Art or vandalism?”

Task 1. Translate the following words into Ukrainian and find their definition

defaced	dark and serious
sombre	wrote over and ruined
movement	a type of toilet for men
inspiration	being excited by something enough to try yourself
surrealist	deliberately destroying objects
urinal	group of artists who produce work based on a common philosophy
vandalism	art based on the unconscious mind

Task 2. Answer the following questions on the text.

1. What is the best example of late American artist's sombre?
2. What is Yellowism? Who is its author?
3. In 1917, Duchamp bought something which became the piece of art? What is it?
4. What is the highest price ever paid for a painting was for Paul Cezanne's 'The Card Players'?
5. What does Pablo Picasso's picture “Guernica” symbolize?

Task 3. Creative task

What artists inspire you with their pieces of art? Prepare the information about one of them.

Task 4. Look at two pictures of abstract art. What is your opinion of them?



Mark Rothko's "The Seagram Murals"



Pablo Picasso's "Guernica"

Unit 10. Horizons

Laboratory work “Odd job interviews”

Task 1. Translate the following words into Ukrainian and find their definition

grilled	money or gifts you give someone to try and make them do something
interviewers	different from what is usual or normally expected
interviewees	feeling you have lost respect for yourself and from other people
position	pretending to be someone else to act out a pretend situation
degraded	people who are being interviewed
humiliated	making someone feel relaxed
put on a brave face	hide your feelings of being upset or disappointed
unorthodox	people who interview someone for a job
recruiting	the process of finding and employing someone to work for a company
leave/ make a lasting impression	feeling embarrassed and ashamed
breaking the ice	behave in a way that makes people remember good things about you for a long time
role playing	job in a company
bribe	(here) asked lots of difficult questions

Task 2. Look at this. Comment on grammar.

I'm interested. I've applied.

I'm not interested. I haven't applied.

If they offer enough money, I'll

If they offered more money, I'd

accept the job.
If they don't pay more, I won't
accept the job.
Unless they pay more, I won't
accept the job.

apply.
If they didn't offer enough, I
wouldn't accept the job.
Unless they offered more, I
wouldn't accept the job.

Do exercise. Present it in a form of a dialogue.

Model: - Could you ever kill a person?

*- Not unless they tried to kill me. I wouldn't do it unless they tried to
kill me.*

What about these things?

Would you ever steal food? /rob a bank? /hit someone? /eat a cat?
/ jump from a high building?/ take your clothes off in the street?/ jump
with a parachute?/ have a heart transplant?

**Task 3. Listen to the interview about odd jobs. Here is the list of odd
jobs. Prepare and present the information about one of the list.**

1. Professional Organizer of Children's Summer Camp Luggage. ...
2. Human Prop. ...
3. Professional Sleeper. ...
4. Professional Cliff Diver. ...
5. Professional Iceberg Mover. ...
6. Paint Drying Watcher. ...
7. Professional Hitchhikers. ...
8. Full-Time Barbecue Editor.
9. Professional Mourner
10. Junior Lego Model-Maker

Task4. Agree or disagree

“A well-ordered life is like climbing a tower; the view halfway up is
better than the view from the base, and it steadily becomes finer as the
horizon expands.”

William Lyon Phelps.

HOME READING
“THE PICTURE OF DORIAN GRAY”
BY OSCAR WILDE



PART II. HOME READING

“THE PICTURE OF DORIAN GRAY” BY OSCAR WILDE

The Picture of Dorian Gray, a moral fantasy novel by Irish writer Oscar Wilde, published in an early form in Lippincott’s Monthly Magazine in 1890. The novel, the only one written by Wilde, had six additional chapters when it was released as a book in 1891. The work, an archetypal tale of a young man who purchases eternal youth at the expense of his soul, was a romantic exposition of Wilde’s own Aestheticism.

Part I

1. Read chapters 1-3.

2. Who says these sentences? Point the name of the speaker from the story.

- “It is your best work Basil, the best thing you have ever done”.
- “I really can’t exhibit it. I have put too much of myself into it”.
- “Charming boy. I do not know what he does – I think he does not do anything”.
- “I choose my friends for their beauty and my enemies for their intelligence”.

3. Read the questions and choose the correct answer.

1. Where is the portrait of the beautiful young man?
 - a) in the garden
 - b) to the left of the studio
 - c) in the centre of the studio
2. Why does Basil Hallward refuse to show the painting?
 - a) it has no soul
 - b) it shows too much of Basil’s soul
 - c) it shows too much of Dorian's soul
3. How does Basil paint after meeting Dorian?
 - a) in a new way
 - b) every day
 - c) with great soul
4. Where did Lord Henry first hear Dorian Gray’s name?
 - a) from Basil
 - b) from the butler

c) from his Aunt Agatha

4. What do you think about the following:

“People say sometimes that Beauty is only superficial. That may be so. But at least it is not so superficial as Thought. To me, Beauty is the wonder of wonders. It is only shallow people who do not judge by appearances. The true mystery of the world is the visible, not the invisible.”

“Whenever a man does a thoroughly stupid thing, it is always from the noblest motives”.

5. Write a dialogue between Dorian Gray and Lord Henry Wotton where the two men arrange to meet to go to the theatre. Remember to include where, at what time, how to arrive (on foot or by carriage?).

6. Answer the questions:

1. Describe Dorian & Basil’s meeting.
2. What was the reason not to exhibit the portrait?
3. What was your first impression of Basil? Describe his personality.
4. What was Dorian’s reaction on the picture when he saw it first?
5. How did Harry describe women?
6. Lord Henry (or "Harry") has some curious views on marriage and on the masses. What are those views? Does Lord Henry make a few good points about these issues
7. Who is Sibyl Vane? When did Dorian meet her?
8. Was Dorian’s love affair to Sibyl something serious? Can anyone really fall in love in such way?
9. Can body and soul be equal in the question of quality?
10. What was the description of sibyl Vane by Dorian?
11. Why did Basil felt that Dorian Gray would never again be to him all that he had been in the past?
12. What role does art play in *The Picture of Dorian Gray*? What are each of the three main characters' attitudes towards art? How do they think art functions in society?

13. What effect do Harry's arguments have upon Dorian? Describe the Faustian(selling the soul to the devil) bargain he makes.

14. Examine the master/disciple relationship that is becoming established between Dorian and Lord Henry. What seems to be the reward of this relationship for Henry?

Part II

1. Read chapters 4-6.

2. Comment

a) Lord Henry has told Basil that the portrait is “the real Dorian”. While he goes to the theatre with Dorian, Basil stays with “the real Dorian”. What do you think will happen to the relationship between the artist and Dorian? What will Dorian do with his portrait?

b) “Never trust a woman who wears mauve, whatever her age may be, or a woman over thirty-five who is fond of pink ribbons. It always means that they have a history.”

3. What do you think Basil means when he says these words to Lord Henry?

a) “When I like people enormously I never tell their names to anyone.”

b) “I knew that this boy would become my whole soul, my whole art itself.”

c) “Then I feel, Harry, that I have given my whole soul to someone who uses it like a flower to put in his coat on a summer's day.”

4. Wilde often overcame aesthetics and immoralism in his artistic work. In this regard, his tales are very characteristic. One of Wilde's literary teachers was H. C. Anderson, who in his work relied on folklore. What common things can you see in their works?

5. Answer the questions:

1.What is “rose-colored joy”? How did Dorian describe it?

2.How would you describe first meeting of a young actress and men?

3.Did she love her acting?

4.What do you think about their romance? Was it real?

5. Does Sibyl understand her relationship with Dorian in a mature way? Does she see him for what he is?
6. Did the changes in the picture impress Dorian?
7. What was the reaction of Dorian to the death of the girl?
8. Who was guilty by Lord Henry's words?
9. Did Dorian tell anyone about the changes in the picture?
10. No sooner has the ink dried on the contrite letter Dorian has written to Sibyl than Lord Henry shows up with the news that she has committed suicide. Follow out Henry's attempts to turn Dorian away from grief and remorse? With what arguments does he pursue his goal?

Part III

1. Read chapters 7-9.

2. How do you understand this quotation?

“Like Gautier, he was one for whom ‘the visible world existed.’”

3. What is the phenomenon of “Dandyism”? What do you know about it from history?

4. Comment

“But it appeared to Dorian Gray that the true nature of the senses had never been understood, and that they had remained savage and animal merely because the world had sought to starve them into submission or to kill them by pain, instead of aiming at making them elements of a new spirituality, of which a fine instinct for beauty was to be the dominant characteristic”.

5. Answer the questions:

1. How did Dorian describe Sibyl's death to Basil?
2. What secret did Basil have? What was his confession?
3. Who is Leaf? How did Dorian's attitude differ from others to this person? Why?
4. What did Lord Henry send to Dorian? Did he like the present?
5. Dorian always told that he wanted “to know the life”. In what way?
6. Why was Dorian “an alien to his nature”?
7. Did he believe in God? Why did he choose Catholic communion?

8. What passions did he have?
9. What was the influence of Lord Henry on Dorian?
10. Why did he study Jewelers?
10. Were his passions only negative?
11. Could he be happy fully? Did Dorian have any fears?
12. What rumors and stories were about his personality? How did he hit people?

Part IV

1. Read chapters 10-13.

2. In the mouth of Lord Henry O. Wilde put his favorite paradox: "The only way to get rid of temptation is to succumb to it." Think about how this paradox is revealed by the example of the image of Dorian Gray?

3. Think, can it be said that Lord Henry set the experiment on Dorian Gray?

4. Do you agree with the following:

"There are no temptations there. That is the reason why people who live out of town are so uncivilized. There are only two ways, as you know, of becoming civilized. One is by being cultured, the other is by being corrupt. Country-people have no opportunity of being either, so they stagnate."

5. Answer the questions:

1. Why do you think Lord Henry chose Dorian?
2. Why did Basil come to Dorian at night?
3. What did Dorian's friendship bring to people?
4. Why did the artist have a quarrel with a young man?
5. What was Basil's attitude to a picture? Did it change after last watch?
6. Describe Dorian's feelings after murder.
7. Who is Alan Campbell? What was the purpose of their meeting?
8. Does Lord Henry understand more about Dorian than Dorian understands about himself? Why (not)?

9. Will a person necessarily commit a moral decline if he feels his impunity? Is a crime always (should be sedated) punishment?

6. Discuss

Discuss Dorian's life and why Lord Henry tells him, "Life has been your art."

7. Comment

"The beauty of the soul gives charm to even a nondescript body, just as the ugliness of the soul puts some special imprint on the most magnificent addition, which excites inexplicable disgust in us".

G. Lessing

Part V

1. Role-play any episode from the book. (30-35 min.)

2. Answer the questions:

1. In the preface (be sure to read this), Wilde writes that "there is no such thing as a moral or immoral book." In other words, art has no effect, other than aesthetic, on individuals or society. Do you agree with Wilde's premise? Does this novel adhere to his statement?

2. Discuss Dorian's portrait. What does it represent? What does it suggest about the effect of experience on the soul? Why does Dorian hide it in the attic?

3. Discuss in a group:

- the difference of a film and a book;
- did you expect such ending?
- alternative endings;
- Dorian's scandalous behavior shocks his peers, yet he remains welcome in social circles? Why? What is Wilde suggesting about "polite" London society?

- talk about the role of the Yellow Book;
- is this book immoral?

4. Write a book review

BOOK REVIEW

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. This handout will focus on book reviews. For a similar assignment, see our handout on literature reviews.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion. See our handout on argument

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.

- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.

- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Developing an assessment: before you write.

There is no definitive method to writing a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft.

What follows is a series of questions to focus your thinking as you dig into the work at hand. While the questions specifically consider book reviews, you can easily transpose them to an analysis of performances, exhibitions, and other review subjects. Don't feel obligated to address each of the questions; some will be more relevant than others to the book in question.

- **What is the thesis or main argument of the book?** If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?

- **What exactly is the subject or topic of the book?** Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?

- **How does the author support her argument?** What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?

- **How does the author structure her argument?** What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?

- **How has this book helped you understand the subject?** Would you recommend the book to your reader?

Beyond the internal workings of the book, you may also consider some information about the author and the circumstances of the text's production:

• **Who is the author?** Nationality, political persuasion, training, intellectual interests, personal history, and historical context may provide crucial details about how a work takes shape. Does it matter, for example, that the biographer was the subject’s best friend? What difference would it make if the author participated in the events she writes about?

• **What is the book’s genre?** Out of what field does it emerge? Does it conform to or depart from the conventions of its genre? These questions can provide a historical or literary standard on which to base your evaluations. If you are reviewing the first book ever written on the subject, it will be important for your readers to know. Keep in mind, though, that naming “firsts” – alongside naming “bests” and “onlys” – can be a risky business unless you’re absolutely certain.

Finally, a few general considerations:

• Review the book in front of you, not the book you wish the author had written. You can and should point out shortcomings or failures, but don’t criticize the book for not being something it was never intended to be.

• With any luck, the author of the book worked hard to find the right words to express her ideas. You should attempt to do the same. Precise language allows you to control the tone of your review.

• Never hesitate to challenge an assumption, approach, or argument. Be sure, however, to cite specific examples to back up your assertions carefully.

• Try to present a balanced argument about the value of the book for its audience. You’re entitled—and sometimes obligated—to voice strong agreement or disagreement. But keep in mind that a bad book takes as long to write as a good one, and every author deserves fair treatment. Harsh judgments are difficult to prove and can give readers the sense that you were unfair in your assessment.

• A great place to learn about book reviews is to look at examples. [The New York Times Sunday Book Review](#) and [The New York Review of Books](#) can show you how professional writers review books.

HOME WATCHING



PART III. HOME WATCHING

PART I

Film “The Break-Up”

The Break-Up is a 2006 American romantic comedy-drama film directed by Peyton Reed, starring Vince Vaughn and Jennifer Aniston. It was written by Jay Lavender and Jeremy Garelick and produced by Universal Pictures.

Gary Grobowski and Brooke Meyers meet at Wrigley Field during a Chicago Cubs game and begin dating, eventually buying a condominium together. Gary works as a tour guide in a family business with his brothers, Lupus and Dennis. Brooke manages an art gallery owned by eccentric artist Marilyn Dean.

Their relationship comes to a head after the latest in an escalating series of arguments. Brooke, feeling unappreciated, criticizes Gary's perceived immaturity and unwillingness to work on improving their relationship. Gary is frustrated by Brooke's perceived controlling, perfectionistic attitude, and expresses his desire to have a little more independence, particularly when arriving home from work, wanting to unwind.

Brooke becomes irate when Gary fails to offer to help her clean up after a big dinner party at their home. Still frustrated from their earlier, unresolved argument, she breaks up with him (despite still being in love with him). Brooke seeks relationship advice from her sister Addie, while Gary goes to tell his side of things to friend Johnny Ostrofski.

Since neither is willing to move out of their condo, they compromise by living as roommates; but, each begins acting out to provoke the other in increasingly elaborate ways. Gary buys a pool table, litters the condo with food and trash, and even has a strip poker party with Lupus and a few women. Meanwhile, Brooke has Gary kicked off their "couples-only" bowling team, and starts dating other men in an attempt to make Gary jealous.

When their friend and realtor Mark Riggelman sells the condo, Gary and Brooke are given two weeks' notice to move out. Brooke invites Gary to an Old 97's concert, hoping that he will figure out that the gesture is meant to be her last-ditch attempt to salvage their relationship. Gary agrees to meet her there, but misses the hidden agenda, and misses the concert—unwittingly breaking Brooke's heart. When Gary goes out

for a drink with Johnny, his friend points out that Gary has always had his guard up, has been guilty of a lot of selfishness, and never gave Brooke a chance, emotional intimacy-wise.

Afterwards, Brooke quits her job in order to spend time traveling Europe. When she brings a customer from the art gallery home one evening, Brooke finds the condo cleaned and Gary preparing a fancy dinner to win her back. He lays his heart on the line and promises to appreciate her more. Brooke becomes devastated and states that she just cannot give anymore, and, therefore, does not feel the same way. Gary seems to understand and kisses her before leaving. It is later revealed that Brooke's "date" (who initially asked her out, but she politely rejected) was actually a client interested in a piece of artwork she kept at the condo.

Both eventually move out of the condo. Gary begins taking a more active role in his tour guide business, while Brooke travels the world, eventually returning to Chicago. Some time later, they meet again by chance on the street as Gary is bringing home groceries and Brooke is on her way to a meeting. After some awkward but friendly catching up, they part ways but each glances back over their shoulder and they share a smile.

1. Watch “The Break-Up”.

2. Find/named the character/ Guess who is this? / Compare the description and the character from the movie:

a) Tall, chubby guy with a beard, short dark hair, adult, he has mature personality, tactful, calm and careless.

b) Young, attractive woman with blond shoulder-length hair and blue eyes. Quite tall and slim. middle-age. Charismatic personality. Very active and hardworking.

c) Very tall, plump man with dark short hair. Grown-up. Funny, creative and interesting guy. A lit bit lazy and selfish.

a) Blonde hair woman, six feet tall, stout, middle age woman, mother. Good character, organized, ration, clever, ready to give advice, laconic.

b) Tall guy, pale skin, black hair, red lips. Always wearing smart black close. Talkative, funny, creative, odd, extravagant. Nice guy.

3. Give the answers to the questions:

1. Who are the main female/male characters?
2. Where did they meet each other?
3. How many lemons did she need for central table vase?
4. How many brothers do the main character has?
5. What was the first crises between main characters about?
6. What did Gary buy to prove himself?
7. What game did they play in night games?
8. What was the name of guy she went on date with?
9. What the trick did she play with her best friend to run away from the date?
10. What did Brooke want from her BF?

4. Discuss the situations above:

1. What do you think about common "routing life" problem between married people?
2. How Gary and Brookie can solve this problem? What should they do?
3. Is it obligatory to involve another people to regulate your relationship??
4. Fighting on public? Your opinion.
5. Make up 5 ways to solve the conflicts with you BF/GF.

5. Role-play the task:

Imagine you come back home after long working day, you have been cooking the dinner for 3 hours, cleaning the house. You BF comes back home and the first thing he does is laying down the sofa. You tired and you need a support. Your actions.

PART II

Film "The King's Speech"

At the official closing of the British Empire Exhibition at Wembley Stadium, Prince Albert, Duke of York, the second son of King George V, addresses the crowd with a strong stammer. His search for treatment has been discouraging, but his wife, Elizabeth, persuades him to see the Australian-born Lionel Logue, a non-medically trained Harley Street speech defects therapist. "Bertie", as he is called by his family, believes the first session is not going well, but Lionel, who insists that all his patients address him as such, has his potential client recite Hamlet's "To be, or not to be" soliloquy while hearing classical music played on a pair of headphones. Bertie is frustrated at the experiment but Lionel gives him the acetate recording that he has made of the reading as a souvenir.

After Bertie's father, King George V, broadcasts his 1934 Royal Christmas Message, he explains to Bertie that the wireless will play a significant part in the role of the royal family, allowing them to enter the homes of the people, and that Bertie's brother's neglect of his responsibilities make training in it necessary. The attempt at reading the message himself is a failure, but that night Bertie plays the recording Lionel gave him and is astonished at the lack of stutter there. He therefore returns for daily treatments to overcome the physical and psychological roots of his speaking difficulty.

George V dies in 1936, and his eldest son David ascends the throne as King Edward VIII. A constitutional crisis arises with the new king over a prospective marriage with the twice-divorced American socialite Wallis Simpson. Edward, as the supreme governor of the Church of England, cannot marry her, even if she receives her second divorce, since both her previous husbands are alive.

At an unscheduled session, Bertie expresses his frustration that, while his speech has improved when speaking to most people, he still stammers when talking to David, at the same time revealing the extent of Edward VIII's folly with Simpson. When Lionel insists that Bertie himself could make a good king, Bertie accuses Lionel of speaking treason and quits Lionel in anger. Bertie must now face the Accession Council without any assistance.

Bertie and Lionel only come together again after King Edward decides to abdicate in order to marry. Bertie, urged ahead by Prime

Minister Stanley Baldwin, ascends the throne as King George VI and visits Lionel's home with his wife before their coronation, much to the surprise of Mrs. Logue when she comes upon Queen Elizabeth having tea at her dining room table. This is the first time that she learns who her husband's patient has been.

Bertie and Lionel's relationship is questioned by the King's advisors during the preparations for his coronation in Westminster Abbey. The archbishop of Canterbury, Cosmo Gordon Lang, brings to light that George never asked for advice from his advisors about his treatment and that Lionel has never had formal training. Lionel explains to an outraged Bertie that at the time he started with speech defects there were no formal qualifications and that the only known help that was available for returning Great War shell-shocked Australian soldiers was from personal experience. Bertie remains unconvinced until provoked to protest at Lionel's disrespect for King Edward's Chair and the Stone of Scone. Only at this pivotal moment, after realising he has just expressed himself without impairment, is Bertie able to rehearse with Lionel and complete the ceremony.

As the new king, Bertie is in a crisis when he must broadcast to Britain and the Empire following the declaration of war on Nazi Germany in 1939. Lionel is summoned to Buckingham Palace to prepare the king for his speech. Knowing the challenge that lies before him, Lang, Winston Churchill, and Prime Minister Neville Chamberlain are present to offer support. The King and Logue are then left in the broadcasting room. He delivers his speech with Logue conducting him, but by the end he is speaking freely. Preparing to leave the room for the congratulations of those present, Logue mentions to the King that he still has difficulty enunciating *w* and the King jokes back, "I had to throw in a few so they'd know it was me."

As the Royal Family step onto the palace balcony and are applauded by the crowd, a title card explains that Logue, who received the Royal Victorian Order for service to the Crown, was always present at King George VI's speeches during the war and that they remained friends until the King's death from lung cancer in 1952.

1. Watch “The King's Speech”.

2. Find/named the character/ Guess who is this? / Compare the description and the character from the movie:

<p>Very tall man, nicely dressed, has a family; slender, grey short hair, big long nose; elderly; excellent character, nice sense of humor, a little bit weird, honest, fearless, optimistic, intelligent.</p>	
<p>A beautiful woman, good-looking, neat; she is of medium height; quite thin; brown long curly hair; middle-aged; firm character, sincere, loyal, brave, broad-minded.</p>	
<p>Tall well-dressed man, he is medium-build, black short hair, grown-up; strong character, tough, hardworking, disciplined, lovely father, thoughtful, serious, temperamental, wise.</p>	
<p>Not so tall handsome young man, red short hair, a slim figure; charismatic personality, hard-headed, disorganized, good-natured, funny, cheerful, bright.</p>	
<p>A little red head girl, very pretty, quite small. A neat person; strong-minded, smart, calm, kind, logical, accurate and sensible.</p>	

3. Give the answers to the questions:

1. What problem does Duke of York have?
2. Was his problem caused by physical phenomena or mental background?

3. Who was the main character of Duke's fairy tale for his daughters?
4. What's the name of recording machine?
5. What technique does the doctor used for the first time?
6. What's the name of the main character favorite song?
7. What was the reason why King David refused the throne?
8. What was the Doctor's biggest fair?
9. Was the King's speech successful?

4. Discuss the situations above:

1. Do you afraid of public speaking? How do you manage it?
2. Is it possible to fight with public speaking fair?
3. The wife's role in King's life. Does his success depend on her?
4. "There is a great woman behind a success man". Do you agree or disagree with this statement? Share your opinion.

5. Role-play the situation:

Imagine you are a teacher and you have a student with public speaking problem. Help her/him to practice his/her speech, correct and motivate your student.

PART III

Film "Miss Sloane"

Elizabeth Sloane is a cutthroat lobbyist who has been called to appear at a congressional hearing led by Senator Ronald Spierling to answer questions about possible violations of Senate ethics rules during her tenure at Washington D.C. lobbying firm Cole Kravitz & Waterman.

Three months and one week earlier, Sloane's firm is approached by gun manufacturing representative Bill Sandford to lead the opposition to the proposed Heaton-Harris bill that would expand background checks on gun purchases, specifically by targeting female voters. Sloane ridicules Sanford's idea and is later approached by Rodolfo Schmidt, the head of rival lobbying firm Peterson Wyatt, to instead lead the effort in support of the bill. Sloane agrees and takes most of her staff along with her, though her closest associate Jane Molloy refuses to leave.

At Peterson Wyatt, Sloane selects Esme Manucharian to conduct the majority of the firm's media appearances, and they begin to make significant progress in garnering votes for the bill. Sloane confronts

Esme with knowledge of her background as having survived a school shooting. Even though Esme does not want to disclose the information, Sloane reveals Esme's secret during a live television debate. Later, Esme is held up at gunpoint while leaving her office, but her attacker is shot dead by another civilian who is legally carrying a gun. Gun rights supporters capitalize on this event, which causes the Heaton-Harris bill to lose support in the Senate. This is compounded by the news of the Senate inquiry into Sloane's lobbying practices.

Returning to the congressional hearing, Senator Sperling produces a form requesting approval of overseas travel for a Senator. It was filed by a non-profit organization but completed in Sloane's handwriting, indicating she violated Senate ethics rules with her involvement, as a lobbyist, in arranging the travel. In answer to other questions, Sloane swears under oath that she has never practiced illegal wiretapping.

In her final statement at the hearing, Sloane admits she anticipated the opposition might attack her personally if Peterson Wyatt made too much progress with the Heaton-Harris bill. She reveals that she had someone (Molloy, her former assistant) secretly working for her, and that she did use a wiretap – which recorded Sen. Sperling accepting bribes from Cole Kravitz & Waterman boss George Dupont.

Ten months later, Sloane is visited by her lawyer in prison: the Heaton-Harris bill passed but at the cost of Sloane's imprisonment and career. The film ends with Sloane being released from prison.

1. Watch “Miss Sloane”.

2. Find/named the character/ Guess who is this? / Compare the description and the character from the movie:

Young, blonde woman with glasses, middle tall, cute, small nose, full lips, bid cheeks, unconfident in what she's doing, weak character, naive, melancholic, narrow-minded.	Assistant Jane
Silver head man, tall, chubby weak man. Grown-up. Has a terrible character, unfair, impartial, unfriendly, nervous Elegant.	Boss

A handsome tall strong man, elderly. Bold head, straight nose and thin lips. Nice sense of humor. Self-confident, fair, noble, thoughtful, nicely dressed. CEO of Peterson Wyt.	Rudolfo Schmid
Red short hair, quite slim, not very tall, adult, good-looking, well-dressed, confident, self-important, hard- working, intelligent and with a sharp mind, harsh and rude.	Miss Sloane
Medium height, a slim figure, dark curly hair, middle-aged, color, attractive, a woman of great character, honest, truthful, accurate and wise.	Esme

3. Give the answer to the questions:

1. What is the nature of Miss Sloane work?
2. What's the full name of main character?
3. What was the secret message about in Sloan's story about priest?
4. What's the motto of the film?
5. What kind of restaurant did Esme and Miss Sloane visit?
6. Who was Miss Sloane's spy?
7. What decision does hearing process make?
8. What has happened with Esme in high school in 1998?
9. What surprise does Miss Sloan prepare at the end of hearing?

4. Discuss the situations above:

1. Guns!! More or less?
2. What do you think about Heaton-Harris Bill? Will you vote for it?
3. How do you think, should we approve a bill about legacy of weapon?
4. Drugs are you for or against it?
5. Manipulation as a way of influence on people's opinion? Do you judge or improve it?
6. Lobbying is about foresight. Do you agree with this statement.
7. Give the definition of the word "lobbying".

5. Role-play the task:

Imagine you are famous lobbyist and you receive an order to create agenda with promotion company of weapon. Show your own opinion about this and role play the negotiation with client.

PART IV

Computer-animated film “Soul”

Joe Gardner, a pianist and middle school music teacher living in New York City, dreams of playing jazz professionally. When he receives an offer for a full-time teaching position, his mother Libba urges him to accept it, fearing for his financial security. Then Joe learns of an opening in the quartet of jazz legend Dorothea Williams and auditions at a music club. Impressed with Joe's piano playing, Dorothea hires him for that night's show. As Joe heads off, his excitement distracts him, and he falls down a manhole.

Joe finds himself as a soul heading into the "Great Beyond". Unwilling to die, he tries to escape but ends up in the "Great Before", where counselors—all named Jerry—prepare unborn souls for life with the help of mentor souls. Each soul has a badge which grants passage to Earth once it is completely filled out with personality traits. Mistaken for a mentor, Joe is assigned to train 22, a cynical soul who has always lived in the Great Before and desires avoiding Earth. Discovering that Joe is in a coma at a hospital, 22 agrees to let him help find her "spark" to complete her badge and then give it to him so that he can return home. After Joe fails to find 22 a passion, they visit "the zone", a place that souls can enter when their passions create a euphoric trance, but which can also become a trap for obsessed lost souls. They come across Moonwind, the captain of a galleon bearing a troupe of hippie mystics, who help Joe locate his body on Earth.

Joe returns to Earth but accidentally carries 22, Joe entering the bodies of a therapy cat and 22 entering Joe himself. They find Moonwind (at his day-job as a sign twirler), who agrees to meet them later at the jazz club to restore Joe to his body. In the meantime, 22 settles into Joe's body and enjoys small moments while interacting with Joe's peers. She holds poignant conversations with Connie, a student who wants to quit the school band but changes her mind after performing a trombone solo; Dez, who wanted to become a veterinarian but now enjoys being a barber; and Libba, who finally accepts Joe's

passion for music. Meanwhile, Terry, an obsessive accountant who tallies souls headed to the Great Beyond, discovers that Joe is missing and heads to Earth in order to send him to the Great Beyond and restore the count.

As the day ends, Joe and 22 rendezvous with Moonwind to return Joe to his body. However, after Joe tells 22 that her experiences were not purposes, 22 refuses and flees to find her spark, with Joe tailing behind. As they run through a subway station, Terry traps them both and brings them back to the Great Before. 22 realizes her badge is filled out, yet Joe insists it was because of his traits, and that she has not truly found her spark. Angry, 22 tosses the badge at him and disappears into the zone. A Jerry informs Joe that a spark is not a soul's purpose in life, but Joe refuses to believe this and uses 22's badge to return to Earth.

The night's show is a success, but Joe is not as satisfied as he imagined he would be and realizes that his life has not significantly changed even after fulfilling his dream. Looking at objects that 22 collected while in his body, and recalling the moments they had enjoyed together, he sees that these experiences have given 22 her spark. By playing piano, he enters the zone with the intent to return her badge but discovers that she has become a lost soul. He chases her down and shows her a maple seed she had collected to remind her of the time she spent on Earth, having realized that a spark is not a soul's purpose, but merely an indication that it is ready to live. Joe's actions restore 22 to normal, and he returns her badge and escorts her out of the Great Before for her journey to Earth.

As Joe prepares to enter the Great Beyond, a Jerry stops him and offers another chance at life in gratitude for finally inspiring 22 to live. Joe returns to his body on Earth and starts the next day committed to enjoying his entire life.

1. Watch “Soul”.

2. Guess the character. Who said the words?

1. After all these years, my prayers have been answered. A full-time job.

2. Uh, sorry. I zoned out a little back there.

3. You're never gonna believe what just happened. I did it. I got the gig. Yes!

4.It's easy to get turned around. This isn't the Great Beyond. It's the Great Before.

5.There's a soul missing. The count's off.

6.Mentoring isn't for everyone. You're more than welcome to opt out.

7.Not a mentor? Ah... Reverse psychology. You really are a good shrink, Doctor.

8.This is where it all started. This is the moment where I fell in love with jazz.

9.I have a suit. I'm gonna need you to try it on. And then I can line my hair up a little bit.

10.Uh, it's like a little tiny chainsaw.

11.Oh, no, no, no! My hair! My hair is not okay! This is a disaster! We gotta fix this. Right now.

12.You tell me you're going to accept the full-time position...and instead, I hear you've taken another gig.

13.I can't be truthful with you. Because it seems like no matter what I do, you disapprove.

14.No. I've gotta find it here, on Earth. This is my only chance to find my spark.

15.Well, aren't you an arrogant one? I guess you really are a jazz player.

16.My only purpose on this planet is to play. It's what I was meant to do. And nothing's gonna stop me.

17.I'm going to live every minute of it.

3.Answer the questions:

1. Who was your favorite character in the movie and why?

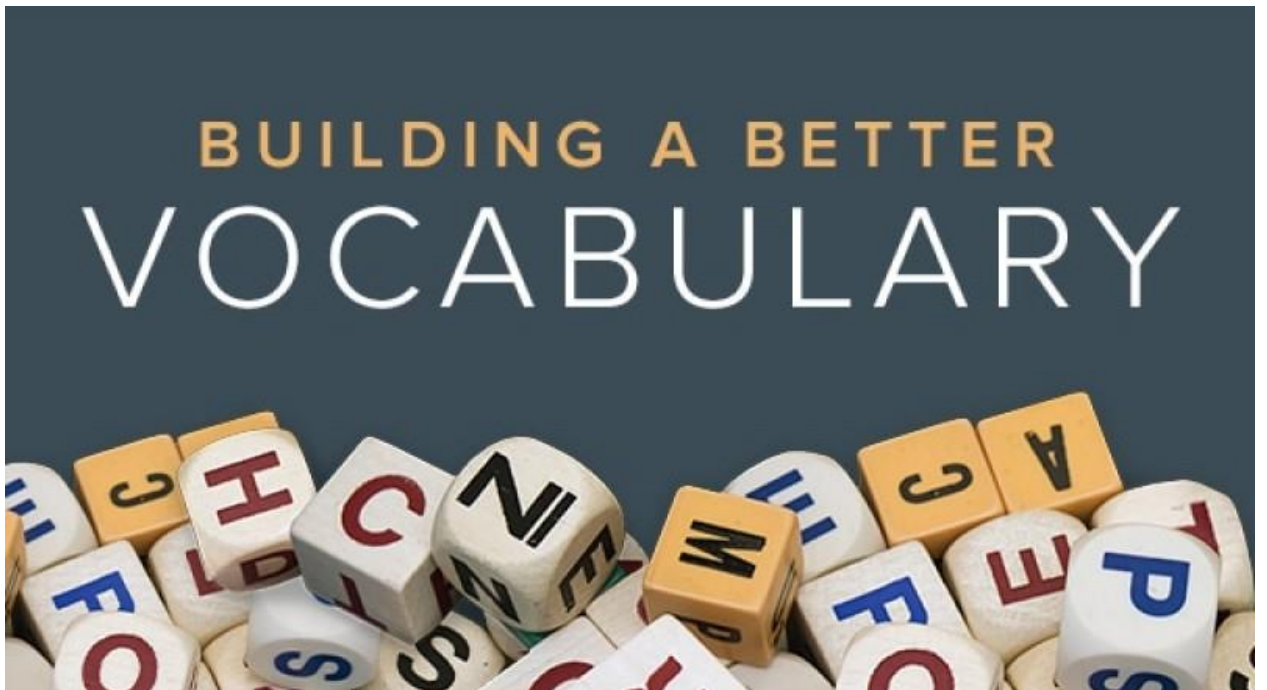
2. Why do you think God give us different personalities when we're born?

3. People have different things that allow them to enter the Soul world momentarily. What brings you enough happiness to enter that in between plane in the Soul world?

4. What is something simple in life that you underappreciate? (If younger kids: what things do you like that you do every day?)

5. 22 finds herself surrounded by negative comments that were made to her. How does she overcome this negativity? How do you or can you overcome negativity?

VOCABULARY
TO UNITS 1-10
(SPEAK OUT. ADVANCED)



**PART I. VOCABULARY TO UNITS 1-10 (SPEAK OUT.
ADVANCED)**

UNIT 1 ORIGINS

Word	Pronunciation	Page	Part of Speech	Definition
given name	\ 'gɪvən neɪm\	8	n	first name (American English)
maiden name	\ 'meɪdn neɪm\	8	n	a woman's family name before she got married and started using her husband's family name
name after	\ 'neɪm ,ɑ:ftə\	8	phr v	give someone or something the same name as another person or thing
live up to your name	\ lɪv ,ʌp tə jɔ: 'neɪm\	8	phr	if someone lives up to their name, they do as well as they were expected to because of what their name or title is
make a name for yourself	\ ,meɪk ə 'neɪm\	8	idiom	to become famous for something
household name	\ ,haʊshəʊld 'neɪm\	8	n	someone who is famous
put your name forward	\ pʊt 'fɔ:wəd\	8	phr	to suggest formally that you should be considered for a particular job, membership of an organization etc
clear your name	\ ,klɪə jə 'neɪm\	8	idiom	to prove that you are not guilty of something
by name	\ baɪ 'neɪm\	8	phr	using a person's name
in name only	\ ɪn ,neɪm 'əʊnli\	8	idiom	if a situation exists in name only, it does not really exist even though officially people say it does
surname	\ 'sɜ:neɪm\	8	n	the name that you share with your parents, or often with your husband if you are a married woman, and which in English comes at the end of your full name

middle name	\,mɪdl 'neɪm\	8	n	the name that is between your first name and your family name
married name	\,mæɪrɪd 'neɪm\	8	n	a woman's last name, when she has changed it to her husband's name
thoughtful	\ 'θɔ:tfəl\	12	adj	always thinking of the things you can do to make people happy or comfortable
perceptive	\pə'septɪv\	12	adj	someone who is perceptive notices things quickly and understands situations, people's feelings etc well – used to show approval
obsessive	\əb'sesɪv\	12	adj	thinking or worrying about something all the time, so that you do not think about other things enough – used to show disapproval
inspirational	\,ɪnspə'reɪʃən əl\	12	adj	providing encouragement or new ideas for what you should do
over-ambitious	\,əʊvər æm'bɪʃəs\	12	adj	too determined to be successful, rich, powerful etc
conscientious	\,kɒnʃi'enʃəs\	12	adj	careful to do everything that it is your job or duty to do
obstinate	\ 'ɒbstənət\	12	adj	determined not to change your ideas, behavior, opinions etc, even when other people think you are being unreasonable
neurotic	\njʊ'rɒtɪk\	12	adj	unreasonably anxious or afraid
open-minded	\,əʊpən 'maɪndəd\	12	adj	willing to consider and accept other people's ideas and opinions
prejudiced	\ 'predʒədɪst\	12	adj	having an unreasonable dislike of someone or

				something, especially a dislike of a group of people who belong to a different race, sex, or religion – used to show disapproval
apathetic	\,æpə'θetik\	12	adj	not interested in something, and not willing to make any effort to change or improve things
insensitive	\ɪn'sensətɪv\	12	adj	not noticing, or not taking the care to notice, other people's feelings, and not realizing when they are upset or when something that you do will upset them
solitary	\'sɒlətəri\	12	adj	spending a lot of time alone, usually because you like being alone
rebellious	\rɪ'beljəs\	12	adj	deliberately not obeying people in authority or rules of behavior
mature	\mə'tʃʊə\	12	adj	sensible – someone, especially a child or young person, who is mature behaves in a sensible and reasonable way, as you would expect an adult to behave
inquisitive	\ɪn'kwɪzətɪv\	12	adj	interested in a lot of different things and wanting to find out more about them
considerate	\kən'sɪdərət\	148	adj	always thinking of what other people need or want and being careful not to upset them
circumspect	\'sɜ:kəm spekt\	148	adj	thinking carefully about something before doing it, in order to avoid risk

conservative	\kən'sɜ:vətɪv\	148	adj	not liking changes or new ideas
temperamental	\,tempərə'mentl\	148	adj	likely to suddenly become upset, excited, or angry – used to show disapproval
impetuous	\ɪm'petʃuəs\	148	adj	tending to do things very quickly, without thinking carefully first, or showing this quality
easygoing	\,ɪ:zi 'gəʊɪŋ\	148	adj	not easily upset, annoyed, or worried
gregarious	\grɪ'geəriəs\	148	adj	friendly and preferring to be with other people
selfish	\'selfɪ\	148	adj	caring only about yourself and not about other people – used to show disapproval
liberal	\'lɪbərəl\	148	adj	willing to understand and respect other people's ideas, opinions, and feelings
introverted	\'ɪntrəvɜ:təd\	148	adj	someone who is introverted is quiet and shy and does not enjoy being with other people
yes-man	\'jes mæn\	13	n	someone who always agrees with and obeys their employer, leader etc, in order to gain some advantage – used to show disapproval
whiz kid	\'wɪzki:d\	13	n	a young person who is very skilled or successful at something
busybody	\'bɪzi ,bɒdi\	13	n	someone who is too interested in other people's private activities – used to show disapproval
chatterbox	\'tʃætəbɒks\	13	n	someone, especially a child, who talks too much
pain in the neck	\,peɪn ɪn ðə 'nek\	13	idiom	someone who is very annoying

dark horse	\,dɑ:k 'hɔ:s\	13	idiom	someone who does not tell people much about themselves, but who has surprising qualities or abilities
old hand	\,əʊld 'hænd\	13	idiom	someone who has a lot of experience of something
set in her ways	\,set in hə 'weɪz\	13	idiom	having particular habits
black sheep	\,blæk 'ʃi:p\	13	idiom	someone who is regarded by other members of their family or group as a failure or embarrassment
life and soul of the party	\,laɪf ən ,səʊl əv ðə 'pɑ:ti\	13	idiom	someone who enjoys social occasions and is fun and exciting to be with
rotten apple	\,rɒtn 'æpəl\	148	idiom	one person who has a bad effect on all others in a group
loose cannon	\,lu:s 'kænən\	148	idiom	someone who cannot be trusted because they say or do things you do not want them to
couch potato	\'kaʊtʃ pə,tetəʊ\	148	idiom	someone who spends a lot of time sitting and watching television
wet blanket	\,wet 'blæŋkət\	148	idiom	someone who seems to want to spoil other people's fun, for example by refusing to join them in something enjoyable that they are doing
big cheese	\,bɪg 'tʃi:z\	148	idiom	an important and powerful person in an organisation – used humorously
tough cookie	\,tʌf 'kʊki\	148	idiom	someone who is very determined to do what they want and not what other people want

accept	\ək'sept\	v	to agree to take something
anagram	\'æn.ə.græm\	n	a word or phrase made by using the letters of another word or phrase in a different order
sweeping generalisers	\'swi:.piŋ 'dʒen.ə'r.l.aɪzəz\	adj	are people who make statements that are too general and do not consider all the facts
detail-obsessed nit-picker	\əb'sest\	adj	people who argue about small, unimportant details
last-minute deadline junky	\'ded.laɪn 'dʒʌŋ.ki\	adj	people who leave doing their work until the last minute before it needs to be finished
obsessive planners	\əb'sesɪv 'plæn.əz\	adj	people who worry excessively about plans
illuminate	\ɪ'lu:.mi.neɪt\	v	to light something and make it brighter; to explain and show more clearly something that is difficult to understand
capture the beauty of something	\,kæptʃə ðə 'bju:ti əv ,sʌmθɪŋ\	phr	to succeed in recording, showing, or describing the beauty in a situation or feeling, using words or pictures
evocative	\ɪ'vəkətɪv\	adj	making people remember something by producing a feeling or memory in them
iconic	\aɪ'kɒnɪk\	adj	admired by many people and thought to represent an important idea
revealing	\rɪ'vi:lɪŋ\	adj	something that is revealing shows you something interesting or surprising about a situation or someone's character
striking	\'straɪkɪŋ\	adj	attractive in an unusual way that is easy to notice

provocative	\prə'vɒkətɪv\	adj	provocative behaviour, remarks etc are intended to make people angry or upset, or to cause a lot of discussion
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UNIT 2 OPINION

Word	Pronunciation	Page	Part of Speech	Definition
over the hill	\,əʊvə ðə 'hɪl\	22	idiom	no longer young, and therefore no longer attractive or good at doing things
time is money	\,taɪm ɪz 'mʌni\	22	sayin g	said to emphasize that you should not waste time, because you could be using it to earn money
go far	\,gəʊ 'fɑ:\	22	phr	if you think that someone will go far, you think they will be successful in the future
reach the peak	\,ri:tʃ ðə 'pi:k\	22	idiom	the time when something or someone is best, greatest, highest, most successful
go downhill	\,gəʊ daʊn 'hɪl\	22	idiom	if a situation goes downhill, it gets worse
at a crossroads	\ət ə 'krɒsrəʊdz\	22	idiom	a time when someone has to make very important decisions which will affect their future
hard to swallow	\,hɑ:d tə 'swɒləʊ\	22	idiom	difficult to believe
regurgitate	\rɪ'gɜ:dʒəteɪ t\	22	v	to repeat facts, ideas etc that you have read or heard without thinking about them yourself – used to show disapproval
food for thought	\,fu:d fə 'θɔ:t\	22	idiom	something that makes you think carefully
half-baked	\,hɑ:f	22	adj	a half-baked idea,

	'beɪkt\			suggestion, plan etc has not been properly planned
bright	\braɪt\	149	adj	intelligent and able learn things quickly
shine	\ʃaɪn\	149	v	to be very good at something
dim	\dɪm\	149	adj	not intelligent
construct a theory	\kənˌstrʌkt ə 'θiəri\	149	phr	to form something such as a sentence, argument or system by joining words, ideas etc together
support a theory	\səˌpɔ:t ə 'θiəri\	149	phr	to make people believe an idea or set of ideas that is intended to explain something about life or the world, especially an idea that has not yet been proved to be true
fall down	\ˌfɔ:l 'daʊn\	149	phr v	to fail because of a particular reason or in a particular way
foundations	\faʊn'deɪʃən z\	149	n,pl	basic ideas, principles, situations etc that something develops from
make a killing	\ˌmeɪk ə 'kɪlɪŋ\	149	idiom	to make a lot of money in a short time
launch a campaign	\ˌlɔ:ntʃ ə kæm'peɪn\	149	phr	to start something, usually something big or important
target	\'tɑ:gət\	149	v	to make something have an effect on a particular limited group or area
join forces	\ˌdʒɔɪn 'fɔ:səz\	149	idiom	to work together so that you can deal with a problem, be more powerful etc
likewise	\'laɪkwaɪz\	25	adv	in the same way
play devil's advocate	\ˌdevəlz 'ædvəkət\	26	idiom	to pretend to disagree with someone in order to have a good discussion about something
speak your	\ˌspi:k jə	26	idiom	to tell people exactly what

mind	'maɪnd\			you think, even if it offends them
sit on the fence	\,sɪt ɒn ðə 'fens\	26	idiom	to avoid saying which side of an argument you support
beat about the bush	\,bi:t əbaʊt ðə 'bʊʃ\	26	idiom	to avoid or delay talking about something embarrassing or unpleasant
innate talent	\,ɪ,neɪt 'tælənt\	28	adj	an innate talent is one you are born with
put success down to	\,pʊt sək'ses daʊn tə\	28	phr	to think that a success is caused by something else
lifelong passion	\,laɪflɒŋ 'pæʃən\	28	phr	a very strong liking for something, that has lasted all someone's life
academically gifted	\,ækədəmɪklɪ 'gɪftəd\	28	adv	concerned with studying from books, as opposed to practical work
artistically gifted	\ɑ: 'tɪstɪklɪ 'gɪftəd\	28	adj	having a natural ability to do one or more things relating to art or culture extremely well
physically gifted	\,fɪzɪklɪ 'gɪftəd\	28	adj	having a natural physical ability to do one or more things extremely well
inherit	\ɪn'herət\	28	v	to have the same character or appearance as your parents
trait	\treɪt\	28	n	a particular quality in someone's character
shape	\ʃeɪp\	28	v	to influence something such as a belief, opinion etc and make it develop in a particular way

repurpose	\,ri:'pɜ:..pəs\	v	to find a new use for an idea, product, or building
be involved with	\ ɪn'vɒlvd\	phr	to take part in an activity or event, or be connected with it in some way

perspective	\pə'spektɪv\	n	a way of thinking about something, especially one which is influenced by the type of person you are or by your experiences
mind	\maɪnd\	n	your thoughts or your ability to think, feel, and imagine things
eye-opening	\'aɪ ,əʊpənɪŋ\	adj	an eye-opening experience is one from which you learn something surprising or new
narrow-minded	\,nærəʊ 'maɪndəd\	adj	unwilling to accept or understand new or different ideas, opinions, or customs
convincing	\kən'vɪnsɪŋ\	adj	making you believe that something is true or right
second thoughts	\,sekənd 'θɔ:ts\	n,pl	doubts about a decision you have made
stereotype	\'steriətaɪp\	n	a belief or idea of what a particular type of person or thing is like, often unfair or untrue
preconception	\,pri:kən'sepʃən\	n	a belief or opinion that you have already formed before you know the actual facts, and that may be wrong
the general opinion	\ðə ,dʒenərəl ə'pɪnjən\	phr	the opinion that most people have about something
keep your opinions to yourself	\,ki:p jər ə'pɪnjənz tə jər'self\	phr	to not say what you really think
personal opinion	\pɜ:sənəl ə'pɪnjən\	phr	what you yourself think about something or someone
opinionated	\ə'pɪnjənɪtəd\	adj	expressing very strong opinions about things
idealistic	\aɪ,dɪə'lɪstɪk\	adj	believing that you should live according to high standards and principles, even if they cannot really be achieved

difference of opinion	\,dɪfərəns əv ə'pɪnjən\	phr	an occasion when two people disagree
opinion is divided	\ə'pɪnjən ɪz dɪ'vaɪdəd\	phr	people have different opinions about something
a matter of opinion	ə\,mætər əv ə'pɪnjən\	phr	used to say that you disagree, or that people disagree about something
entitled to your own opinion	\ɪn'taɪtld tu jər ,əʊn ə'pɪnjən	phr	used especially when politely disagreeing with what someone says
have an axe to grind	\,hæv ən ,æks tə 'graɪnd \	idiom	to have a strong personal opinion about something that you want people to accept and that is the reason why you do something
impartial	\ɪm'pɑːʃl\	adj	not supporting any of the sides involved in an argument
have an agenda	\ə'dʒen.də\	phr	a secret aim or reason for doing something
mouthpiece	\'maʊθ.piːs\	n	the part of a phone, musical instrument, or other device that goes near or between the lips
rigorous	\'rɪg(ə)rəs\	adj	approving careful to look at or consider every part of something to make certain it is correct or safe
spout	\spaʊt\	v	disapproving to speak a lot, in a way that is boring or annoying for other people
angle	\'aŋg(ə)l\	n	the space between two lines or surfaces at the point at which they touch each other, measured in degrees

worth your salt	\,wə:θ jə 'sɔ:lt\	idiom	good at your job
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UNIT 3 PLACES

Word	Pronunciation	Page	Part of Speech	Definition
picturesque	\,pɪktʃə'resk\	32	adj	a picturesque place is pretty and interesting in an old-fashioned way
tranquil	\'træŋkwəl\	32	adj	pleasantly calm, quiet, and peaceful
bustling	\'bʌsəlɪŋ\	32	adj	a bustling place is very busy
magnificent	\mæg'nɪfəsənt\ \	32	adj	very good or beautiful, and very impressive
ancient	\'eɪnfənt\	32	adj	belonging to a time long ago in history, especially thousands of years ago
deserted	\dɪ'zɜ:təd\	32	adj	empty and quiet because no people are there
run-down	\,rʌn 'daʊn\	32	adj	a building or area that is run-down is in very bad condition
unspoilt	\,ʌn'spɔɪlt\	32	adj	an unspoilt place is beautiful because it has not changed for a long time and does not have a lot of new buildings
shabby	\'ʃæbi\	32	adj	shabby clothes, places, or objects are untidy and in bad condition because they have been used for a long time
dilapidated	\dɪ'læpədəɪtəd\ \	32	adj	a dilapidated building, vehicle etc is old and in very bad condition
stunning	\'stʌnɪŋ\	32	adj	extremely attractive or beautiful
brehtaking	\'breθ'teɪkɪŋ\	32	adj	very impressive, exciting, or surprising
uninhabited	\,ʌnɪn'hæbətəd\ d\	32	adj	an uninhabited place does not have anyone living there

cave house	\ 'keiv haʊs\	33	n	a large natural hole in the side of a cliff or hill, or under the ground, made into a place to live
fingerprint	\ 'fɪŋgəprɪnt\	33	n	a mark made by the pattern of lines at the end of a person's finger, which is used by the police to find out who has committed a crime
candy-floss	\ 'kændi flɒs\	33	n	a type of sweet food made from sticky threads of pink sugar wound around a stick
refuge	\ 'refju:dʒ\	35	n	shelter or protection from someone or something
insulator	\ 'ɪnsjələɪtə\	35	n	a material or object which does not allow electricity, heat, or sound to pass through it
dwelling	\ 'dwelɪŋ\	35	n	a house, apartment etc where people live
adorn with	\ ə'dɔ:n wɪθ\	35	phr v	to decorate something with (something)
chilly	\ 'tʃɪli\	35	adj	chilly weather or places are cold enough to make you feel uncomfortable
gaudy	\ 'gɔ:di\	35	adj	clothes, colours etc that are gaudy are too bright and look cheap
dreary	\ 'driəri\	35	adj	dull and making you feel sad or bored
gloomy	\ 'glu:mi\	35	adj	dark, especially in a way that makes you feel sad
roomy	\ 'ru:mi\	35	adj	a house, car etc that is roomy is large and has a lot of space inside it
poky	\ 'pəʊki\	35	adj	too small and not very pleasant or comfortable
airy	\ 'eəri\	35	adj	an airy room or building has

				plenty of fresh air because it is large or has a lot of windows
overpopulated	\,əʊvə'pɒpjəleɪtəd\	150	adj	if a place is overpopulated there are too many people living in it
metropolis	\mə'trɒpələs\	150	n	a very large city that is the most important city in a country or area
quaint	\kweɪnt\	150	adj	unusual and attractive, especially in an old-fashioned way
secluded	\sɪ'klu:dəd\	150	adj	very private and quiet
scenic	\'si:nɪk\	150	adj	surrounded by views of beautiful countryside
awe-inspiring	\'ɔ:ɪn'spaɪərɪŋ\	150	adj	extremely impressive in a way that makes you feel great respect
sprawling	\'sprɔ:lɪŋ\	150	adj	spreading over a wide area in an untidy or unattractive way
ramshackle	\'ræmʃækəl\	150	adj	a ramshackle building or vehicle is in bad condition and in need of repair
sub-zero	\,sʌb 'ziərəʊ\	150	adj	below zero in temperature
interact	\,ɪntər'ækt\	150	v	if people interact with each other, they talk to each other, work together etc
semi-retired	\,semi rɪ'taɪəd\	150	adj	someone who is semi-retired continues to work, but not for as many hours as they used to, especially because they are getting older and want time to do other things
outlast	\aʊt'la:st\	150	adj	to continue to exist or be effective for a longer time than something else
bimonthly	\baɪ'mʌnθli\	150	adj	appearing or happening every two months or twice each month

bicentenary	\,baɪsən'ti:nəri \	150	adj	the day or year exactly 200 years after an important event
co-author	\,kəʊ 'ɔ:θə\	150	n	an author who writes with someone else as an equal or with less responsibility
interchangeable	\,ɪntə'tʃeɪndʒə bəl\	150	adj	things that are interchangeable can be used instead of each other
intercontinental	\,ɪntəkɒntə 'nenti\	150	adj	going from one continent to another, or happening between two continent
outsell	\aʊt'sel\	150	v	to sell more goods or products than a competitor
semi-skimmed	\,semi 'skɪmd\	150	adj	semi-skimmed milk has had some of the fat removed
outplay	\aʊt'pleɪ\	150	v	to beat an opponent in a game by playing with more skill than they do
semicolon	\,semi'kəʊlən\	150	n	a punctuation mark (;) used to separate different parts of a sentence or list

fundraising	\'fʌnd, reɪ.zɪŋ\	n	the act of collecting or producing money for a particular purpose, especially for a charity
availability	\ə, veɪ.lə'bɪl.ə.ti\	n	the fact that something can be bought, used, or reached, or how much it can be
annual	\'æn.ju.əl\	adj	happening once every year
sketchy	\'sketʃ.i\	adj	containing few details
awareness	\ə'weə.nəs\	adj	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
pinpoint	\'pɪn.pɔɪnt\	v	to discover or describe the exact facts about something; to find out

			or say the exact position in space or time of something
set off	\ 'setɒf\	phr v	to start a journey, or to start going in a particular direction
bumpy	\ 'bʌm.pi\	adj	not smooth
open plan	\ ,əʊ.p ^ə n 'plæn\	adj	an open- plan room or building has few or no walls inside, so it is not divided into smaller rooms
drawback	\ 'drɔː.bæk\	n	a disadvantage or the negative part of a situation
a stone's throw away	\ ,stəʊn θrəʊ ə'weɪ\	idi om	a short distance
amenity	\ ə'mi:nəti\	n	something that makes a place comfortable to live in
infrastructure	\ 'ɪnfərə ,strʌktʃə\	n	the basic systems and structures that a country or organisation needs in order to work properly, for example roads, railways, banks etc
congestion	\ kən'dʒestʃən\	n	the problem of too much traffic in a place
abandonment	\ ə'bændənmənt\	n	the leaving of a building, car, boat etc by the people who owned or used it
toll	\ təʊl\	n	the money you have to pay to use a particular road, bridge etc
regeneration	\ riː ,dʒenə'reɪʃən\	n	the process of making something develop and grow strong again
life expectancy	\ 'laɪf ɪk ,spek.t ^ə n.si\	n	the length of time that a living thing, especially a human being, is likely to live
catch up	\ kætʃ\	phr v	to reach the same quality or standard as someone or something else

upbeat	\ʌp'bi:t\	adj	full of hope, happiness, and good feelings
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UNIT 4 JUSTIE

Word	Pronunciation	Page	P. of S.	Definition
dawn raid	\,dɔ:n 'reɪd\	44	n	an attack or operation by soldiers or police that happens very early in the morning
carry out	\,kæri 'aʊt\	44	phr v	to do something that needs to be organised and planned
appeal against	\ə'pi:l ə,genst\, \ə,geɪnst\	44	phr v	to make a formal request to a court or someone in authority asking for a decision to be changed
commit	\kə'mɪt\	44	v	to do something wrong or illegal
suspend	\sə'spend\	44	v	if a criminal's sentence is suspended, they are told they will be sent to prison if they do anything else illegal within the time mentioned
drugs-related	\,drʌgz rɪ'leɪtɪd\	44	adj	connected with or caused by illegal substances such as marijuana or cocaine, which some people take in order to feel happy, relaxed, or excited
innocence	\'ɪn.ə.sns\	44	n	the fact that someone is not guilty of a crime
obtain	\əb'teɪn\	44	v	to get something, especially by asking for it, buying it, working for it, or producing it from something else
wrongful conviction	\kən'vɪkʃən\	44	n	a wrongful conviction is unfair or illegal because the person affected by it has done nothing wrong
release	\rɪ'li:s\	44	v	to

antisocial behaviour	\, æntisəʊʃəl br'heɪvjə\	151	n	antisocial behavior is violent or harmful to other people, or shows that you do not care about other people
dilemma	\də'lemə\, \daɪ-\	50	n	a situation in which it is very difficult to decide what to do, because all the choices seem equally good or equally bad
weigh up	\, wei 'ʌp\	50	phr v	to consider (something) carefully so that you can make a decision about it
predicament	\pri'dɪkə mənt\	50	n	a difficult or unpleasant situation in which you do not know what to do, or in which you have to make a difficult choice
drawback	\'drɔ:bæk\	50	n	a disadvantage of a situation, plan, product etc
bear in mind	\, beər ɪn 'maɪnd\	50	v phr	to remember (a fact or piece of information) that is important or could be useful in the future
assess	\ə'ses\	50	v	to make a judgment about (a person or situation) after thinking carefully about it
mastermind	\'mɑ:stə maɪnd\	52	n	someone who plans and organises a complicated operation, especially a criminal operation
con	\kɒn\	52	v	to get money from (someone) by deceiving them
provenance	\'prɒvənəns\	52	n	the place where something originally came from
forgery	\'fɔ:dʒəri\	52	n	a document, painting, or piece of paper money that has been copied illegally
con artist	\'kɒn ,ɑ:təst\	52	n	someone who tricks or deceives people in order to get money from them

human rights	\,hju:mən 'raɪts\	n, pl	the basic rights that many societies think every person should have to be treated in a fair equal way without cruelty, for example by their government, or the right to vote
intellectual property	\,ɪntələktʃuəl 'prɒpəti\	n	something which someone has invented or has the right to make or sell, especially something that cannot legally be copied by other people
capital punishment	\,kæpɪtl 'pʌnɪʃmənt\	n	punishment which involves killing someone who has committed a crime
religious freedom	\rɪ,lɪdʒəs 'fri:dəm\	n	freedom to have any religious beliefs
environmental awareness	\ɪn,vaɪrənme ntl ə'weənəs\	n	knowledge or understanding of how the air, water, and land on Earth are affected by man's activities
gun control	\gʌn kən,trəʊl\	n	laws that limit the ways in which guns can be sold, owned, and used
civil liberties	\,sɪvəl 'lɪbətɪz\	n	the right to be free to do what you want within the law
free trade	\,fri: 'treɪd\	n	a situation in which the goods coming into or going out of a country are not controlled or taxed
awareness	\ə'weə.nəs\	n	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
thief	\θi:f\	n	a person who steals
rob	\rɒb\ \rɑ:b\	v	to take money or property illegally from a place, organization, or person, often using violence
smash	\smæʃ\	v	to cause something to break noisily into a lot of small pieces
come up	\kʌm ʌp\	phr v	to move towards someone; to be mentioned or talked about

			in conversation
end up	\end ʌp\ \	phr v	to finally be in a particular place or situation
knock	\nɒk\ \nɑ:k\ \	v	to repeatedly hit something, producing a noise
take hat off	\,teɪk 'hæt ,ɒf\ \	phrase	If you say that you take your hat off to someone, you mean that you admire them for an achievement
pile	\paɪl\ \	n	objects positioned one on top of another; a mass of something that has been placed somewhere

UNIT 5 SECRETS

Word	Pronunciation	Page	Part of Speech	Definition
myth	\mɪθ\ \	59	n	an idea or story that many people believe, but which is not true
conventional wisdom	\kən, venʃə nəl 'wɪzdəm\ \	59	n phr	the opinion that most people consider to be normal and right, but that is sometimes shown to be wrong
perception	\pə'sepʃən\ \	59	n	the way you think about something and your idea of what it is like
commonly held	\,kɒmənli 'held\ \	59	adj phr	accepted usually or by most people
fallacy	\'fæləsi\ \	59	n	a false idea or belief, especially one that a lot of people believe is true
verify	\'verəfaɪ\ \	59	v	to discover whether something is correct or true
uncover	\ʌn'kʌvə\ \	59	v	to find out about (something that has been kept secret)
intuitively	\ɪn'tju:ətɪvli\ \	59	adj	if you do something intuitively you do it based on a feeling rather than on

				knowledge or facts
debunk	\,di:'bʌŋk\	59	v	to show that an idea or belief is false
disprove	\dis'pru:v\	59	v	to show that (something) is wrong or not true
hang out	\,hæŋ 'aʊt\	61	phr v	to spend a lot of time in a particular place or with particular people
speed up	\,spi:d 'ʌp\	61	phr v	to move or happen faster, or to make (something) move or happen faster
brighten up	\,braɪn 'ʌp\	61	phr v	to make (something) more colourful or attractive
jazz up	\,dʒæz 'ʌp\	61	phr v	to make something more attractive or exciting
carry on	\,kæri 'ɒn\	61	phr v	,kæri 'ɒn
keep on	\,ki:p 'ɒn\	61	phr v	to continue doing something, or to do something many times
pension off	\,penʃən 'ɒf\	61	phr v	to make someone leave their job when they are old or ill and pay them a pension, or to get rid of something because it is old or not useful any more
cry off	\,krai 'ɒf\	61	phr v	to say that you cannot do something that you have already promised to do
call off	\,kɔ:l 'ɒf\	61	phr v	to decide that a planned event will not take place
speak out	\,spi:k 'aʊt\	61	phr v	to publicly speak in protest about something, especially when protesting could be dangerous
stand out	\,stænd 'aʊt\	61	phr v	to be very easy to see or notice or to be much better than other similar people or things

call out	\,kɔ:l 'aʊt\	61	phr v	to say something loudly
slow down	\sləʊ 'daʊn\	61	phr v	to become slower or to make (something) slower
narrow down	\,nærəʊ 'daʊn\	61	phr v	to reduce the number of things included in a range
crack down	\,kræk 'daʊn\	61	phr v	to become more strict in dealing with a problem and punishing the people involved
put away	\,pʊt ə'weɪ\	61	phr v	to put (something) in the place where it is usually kept
blow away	\,bləʊ ə'weɪ\	61	phr v	to move, or to make (something) move, away from a place by the force of the wind or a current of air
bring back	\,brɪŋ 'bæk\	61	phr v	to start to use something again that was used in the past
think back	\,θɪŋk 'bæk\	61	phr v	to think about things that happened in the past
cast your mind back	\,kɑ:st jə 'maɪnd bæk\	61	phr v	to think about something again or to remember something
mess around	\,mes ə'raʊnd\	61	phr v	to spend time lazily, doing things slowly and in a way that is not planned
stand around	\,stænd ə'raʊnd\	61	phr v	to stand somewhere and not do anything
hang around	\,hæŋ ə'raʊnd\	61	phr v	to wait or spend time somewhere, doing nothing
mull over	\,mʌl 'əʊvə\	61	phr v	to consider something for a long time
pore over	\,pɔ:r 'əʊvə\	61	phr v	to read or look at something very carefully for a long time
look over	\,lʊk 'əʊvə\	61	phr v	to examine (something or someone) quickly, without

				paying much attention to detail
think over	\,θɪŋk 'əʊvə\	61	phr v	to consider (something) carefully before making a decision
talk over	\,tɔ:k 'əʊvə\	152	phr v	to discuss a problem with someone before deciding what to do
look up	\,lʊk 'ʌp\	152	phr v	if a situation is looking up, it is improving
soldier on	\,səʊldʒər 'ɒn\	152	phr v	to continue working in spite of difficulties
kill off	\,kɪl 'ɒf\	152	phr v	to stop or remove something completely
calm down	\,kɑ:m 'daʊn\	152	phr v	to become quiet and relaxed after you have been angry, excited, nervous, or upset, or to make someone become quiet and relaxed
tidy up	\,taɪdi 'ʌp\	152	phr v	to make a place look neatly arranged with everything in the right place
slip back	\,slɪp 'bæk\	152	phr v	to gradually start being in a particular condition again or doing things in the way they were done before
lounge around	\,laʊndʒ ə 'raʊnd\	152	phr v	to spend time relaxing and doing nothing, often when you should be doing something
deserted	\,dɪ 'zɜ:təd\	64	adj	empty and quiet because no people are there
abandoned	\ə 'bændənd\	64	adj	an abandoned building, car, boat etc has been left by the people who owned or used it
uninhabited	\,ʌnɪn 'hæbətəd\	64	adj	an uninhabited place does not have anyone living there
rehabilitati	\,ri:həbɪlə'teɪ	64	n	helping someone to live a

on	ʃən\			healthy, useful, or active life again after they have been seriously ill, in prison, or on drugs
quarantine	\ 'kwɔrənti:n\	64	n	a period of time when a person or animal is kept apart from others in case they are carrying a disease, or the state of being kept apart in this way

inaccuracy	\ɪn'æk.jə.rəsi\	n	Statement that is not correct
vaccinate	\ 'væk.si.neɪt\	v	to give a person an injection to prevent them getting a disease
cite	\saɪt\	v	to write or say the words of a writer, book, etc.
measles	\ 'mi:zəlz\	n	an infectious disease which covers the body in small red spots
aardvark	\ 'ɑ:d.vɑ:k\	n	an African mammal with a long nose that eats ants
hoax	\həʊks\	n	a plan to trick or deceive someone
vandalise	\ 'vænd.dəl.aɪz\	v	to intentionally damage property belonging to others
verify	\ 'ver.i.fai\	v	to prove that something is true
tamper with something	\ 'tæm.pər\	v	to change something so that it doesn't work as intended
unfounded	\ʌn'faʊn.dɪd\	adj	not based on facts or proof
keep yourself to yourself	\ ,ki:p jə ,self tə jə'self\	idiom	to live a very quiet private life and not do many things that involve other people
behind closed doors	\bɪ ,haɪnd kləʊzd 'dɔ:z\	idiom	if something happens behind closed doors, it happens in private and the public are not allowed in

let it slip	\,let it 'slɪp\	idiom	to say something without meaning to, when you had wanted it to be a secret
spill the beans	\,spɪl ðə 'bi:nz\	idiom	to tell something that someone else wanted you to keep a secret
keep/stay schtum	\,ki:p, ,steɪ 'ʃtʊm\	idiom	to keep or stay quiet or silent
let the cat out of the bag	\let ðə ,kæt aʊt əv ðə 'bæg\	idiom	to tell someone a secret, especially without intending to
give the game away	\,gɪv ðə 'geɪm ə ,weɪ\	idiom	to spoil a surprise or secret by doing or saying something that lets someone guess what the secret is
classified information	\,klæsəfaɪd ɪnfə'meɪʃən\	n	classified information, documents etc are ones which the government has ordered to be kept secret
divulge	\daɪ'vʌldʒ\	v	to give someone information that should be kept secret
between you and me	\bɪ,twi:n jʊ: ən 'mi:\	phr	used before telling someone something that you do not want them to tell anyone else
covert	\'kʌvət, 'kəʊvɜ:t\	adj	secret or hidden
have something to hide	\hæv ,sʌmθɪŋ tə 'haɪd\	idiom	to be secretly guilty of something
look furtive	\'fɜ:tɪv\	phr	behaving as if you want to keep something secret
hush-hush	\,hʌʃ 'hʌʃ\	adj	very secret
confidential	\,kɒnfə'denʃəl\	adj	spoken or written in secret and intended to be kept secret
blurt out	\,blɜ:t 'aʊt\	phr v	to say something suddenly and without thinking, usually because you are nervous or excited
top secret	\,tɒp 'si:krət\	adj	top secret documents or information must be kept

			completely secret
investigative journalism	\in'vestəgətɪv\	n	work or activities that involve investigating something
injunction	\in'dʒʌŋkʃən\	n	an order given by a court, which tells someone not to do something
whistle-blowing	\wɪsəl ,bləʊɪŋ\	adj	telling people in authority or the public about dishonest or illegal practices
scoop	\sku:p\	n	an important or exciting news story that is printed in one newspaper or shown on one television station before any of the others know it

UNIT 6 TRENDS

Word	Pronunciation	Page	Part of Speech	Definition
a distant memory	\ə ,dɪstənt 'meməri\	68	phr	something remembered that is far away in space or time
the signs are	\ðə ,saɪnz 'ɑ:\	68	phr	there are things that show that something is happening
the days are over	\ðə ,deɪz ər 'əʊvə\	68	phr	the time when something could happen is in the past
a thing of the past	\ə ,θɪŋ əv ðə 'pɑ:st\	68	phr	something that does not exist any more
may well	\,meɪ 'wel\	68	phr	used to say that something is likely to happen or is likely to be true
be likely to	\bi 'laɪkli tə\	68	v phr	something that is likely to do or be something will probably do it or be true
suggest	\sə'dʒest\	68	v	to make someone think that a particular thing is true
point to	\'pɔɪnt tə\	68	v phr	to suggest that something is true
be bound	\bi 'baʊnd tə\	68	v phr	to be very likely to do or feel

to				a particular thing
be destined to	\bi 'destɪnd tʊ\	68	v phr	to seem certain to happen at some time in the future
on track	\,ɒn 'træk\	70	prep phr	to be likely to achieve a particular result
on average	\ɒn 'ævərɪdʒ\	70	prep phr	based on a calculation about how many times something usually happens, how much money someone usually gets, how often people usually do something etc
on trial	\ɒn 'traɪəl\	70	prep phr	a short period during which you use or do something or employ someone to find out whether they are satisfactory for a particular purpose or job
at risk	\ət 'rɪsk\	70	prep phr	in a situation where you may be harmed
at present	\ət 'prezənt\	70	prep phr	at this time
at least	\ət 'li:st\	70	prep phr	not less than a particular number or amount
by far	\baɪ 'fɑ:\	70	prep phr	used to say that something is much better, worse etc than anything else
by nature	\baɪ 'neɪtʃə\	70	prep phr	according to someone's character
by law	\baɪ 'lɔ:\	70	prep phr	according to the whole system of rules that people in a particular country or area must obey
in decline	\ɪn dɪ'klaɪn\	70	prep phr	decreasing in quality, quantity, or importance
in danger	\ɪn 'deɪndʒə\	70	prep phr	in a situation where something bad may happen
in effect	\ɪn ɪ'fekt\	70	prep phr	used when you are describing what you see as

				the real facts of a situation
out of control	\,aʊt əv kənt'rəʊl\	70	prep phr	not having the ability or power to make someone or something do what you want or make something happen in the way you want
out of sight	\,aʊt əv 'saɪt\	70	prep phr	hidden
out of necessity	\,aʊt əv nə'sesəti\	70	prep phr	used when something happens in a particular way because that is the only possible way it can happen
off course	\,ɒf 'kɔ:s\	153	prep phr	going in the wrong direction
off the pace	\,ɒf ðə 'peɪs\	153	prep phr	not going fast enough
off balance	\,ɒf 'bæləns\	153	prep phr	in an unsteady position and likely to fall
above suspicion	\ə,bʌv sə'spɪʃən\	153	prep phr	if someone is above suspicion they are so honest that no one could think that they had done anything wrong
above board	\ə,bʌv 'bɔ:d\	153	adj	honest and legal
above all	\ə,bʌv 'ɔ:l\	153	prep phr	used to say that something is more important than anything else
over the hill	\,əʊvə ðə 'hɪl\	153	prep phr	no longer young, and therefore no longer attractive or good at doing things
over the moon	\,əʊvə ðə 'mu:n\	153	prep phr	very happy
over the top	\,əʊvə ðə 'tɒp\	153	adj	remarks, behaviour etc that are over the top are so extreme or unreasonable that they seem stupid or offensive

under the weather	\,ʌndə ðə 'weðə\	153	prep phr	slightly ill
under the impression	\,ʌndə ði im'preʃən\	153	prep phr	believing that something is true when it is not
under oath	\,ʌndər 'əʊθ\	153	prep phr	obliged by the law to tell the truth in court
take off	\,teɪk 'ɒf\	76	phr v	to suddenly start being successful
breakout	\'breɪkaʊt\	76	adj	having a sudden unexpected success
push the boat out	\,pʊʃ ðə 'bəʊt aʊt\	76	idiom	to spend more money than you usually do, on something special
to the fore	\tə ðə 'fɔː\	76	phr	to or in a position of importance or influence
smart watch	\'smɑːt wɒtʃ\	76	n	a smart watch is controlled by computers and is designed to provide information in a suitable way depending on the situation
smart thermostat	\,smɑːt 'θɜːməstæt\	76	n phr	a smart thermostat is an instrument used for keeping a room or a machine at a particular temperature, and is controlled by computers and designed to react in a suitable way depending on the situation
driverless car	\,draɪvələs 'kɑː\	76	n phr	a driverless car is controlled by equipment in the vehicle, rather than by a human driver
drone	\drəʊn\	76	n	an aircraft that does not have a pilot, but is operated by radio
brain imaging	\'breɪn ,ɪmədʒɪŋ\	76	n phr	a technical process in which pictures of the inside of someone's brain are

				produced, especially for medical reasons
genetic data	\dʒəˌnetɪk 'deɪtə\	76	n phr	information relating to genes or genetics (= the study of how the qualities of living things are passed on)
crowd funding	\'kraʊdˌfʌndɪŋ\	77	n	a method of getting money for something, for example a new film or album, by asking many people to give part of the money needed, often on the Internet

bargain	\'bɑː.gɪn\	n	something on sale at a lower price than its true value
command	\kə'mɑːnd\	n	knowledge of something, especially a language, or ability to use something
mind your language	\ˌmaɪnd jə 'læŋgwɪdʒ\	v	to be careful so that you do not offend anyone
dead language	\ˌded 'læŋgwɪdʒ\	n	a dead language, for example Latin or Ancient Greek, is no longer used by ordinary people
offensive language	\əˌfensɪv 'læŋgwɪdʒ\	adj	very rude or insulting and likely to upset people
everyday language	\evrɪdeɪ 'læŋgwɪdʒ\	n	ordinary, usual, or happening every day
global language	\ˌgləʊbəl 'læŋgwɪdʒ\	n	affecting, used by or including the whole world
language barrier	\'læŋgwɪdʒ ,bæriə\	n	the problem of understanding people who do not speak the same language
official language	\əˌfɪʃəl 'læŋgwɪdʒ\	n	a language used by people in authority, especially the government of a country
get a word	\get ə ˌwɜːd ɪn	idiom	to get a chance to say

in edgeways	'edʒweɪz\		something
get to the point	\,get tə ðə 'pɔɪnt\	idiom	to talk about the most important thing
talk at cross purposes	\,tɔ:k ət ,krɒs 'pɜ:pəsɪz\	idiom	if two people talk at cross purposes, they do not understand each other because they are talking about different things but fail to realize this
catch what someone says	\,kætʃ wʌt ,sʌmwʌn 'sez\	idiom	to hear or understand what someone says
need a good talking to	\,ni:d ə gʊd 'tɔ:kɪŋ tu\	idiom	to need to be talked to in an angry way, especially of a child or someone who is below you in rank
talk shop	\,tɔ:k 'ʃɒp\	idiom	to talk about things that are related to your work, especially in a way that other people find boring
run something by somebody	\,rʌn sʌmθɪŋ 'baɪ ,sʌmbədi\	idiom	to tell someone something so that they can give you their opinion
not make head or tail of	\,nɒt meɪk ,hed ə: 'teɪl ɒv\	idiom	to be completely unable to understand something
to say the least	\tə ,sei ðə 'li:st\	idiom	used to show that something is worse or more serious than you are actually saying
get the wrong end of the stick	\get ðə ,rɒŋ end əv ðə 'stɪk\	idiom	to understand a situation in completely the wrong way
take off	\,teɪk 'ɒf\	phr v	to suddenly start being successful
latest thing	\,leɪtəst 'θɪŋ\	n phr	the most recent or the newest or most popular thing

passing trend	\,pɑ:siŋ 'trend\ 	n phr	a fashion, activity, type of music etc that suddenly becomes very popular, but only remains popular for a short time
word of mouth	\,wɜ:d əv 'maʊθ\ 	n phr	information you get by someone telling you
lose appeal	\,lu:z ə'pi:l\ 	v phr	to no longer have the quality that makes people like something or someone
capture imagination	\,kæptʃər ɪmædʒə'neɪʃən\ 	v phr	to make (someone) feel very interested in something
strike a chord	\,straɪk ə 'kɔ:d\ 	v phr	to say or do something that other people agree with or have sympathy with
rise dramatically	\,raɪz drə'mætɪkli\ 	v phr	to increase greatly and suddenly

UNIT 7 FREEDOM

Word	Pronunci-ation	Page	P. of S.	Definition
to no avail	\tʊ ,nəʊ ə'veɪl\ 	81	adv phr	if something you do is to no avail, you do not succeed in getting what you want
in vain	\ɪn 'veɪn\ 	81	adv phr	without success in spite of your efforts
frantically	\ 'fræntɪkli\ 	81	adv	in an extremely worried and frightened way, so that you cannot control your feelings
extensively	\ɪk'stensɪvli\ 	81	adv	over a very large area
set off	\,set 'ɒf\ 	81	phr v	to make (an alarm) start ringing
sound	\saʊnd\ 	81	v	to warn people that something bad is happening
trigger	\ 'trɪgə\ 	81	v	to make (an alarm) start ringing
presume	\pri'zju:m\ 	81	v	to think that something is true, although you are not

				certain
presume dead	\prɪ,zju:m 'ded\	81	phr	to accept that someone is dead until it is shown to not be true, especially in law
presume innocent	\prɪ,zju:m 'ɪnəsənt\	81	phr	to accept that someone is innocent until it is shown to not be true, especially in law
suffer from	\'sʌfə frəm, frɒm\	81	phr v	to have (a particular disease or medical condition), especially for a long time
migraine	\'mi:greɪn, 'maɪ-\	81	n	an extremely bad headache, during which you feel sick and have pain behind your eyes
asthma	\'æsmə\	81	n	a medical condition that causes difficulties in breathing
amnesia	\æm'ni:ziə\	81	n	the medical condition of not being able to remember anything
hay fever	\,heɪ 'fi:və\	81	n	a medical condition like a bad cold, that is caused by breathing in pollen (= dust from plants)
investigati on	\ɪn'vestɪ'geɪʃə n\	81	n	an official attempt to find out the truth about or the cause of something such as a crime, accident, or scientific problem
be the subject of	\bi ðə 'sʌbdʒɪkt əv\	81	v phr	to be the thing that is talked about, dealt with or considered
pursue	\pə'sju:\ 	81	v	to continue trying to find out about or persuade
day shift	'deɪ ʃɪft	81	n	a particular period of time worked during the day, or the workers who work during one of these

				periods
split shift	\ 'splɪt ʃɪft\	81	n	a period of work that is divided into two or more parts on the same day, or the workers who work during one of these periods
hesitate	\ 'hezətet\	82	v	to pause before saying or doing something because you are nervous or not sure
renovate	\ 'renəveɪt\	82	v	to repair a building or old furniture so that it is in good condition again
elaborate	\ ɪ'ləbəreɪt\	82	v	to give more details or new information about something
darken	\ 'dɑ:kən\	82	v	to become dark or darker, or to make something dark or darker
strengthen	\ 'streŋθən\,	82	v	to become stronger or make something stronger
glorify	\ 'glɔ:rəfaɪ\	82	v	to make someone or something seem more important or better than they really are, or to praise someone or something
exemplify	\ ɪ'lektərəfaɪ\	82	v	to be a very typical example of something
exhaustion	\ ɪ'lektərəfaɪ\	82	n	extreme tiredness
recollection	\ 'strenθən\	82	n	something from the past that you remember
immediacy	\ ɪ'mi:diəsi\	82	n	when something is important or urgent because it relates to a situation or event that is happening now
accuracy	\ 'ækjərəsi\	82	n	the ability to do something in an exact way without making

				a mistake
clarity	\ 'klærəti\	82	n	the clarity of a piece of writing, law, argument etc is its quality of being expressed clearly
stupidity	\stju: 'pidəti\	82	n	behaviour or actions that show a lack of good sense or good judgment
embarrassment	\im 'bærəsmənt\	82	n	the feeling you have when you are embarrassed (= uncomfortable or nervous and worrying about what people think of you)
harassment	\ 'hærəsmənt\	82	n	when someone behaves in an unpleasant or threatening way towards you
applicant	\ 'æplɪkənt\	82	n	someone who has formally asked, usually in writing, for a job, university place etc
attendant	\ə 'tendənt\	82	n	someone whose job is to look after or help customers in a public place
disinfectant	\, dɪsən 'fek tənt\	82	n	a chemical or a cleaning product that destroys bacteria
clearance	\ 'klɪərəns\	82	n	the process of getting official permission or approval for something
reappearance	\, rɪ:ə 'pɪərəns\	82	n	the act of appearing again after not being seen for some time
pretence	\prɪ 'tens\	82	n	a way of behaving which is intended to make people believe something that is not true
dominant	\ 'dɒmənənt\	82	adj	more powerful, important, or noticeable than other people or things
redundant	\rɪ 'dʌndənt\	82	adj	if you are redundant, your

				employer no longer has a job for you
scandalous	\ 'skændələs\	82	adj	completely unfair and wrong
rebellious	\ rɪ 'beljəs\	82	adj	deliberately not obeying people in authority or rules of behaviour
suspicious	\ sə 'spɪʃəs\	82	adj	thinking that someone might be guilty of doing something wrong or dishonest
capable	\ 'keɪpəbəl\	82	adj	having the qualities or ability needed to do something
edible	\ 'edəbəl\	82	adj	something that is edible can be eaten
persuasive	\ pə 'sweɪsɪv\	82	adj	able to make other people believe something or do what you ask
elusive	\ ɪ 'luːsɪv\	82	adj	an elusive person or animal is difficult to find or not often seen
evasive	\ ɪ 'veɪsɪv\	82	adj	not willing to answer questions directly
extensively	\ ɪk 'stensɪvli\	82	adv	widely, over a great area
supposedly	\ sə 'pəʊzədli\	82	adv	used when saying what many people say or believe is true, especially when you disagree with them
censorship	\ 'sensəʃɪp\	154	n	the practice or system of examining books, films, letters etc to remove anything that is considered offensive, morally harmful, or politically dangerous etc
exorbitant	\ ɪg 'zɔːbətənt\	154	adj	an exorbitant price, amount of money etc is much higher than it should be
governor	\ 'gʌvənə\	154	n	the person in charge of governing a country that is under the political control of

				another country
responsive	\rɪ'spɒnsɪv\	154	adj	reacting quickly, in a positive way
senility	\sə'nɪləti\	154	n	being mentally confused or behaving strangely, because of old age
fabricate	\'fæbrɪkeɪt\	154	v	to invent a story, piece of information etc in order to deceive someone
likelihood	\'laɪklihʊd\	154	n	the degree to which something can reasonably be expected to happen
glorify	\'glɔ:rəfaɪ\	154	v	to make someone or something seem more important or better than they really are
Trouble- some	\'trʌbəl səm\	154	adj	causing problems, in an annoying way
classy	\'klɑ:si\	154	adj	fashionable and expensive
expertise	\,ekspɜ:'ti:z\	154	n	special skills or knowledge in a particular subject, that you learn by experience or training
anxious	\'æŋkʃəs\	154	adj	worried about something
impose	\ɪm'pəʊz\	154	v	if someone in authority imposes a rule, punishment, tax etc, they can force people to accept it
frivolous	\'frɪvələs\	154	adj	not serious or sensible, especially in a way that is not suitable for a particular occasion
envy	\'envi\	154	n	the feeling of wanting something that someone else has
chauvinist	\'ʃəʊvənəst\	154	n	someone, especially a man, who believes that their own

				sex is better or more important that the other sex
colonial domination	\kə,ləʊniəl dɒmə'neɪʃən\	88	n phr	control by a country that controls and rules other countries, usually ones that are far away
revere	\rɪ'viə\	88	v	to respect and admire someone or something very much
figurehead	\'figəhed\	88	n	someone who seems to be the leader of a country or organisation but who has no real power
clampdown	\'klæmpdaʊn\	88	n	sudden firm action that is taken to reduce crime
outrage	\'aʊtreɪdʒ\	88	n	a feeling of great anger and shock
galvanise	\'gælvənaɪz\	88	v	to shock or surprise someone so that they do something to solve a problem, improve a situation etc
crowning moment	\,kraʊnɪŋ 'məʊmənt\	88	n phr	a time that makes something complete or perfect, or is the best feature of something
rest on somebody's shoulders	\,rest ɒn sʌmbədɪz 'ʃəʊldəz\	88	idiom	if blame or a difficult job rests on somebody's shoulders, they have to take responsibility for it

Word	Pronunciation	Part of speech	Definition
right	raɪt	n	something that you are morally or legally allowed to do or have
restricted	\rɪ'strɪk.tɪd\	adj	limited by rules or laws
democracy	\dɪ'mɒk.rə.si\	n	a system of government in which people vote in elections to choose the people who will

			govern them
equality	\i'kwɒl.ə.ti\	n	everyone having exactly the same rights and opportunities regardless of colour, gender, sexual orientation, religion, age etc.
apartheid	\ə'pɑ:.taɪt\ \ə'pɑ:.teɪt\	n	the political system that existed in the past in South Africa, in which only white people had political rights and power
forced labour	\fɔ:st 'leɪ.bə\	n	being made to do hard physical work
surveillance	\sə'veɪ.ləns\	n	the careful watching of a person or place, often secretly and usually done by people in authority, such as the police
confidential	\,kɒn.fɪ'den.ʃəl\	adj, adv	secret; only for certain people to see
campaign	\kæm'peɪn\	v	try to achieve political or social change by persuading people in authority to do something
regime	\rei'ʒi:m\	n	a method of government that controls the country in a strict and unfair way
civil rights	\,sɪv.əl 'raɪts\	n, pl	the basic rights that all people in a society should have whatever their race, sex, religion etc.
cause	\kɔ:z\	n	idea, aim, belief or way of thinking that a group of people share and try to persuade others to support
take time out	\,teɪk taɪm 'aʊt\	phr	to rest or do something different from your usual job or activities
have a breather	\hæv ə 'bri:ðə\	v phr	to stop what you are doing for a short time in order to rest, especially when you are exercising

take your mind off	\,teɪk jə 'maɪnd ɒf\	v phr	to stop thinking and worrying about (something), or to make someone do this
switch off	\,swɪtʃ 'ɒf\	phr v	to relax for a short time
let your hair down	\,let jə 'heə daʊn\	v phr	to enjoy yourself and start to relax, especially after working very hard
unwind	\ʌn'waɪnd\	v	to relax and stop feeling anxious
burn the candle at both ends	\,bɜ:n ðə 'kændl ət ,bəʊθ 'endz\	idiom	to get very tired by doing things until very late at night and getting up early in the mornings
while away	\,waɪl ə 'weɪ\	phr v	to spend time in a pleasant and lazy way
hang out	\,hæŋ 'aʊt\	phr v	to spend a lot of time in a particular place or with particular people
chill out	\,tʃɪl 'aʊt\	phr v	to relax completely instead of feeling angry, tired, or nervous
work all hours	\,wɜ:k ɔ:l 'aʊəz\	idiom	to work for a long time
burn the midnight oil	\,bɜ:n ðə ,mɪdnait 'ɔɪl\	idiom	to work or study until late at night
deliberately	\dɪ'libərətli\	adv	if you do something deliberately, you do it because you want to
unsupervised	\ʌn'su:pəvaɪzd\	adj	without being in the charge of, or looked after by, another person
over-protective-ness	\,əʊvə prə'tektɪv nə:s\	n	the quality of being so anxious to protect someone from harm that you restrict their freedom
risk-averse	\,rɪsk ə'vɜ:s\	adj	not willing to take risks
deal with	\ 'di:l wɪð\	phr v	to take the necessary action, especially in order to solve a problem
mollycoddle	\ 'mɒli ,kɒdl\	v	to treat someone too kindly and to protect them too much from anything unpleasant

expose	\ɪk'spəʊz\ 	v	to put someone in a situation where they are not protected from something dangerous or unpleasant
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UNIT 8 TIME

Word	Pronunciation	Page	Part of Speech	Definition
date back to	\,deɪt 'bæk tə\ 	92	phr v	to have existed since a particular time in the past
about to	\ə'baʊt tə\ 	92	phr	if someone is about to do something, or if something is about to happen, they will do it or it will happen very soon
the foreseeable future	\ðə fɔ: ,si:əbəl 'fju:tʃə\ 	92	n phr	as long as it is possible to know what is likely to happen
at regular intervals	\ət ,regjələ 'ɪntəvəlz\ 	92	adv phr	happening every hour, every week, every month etc, usually with the same amount of time in between
in years to come	\ɪn ,jɪəz tə 'kʌm\ 	92	adv phr	in the future
the outset	\ði 'aʊtset\ 	92	n	the beginning of an event or process
a picture is worth a thousand words	\ə ,pɪktʃər ɪz ,wɜ:θ ə ,θaʊzənd 'wɜ:dz\ 	94	proverb	an idea can be conveyed better with just a single image than a written or spoken description does
better safe than sorry	\,betə ,seɪf ðən 'sɔ:ri\ 	94	proverb	used to say that it is better to be careful, even if this takes time, effort etc, than take a risk that may have a bad result
out of sight, out of mind	\aʊt əv ,saɪt aʊt əv 'maɪnd\ 	94	proverb	used to say that people soon stop thinking about something or someone if they do not see them for a while

home is where the heart is	\,həʊm ɪz weə ðə 'hɑ:t ɪz\	94	proverb	used to say that someone is more fond of their home than of anywhere else
practise what you preach	\,præktɪs wɒt jʊ 'pri:tʃ\	94	proverb	to do the things that you advise other people to do
Rome wasn't built in a day	\,rəʊm wɒzənt ,bɪlt ɪn ə 'deɪ\	94	proverb	a phrase meaning that it takes time to achieve something important, and you should not expect to succeed immediately
beggars can't be choosers	\,begəz kɑ:nt bi 'tʃu:zəz\	155	proverb	used to say that, when you have no money or no power to choose, you have to accept whatever you are given
better late than never	\,betə ,leɪt ðən 'nevə\	155	proverb	used to say that even if something happens late or someone arrives late, this is better than if it did not happen, or the person did not come at all
don't count your chickens	\,dəʊnt kaʊnt jɔ: 'tʃɪkənz\	155	proverb	used to say that you should not make plans that depend on something good happening, because it might not
strike while the iron's hot	\,straɪk waɪl ði ,aɪənz 'hɒt\	155	proverb	to do something immediately rather than waiting until a later time when you are less likely to succeed
keep your nose clean	\,ki:p jə 'nəʊz kli:n\	155	proverb	to make sure you do not get into trouble, or do anything wrong or illegal
no rest for the wicked	nəʊ ,rest fə ðə 'wɪkɪd\	155	proverb	used to say that you have no opportunity to stop working
put your best foot forward	\pʊt jɔ: ,best fʊt 'fɔ:wəd\	155	proverb	used to describe a situation where you have to make your best attempt at success

share and share alike	\,ʃeər ən ʃeər ə'laɪk\	155	proverb	used to say that you should share things fairly and equally between everyone
the early bird catches the worm	\ðɪ ˌɜ:lɪ 'bɜ:d ˌkætʃəz ðə 'wɜ:m\	155	proverb	used to say that if you do something early or before other people, you will be successful
the pen is mightier than the sword	\ðə ˌpen ɪz ˌmaɪtiə ðən ðə 'sɔ:d\	155	proverb	used to say that writing a complaint, encouragement etc is often more effective than using violence
distinctly	\dɪ'stɪŋktli\	96	adv	clearly
spring to mind	\ˌsprɪŋ tə 'maɪnd\	155	v phr	if someone or something springs to mind, you immediately think of it or them
once-in-a-lifetime	\ˌwʌns ɪn ə 'laɪftaɪm\	155	adj	the best that you will ever have
to remember	\ə rɪ'membə\	155	v phrase	to have a picture or idea in your mind of people, events, places etc from the past
on the tip of your tongue	\ɒn ðə ˌtɪp əv jə 'tʌŋ\	155	idiom	if a word, name etc is on the tip of your tongue, you know it but cannot remember it
for the life of me	\fə ðə 'laɪf əv mi\	155	idiom	used to say that you cannot remember or understand something even when you try hard
clean forget	\ˌkli:n fə'get\	155	v phrase	used to emphasise the fact you have forgotten something completely
go back	\gəʊ 'bæk\	155	phr v	used to say that someone has mentioned something from a long time ago
like it was yesterday	\ˌlaɪk ɪt wəz ˌjestədi, -deɪ\	155	v phrase	very well, as if it happened only a short time ago
memory lapse	\ˌmeməri ˌlæps\	155	n	a short period of time during which you cannot remember

				something
etch on your memory	\,etʃ ɒn jə 'meməri\	155	v phrase	if an experience, name etc is etched on your memory or mind, you cannot forget it and you think of it often

delete	\di'li:t\		v	remove, take away
neurons	\'njʊə.rɒnz\		n, pl	cells in the brain that transmit information
puls	\'pʌls\		n	short period of energy or electricity
controversial	\,kɒn.trə'vɜ:.ʃl\		adj	causing disagreement
a last resort	\ə lɑ:st ri'zɔ:t\		n phr	a method used when all other methods fail
reactivate	\ri'æk.ti.veɪt\		v	bring back into action
PTSD (post-traumatic stress disorder)	\,pi:.ti:.es'di:\			a mental illness where somebody feels very anxious after a frightening or shocking experience, such as war
traumatic	\trə:'mæt.ɪk\ \traʊ'mæt.ɪk\		adj	causing severe emotional anxiety
evocative	\i'vɒkətɪv\		adj	making people remember something by producing a feeling or memory in them
evoke	\i'vəʊk\		v	to produce a strong feeling or memory in someone
take you back	\,teɪk jʊ 'bæk\		phr v	to make you remember a time in the past
carry back	\,kæri 'bæk\		phr v	to make you remember a time in the past
all the time in the world	\,ɔ:l ðə ,taɪm ɪn ðə 'wɜ:ld\		phr	unlimited time
pushed for time	\,pʊʃt fə 'taɪm\		phr	if you are pushed for time you are very busy and have little time to spare

time on your hands	\ 'taɪm ɒn jə ,hændz\	phr	if you have time on your hands, you do not have enough to do
time to yourself	\ ,taɪm fə jə 'self\	phr	if you have time to yourself, you are free to do what you want to do
pass the time	\ ,pɑ:s ðə 'taɪm\	phr	to make time seem to go by more quickly
just in time	\ ,dʒʌst ɪn 'taɪm\	phr	only moments before the time by which it is necessary for something to be done
time to spare	\ ,taɪm tə 'speə\	phr	if you have time to spare you have time available to do something

UNIT 9 INSPIRATION

Word	Pronunciation	Page	P. of S.	Definition
unconventional	\ ,ʌnkən 'venʃənəl\	104	adj	very different from the way people usually behave, think, dress etc
thought-provoking	\ 'θɔ:t prə ,vəʊkɪŋ\	104	adj	making people think seriously about a particular subject
bleak	\ bli:k\	104	adj	without anything to make you feel happy or hopeful
compelling	\ kəm 'pelɪŋ\	104	adj	used to describe an argument etc that makes you feel certain that something is true or that you must do something about it
well-received	\ ,wel rɪ 'si:vɪd\	104	adj	happily accepted, or considered to be correct, by many people
poignant	\ 'pɔɪnjənt\	104	adj	making you feel sad or full of pity
overrated	\ ,əʊvə 'reɪtəd\	104	adj	not as good or important as some people think or say

offbeat	\,ɒf'bi:t\	104	adj	unusual and not what people normally expect, especially in an interesting way
striking	\ 'straɪkɪŋ\	104	adj	attractive in an unusual way that is easy to notice
subtle	\ 'sʌtl\	104	adj	not easy to notice or understand unless you pay careful attention
come up with	\kʌm 'ʌp wið\	106	phr v	to think of an idea, answer etc
go on	\gəʊ 'ɒn\	106	phr v	to continue doing something or being in a situation
carry out	\,kæri 'aʊt\	106	phr v	to do something that needs to be organised and planned
set up	\,set 'ʌp\	106	phr v	to start a company, organisation, committee etc
pick up	\,pɪk 'ʌp\	106	phr v	to lift something or someone up
go back	\gəʊ 'bæk\	106	phr v	to return to a place that you previously been to
come back	\kʌm 'bæk\	106	phr v	to return to a place that you previously went away from
go out	\gəʊ 'aʊt\	106	phr v	to leave your house, especially in order to enjoy yourself
point out	\,pɔɪnt 'aʊt\	106	phr v	to tell someone something that they did not already know or had not thought about
find out	\,faɪnd 'aʊt\	106	phr v	to get information, after trying to discover it or by chance
get round to	\get 'raʊnd tə\	106	phr v	to do something that you have been intending to do for some time
go in for	\gəʊ 'ɪn fə\	106	phr v	to do or use something often because you enjoy it
put up with	\pʊt 'ʌp wið\	106	phr v	to accept an unpleasant

				situation or person without complaining
stand up for	\,stænd 'ʌp fə\	106	phr v	to refuse to accept unfair treatment from a person or organisation
catch up with	\,kætʃ 'ʌp wið\	106	phr v	to finally speak to someone you haven't had a chance to speak to for a while
go back on	\gəʊ 'bæk ɒn\	156	phr v	to not do something that you promised or agreed to do
get up to	\get 'ʌp tə\	156	phr v	to do something, especially something slightly bad
cut down on	\,kʌt 'daʊn ɒn\	156	phr v	to reduce the amount of something
look in on	\,lʊk 'ɪn ɒn\	156	phr v	to make a short visit to someone, while you are going somewhere else, especially if they are ill or need help
watch out for	\,wɒtʃ 'aʊt fə\	156	phr v	to pay close attention in a particular situation because you are expecting something to happen or you want to avoid something bad
keep up with	\,ki:p 'ʌp wið\	156	phr v	to manage to do as much or as well as other people
go through with	\gəʊ 'θru: wið\	156	phr v	to do something you had promised or planned to do, even though it causes problems or you are no longer sure you want to do it
go down with	\gəʊ 'daʊn wið\	156	phr v	to become ill, especially with an infectious disease
do away with	\,du: ə'wei wið\	156	phr v	to get rid of something or stop using it

look down on	\,lʊk 'daʊn ɒn\	156	phr	to think that you are better than someone else, for example because you are more successful, or of a higher social class than they are
Word	Pronunciation		Part of speech	Definition
defaced	\dɪ'feɪst\		adv	wrote over and ruined
sombre	\'sɒm.bəʳ\		adj	dark and serious
movement	\'mu:v.mənt\		n	group of artists who produce work based on a common philosophy
inspiration	\,ɪn.spɪ'reɪ.ʃən\		n	being excited by something enough to try yourself
surrealist	\sə'riə.lɪst\		adj,n	art based on the unconscious mind
urinal	\jʊə'raɪ.nəl\		n	a type of toilet for men
vandalism	\'væn.də'lɪ.zəm\		n	deliberately destroying objects
come up with an idea	\kʌm ,ʌp wɪð ən aɪ'diə\		phr	to think of an idea
novel idea	\,nɒvəl aɪ'diə\		adj	an idea that is not like anything known before, and unusual or interesting
toy with an idea	\,tɔɪ wɪð ən aɪ'diə\		phr	to think about an idea or possibility, usually for a short time and not very seriously
give the idea	\,gɪv ðə aɪ'diə\		phr	to make someone think that a particular thing is true
brainstorm ideas	\,breɪnstɔ:m aɪ'diəz\		phr	to meet in a group in order to try to develop ideas and think of ways of solving problems
hit on an idea	\,breɪnstɔ:m aɪ'diəz\		phr	to have an idea or discover something suddenly or unexpectedly
bright idea	\,braɪt aɪ'diə\		adj	a very clever idea, often used in a joking way to mean a

			very stupid idea or action
original idea	\əˌrɪdʒənəl aɪˈdɪə\	n	an idea that is completely new and different from anything that anyone has thought of before
seem like a good idea at the time	\ˌsiːm laɪk ə ˌɡʊd aɪˈdɪə ət ðə 'taɪm\	idiom	what you decided to do seemed sensible at first, but it turned out to be a poor decision
ridiculous idea	\rɪˈdɪkjələs aɪˈdɪə\	n	a very silly or unreasonable idea
get the wrong idea about something	\get ðə ˌrɒŋ aɪˈdɪə əbaʊt ,sʌmθɪŋ\	phr	to think that something is true when it is not
not have the faintest idea about something	\ˌnɒt hæv ðə ,feɪntəst aɪˈdɪə əbaʊt ,sʌmθɪŋ\	phr	to not have even a general understanding of something
full of bright ideas	\ˌfʊl əv ˌbraɪt aɪˈdɪəz\	phr	having lots of very clever ideas, often used in a joking way to mean very stupid ideas or actions
someone's idea of	\ˌsʌmwʌnz aɪˈdɪə əv\	phr	used when you are surprised and often rather annoyed by what someone has said or done
have an idea of/about something	\ˌhæv ən aɪˈdɪə əbaʊt ,sʌmθɪŋ\	phr	to be fairly sure that something is true, without being completely sure
have a clear idea about something	\ˌhæv ə ˌkliə aɪˈdɪə əbaʊt ,sʌmθɪŋ\	phr	to have a good understanding of something
rave	\reɪv\	v	to talk about something you enjoy or admire in an excited way
crave	\kreɪv\	v	to have an extremely strong desire for something

rant	\rænt\	v,n	to talk or complain in a loud, excited and rather confused way because you feel strongly about something
fresh perspective	\,fref pə'spektɪv\	n	a new and interesting or useful way of thinking about something, especially one which is influenced by the type of person you are or by your experiences
speak your mind	\,spi:k jə 'maɪnd\	v phr	to tell people exactly what you think, even if it offends them
let your feelings fly	\let jə: 'fi:lɪŋz 'flaɪ\	v phr	to say exactly what you think about things
give someone a piece of your mind	\ə ,pi:s əv jə 'maɪnd\	phr	to tell someone that you are very angry with them

Unit 10 HORIZONS

Word	Pronunciation	Page	Part of Speech	Definition
set off	\,set 'ɒf\	116	phr v	to start to go somewhere
on the road	\ɒn ðə 'rəʊd\	116	phr	travelling
trial run	\,traɪəl 'rʌn\	116	n	an occasion when you test a new method or system to see if it works well
learning experience	\'lɜ:nɪŋ ɪk'spɪəriəns\	116	n	an experience through which you learn a new skill
quit your job	\,kwɪt jə 'dʒɒb\	116	v phr	to leave a job, especially without finishing it completely
head straight for	\,hed 'streɪt fə\	116	v phr	to go or travel directly towards a particular place, without going anywhere else first

off the beaten track	\,ɒf ðə ,bi:tən 'træk\	116	idiom	a place that is off the beaten track is not well known and is far away from the places that people usually visit
conceal	\kən'si:l\	118	v	to hide (something) carefully
gripping	\'grɪpɪŋ\	118	adj	a gripping film, story etc is very exciting and interesting
embark on	\ɪm'bɑ:k ɒn\	118	phr v	to start something, especially something new, difficult, or exciting
spacious	\'speɪʃəs\	118	adj	a spacious house, room etc is large and has plenty of space to move around in
master	\'mɑ:stə\	118	v	to learn a skill or a language so well that you have no difficulty with it
impure	\ɪm'pjʊə\	157	adj	not pure or clean, and often consisting of a mixture of things instead of just one
unadulterated	\,ʌnə'dʌltəreɪtɪd\	157	adj	complete or total, or not mixed with other less pure substances
genuine	\'dʒenjuən\	157	adj	something genuine really is what it seems to be
shun	\ʃʌn\	157	v	to deliberately avoid someone or something
ostracise	\'ɒstrəsaɪz\	157	v	if a group of people ostracise someone, they refuse to accept them as a member of the group
estimate	\'estəmeɪt\	157	v	to try to judge the value, size, speed cost etc of something, without calculating it exactly

assume	\ə'sju:m\	157	v	to think that something is true, although you do not have definite proof
hypothetical	\,haɪpə'θetɪkəl	157	adj	based on a situation that is not real, but that might happen
argue	\'ɑ:gju:\	157	v	to disagree with someone in words, often in an angry way
squabble	\'skwɒbəl\	157	v	to argue about something unimportant
admit	\əd'mɪt\	157	v	to agree unwillingly that something is true or that someone else is right
dispute	\dɪ'spju:t\	157	v	to say that something such as a fact or idea is not correct or true
stroll	\strəʊl\	157	v	to walk somewhere in a slow, relaxed way
meander	\mi'ændə\	157	v	to walk somewhere in a slow, relaxed way rather than take the most direct way possible
saunter	\'sɔ:ntə\	157	v	to walk in a slow, relaxed way, especially so that you look confident or proud
lightweight	\'laɪtweɪt\	157	adj	weighing less than average
cumbersome	\'kʌmbəsəm\	157	adj	difficult and heavy to move
awkward	\'ɔ:kwəd\	157	adj	difficult to do, use, or deal with
considerable	\kən'sɪdərəbəl\	157	adj	fairly large, especially large enough to have an effect or be important
extensive	\ɪk'stensɪv\	157	adj	large in size, amount, or degree

substantial	\səb'stænʃəl\	157	adj	large in amount or number
straightforward	\,streɪt'fɔ:wəd\	157	adj	simple and easy to understand
unambiguous	\,ʌnæm'brɪɡjuəs\	157	adj	a statement, instruction etc that is unambiguous is clear and easy to understand because it can only mean one thing

grilled	\grɪld\		adj	(here) asked lots of difficult questions
interviewer	\'ɪn.tə.vju:ə ^r \		n	the person who interviews someone for a job
interviewee	\,ɪn.tə.vju'i:\		n	the person who is being interviewed
position	\pə'zɪʃ.ən\		n	job in a company
degrade	\dɪ'greɪd\		v	to feel you have lost respect for yourself and from other people
humiliate	\hju:'mɪl.i.eɪ.t\		v	to feel embarrassed and ashamed
put on a brave face	\,pʊt ɒn ə 'breɪv'feɪs\		idiom	hide your feelings of being upset or disappointed
unorthodox	\ʌn'ɔ:θə.dɒks\		adj	different from what is usual or normally expected
recruiting	\rɪ'kru:tɪŋ\		n	the process of finding and employing someone to work for a company
leave/ make a lasting impression			idiom	behave in a way that makes people remember good things about you for a long time
break the ice	\,breɪk ðə 'aɪs\		idiom	to make someone feel relaxed
role playing	'rəʊl ,pleɪ\		n	pretending to be someone else to act out a pretend situation

bribe	\braɪb\	v	money or gifts you give someone to try and make them do something
scrap	\skræp\	n	a small amount of information, truth etc
dazzled	\'dæzəld\	adj	very impressed
ascension	\ə'senʃən\	n	when someone moves to a more important or higher position or job
clamour	\'klæmə\	n	a very loud noise made by a large group of people or animals
geriatric	\,dʒeri'ætrɪk\	adj	too old to work well
beacon	\'bi:kən\	n	a person, idea etc that guides or encourages you
crave	\kreɪv\	v	to have an extremely strong desire for something
hanker after	\'hæŋkər ,ɑ:ftə\	phr v	to feel strongly that you want something
spotlight	\'spɒtlaɪt\	n	a place or position that gets a lot of attention in newspapers, on television etc
centre of attention	\,sentər əv ə'tenʃən\	n phr	the person who everyone is interested in, listens to etc
serve an apprenticeship	\,sɜ:v ən ə'prentəsʃɪp\	n	the job of being an apprentice (= someone who works for an employer for a fixed period of time in order to learn a particular skill or job), or the period of time in which you are an apprentice
pay your dues	\,peɪ jɔ: 'dju:z\	idiom	to make regular payments, or fulfil obligations, to an organisation of which you are a member and where you are learning a trade

be held in high esteem	\bi ,held in ,haɪ r' sti:m\	idiom	if someone is held in high esteem, people have a feeling of respect for them or a good opinion of them
be renowned	\bi rɪ'naʊnd\	v phr	to be known and admired by a lot of people, especially for a special skill, achievement, or quality
overnight success	\,əʊvənait sək'ses\	idiom	a success that happens surprisingly quickly
shoot to fame	\,ʃu:t tə 'feɪm\	idiom	to suddenly become very famous
be set on	\bi 'set ɒn\	v phr	to be determined about (something)
have aspirations	\hæv ,æspə'reɪʃənz\	v phr	to have a strong desire to have or achieve something
burning ambition	\,bɜ:nɪŋ æm'bɪʃən\	n phr	a burning ambition (= a strong desire to achieve something), desire, need etc is very strong
set your heart on	\,set jə 'hɑ:t ɒn\	idiom	to want very much to have or achieve something, or to be determined to do something
in the limelight	\ɪn ðə 'laɪmlaɪt\	idiom	a situation in which someone receives a lot of attention, especially from newspapers, television etc
hit the big time	\,hɪt ðə 'bɪg taɪm\	idiom	to get to a position of being very famous or important, for example in the entertainment business or in politics
stroke of luck	\,strəʊk əv 'lʌk\	n phr	something lucky that happens to you unexpectedly
pay off	\,peɪ 'ɒf\	phr v	if something you do pays off, it is successful or has a good result

one-hit wonder	\,wʌn hɪt 'wʌndə\	idiom	if someone has success with one song, book, etc. only, they are a one-hit wonder
a legend in your lifetime	\ə ,ledʒənd ɪn jə 'laɪftaɪm\	idiom	someone who is famous and admired for being extremely good at doing something while they are still alive
establish common goals	\ɪ ,stæblɪʃ 'kɒmən 'gəʊlz\	v phr	to decide on aims that are shared by more than one person or organisation
haggle	\'hæɡəl\	v	to argue when you are trying to agree about the price of something
make compromises	\,meɪk 'kɒmprəmaɪzɪz\	v phr	coming to agreements that are achieved after everyone involved accepts less than what they wanted at first
tactful	\'tæktfəl\	adj	not likely to upset or embarrass other people
defer	\dɪ'fɜː\	v	to delay something until a later date
bluff	\blʌf\	v	to pretend something, especially in order to achieve what you want in a difficult or dangerous situation
make concessions	\,meɪk kən'seʃənz\	n	something that you allow someone to have in order to end an argument or disagreement

WRITING GUIDE



PART IV. WRITING GUIDE

I. DESCRIPTION OF A PERSON. PERSONAL STORY

- How would you describe yourself?
- If that seems like a difficult question to answer, it's okay!
- Even native speakers sometimes find it hard to talk about themselves in English.
 - Describing yourself is really just telling people what you're like.
 - You can tell someone what you look like.
 - You can say what your personality is like.
 - You might even say where you're from or where you work.
 - There are many different ways to describe a person!
 - Whether you're describing yourself or someone else, knowing what some of these different ways are can be a big help.

Why Describe Someone?

We describe people all the time. For example, you might tell your friends what your boss is like. You might tell your sister what that cute guy you saw looks like.

Even outside of everyday conversations, it's very useful to know how to describe people. Descriptions are used a lot in books, in articles and in other kinds of communication in English. Reading or hearing a description of someone can give you a better idea of what they look like or act like.

What Are the Different Ways to Describe People?

- Let's say you want to describe a friend, a family member or a boss. You will probably use a few kinds of information.
 - Appearance is what someone looks like on the outside.
 - Mannerisms are the ways that someone acts or behaves.
 - Character traits are the little things that make someone who they are. In other words, they make up someone's personality.
 - Emotions are what someone feels at a certain time.

Useful Ways of Describing People in English

A. Describing someone's appearance

To describe someone's appearance, you will often use adjectives. An adjective is a kind of word that describes a noun (a person, place or thing).

Here are some words and phrases you can use to describe a person's appearance.

Some of them are synonyms, or words that mean almost or exactly the same thing. Knowing more than one way of saying something is very helpful when describing people.

To describe someone's height, you can say they are tall or short. Tall people are higher than short people. Someone who is thin and tall can be called lanky. To say someone is short and also small, you can say they are petite. If you're talking about a child, they might be pint-sized.

Someone who weighs more than average can be curvy, well-built, full-bodied or heavy. (Curvy is usually only used to describe women.) You might also say someone has some meat on their bones. This is a casual way of saying they are overweight, and it might seem rude to someone sensitive. The opposite of overweight can be thin, slim or skinny.

Light, yellowish hair can be described as blonde. But you can also call a person who has that kind of hair a blonde. (This means blonde can be used as a noun or an adjective.) A person with dark hair can be called a brunette. Someone with red hair can be called a redhead.

Besides what color someone's hair is, you also can say they are short-haired or long-haired. You can say they have curly, straight or wavy hair. Sometimes hair can also be frizzy, which is when it looks puffy with small, tight curls. If someone has no hair at all on their head, they are bald.

Men sometimes have hair on their faces. Hair that covers the chin and cheeks is called a beard. When there's hair only above the lips it's a moustache. A beard that's only on the chin can be called a goatee. None of these are adjectives. They are all nouns. To describe someone with a beard, you would say, "He has a beard."

How does a person look overall? If you think a woman is attractive, you can say she is beautiful, pretty or maybe even gorgeous (very beautiful). You can call an attractive man handsome. Both men and women can be good-looking. If you're speaking very casually, good-looking men or women can be hot. To say someone is not very good-looking, you can say they are not much to look at. This is not a nice way to describe someone, but it's better than ugly.

If someone dresses well, they are smartly dressed or they look smart. You can also just say they are well-dressed. If someone dresses fashionably, they are stylish or trendy. If someone has bad taste in clothes, you can say they're unfashionable. A less nice way to say this is frumpy.

B. Describing someone's mannerisms

Someone's mannerisms are the way they act or speak. When you speak, do you move your arms a lot? Do you touch your hair or bite your lip? All these things are mannerisms.

Since mannerisms are usually actions, they are often described by phrases with verbs (action words).

Here are some common mannerisms you might use to describe people:

- Many people have mannerisms that appear when they're feeling negative (bad) emotions. If someone feels nervous or impatient, for example, they might tap their fingers, crack their knuckles, bite their fingernails or chew the tips of their pencils.

- Sometimes people don't even notice that they twirl their hair around their finger. Other times mannerisms are deliberate (on purpose). For example, someone might roll their eyes to show that they're being sarcastic (not serious).

- When a person thinks hard about something, they sometimes tilt their head to the side or even stick out their tongue.

- You can sometimes tell someone is annoyed if they rub the back of their neck, sigh a lot or clench their hands.

C. Describing someone's character

A person's character is their personality, who they are on the inside. When you talk about someone, you might mention what they are like as a person.

Here are some ways to do that:

- We all know people who are nice and kind. They are a pleasure to be with and always seem to be smiling. These people are usually also friendly and generous. People who are generous like to help others by giving them things. Someone who is the opposite of nice is mean. Mean people can be unpleasant, nasty or vicious. Hopefully you don't know anyone like this!

- Some people always show respect to others, which makes them polite and well-mannered. Someone who doesn't care about other's feelings or rules is rude and impolite. If they use bad language, you can say they are vulgar or obscene.

- Someone smart is intelligent or clever. If they are smart because of age or experience, they can be called wise. Someone who is not very intelligent could be dumb or slow, but a slightly nicer way to say that is that they're not too bright.

- How does the person you're describing deal with difficult situations? Some people get angry easily. They are hot-headed. Others are calm and sensible and look at everything in a relaxed way. Others go right from being calm to being mad. They are moody.

- To describe a person who does not like to go out or be with people much, you can use the word introvert. If that person doesn't talk a lot and doesn't seem comfortable around others, they might be shy. People who love company and parties are extroverts. They are often easy-going, meaning not much bothers them.

- Someone who tries hard to do big things is ambitious. They might also be resourceful. Resourceful people use everything they can to help them reach a goal. Someone who is happy with what they have can be called content or fulfilled. None of these are bad things to be.

- If a person is good at making people laugh, they are funny. If they're funny in a clever (smart) way, they're witty. Some people don't like to laugh a lot, and are very serious instead. Sometimes serious people can seem boring.

- Arrogant, conceited people are not fun to be around because they act like they are better than you. They can be show-offs, meaning they try to make you see how great they are. Modest people don't show off how great they are, even if they're awesome!

D. Describing someone's feelings

People's feelings are always changing. You can be happy one moment, and then hear some bad news and become sad.

You always know how you feel, but it isn't always easy to tell how someone else is feeling. You can look at how someone is speaking or even how they're sitting to understand how they feel. When you're not sure how someone feels, you can say they might be feeling something.

You can also say someone looks like they're feeling a certain way. These phrases show that you might be wrong.

For example, you can say, "I'm mad" when you're talking about yourself. But you might say "He looks mad," when you're talking about another person. This makes sense if this person is yelling into his phone with his face red and his fists clenched (all signs that someone is mad!).

You can use these words to talk about how someone is feeling, how they were feeling before or how they might feel in the future.

There are so many ways to say that someone is happy! They can be elated, exuberant, cheerful, delighted or even ecstatic (very, very happy). Someone sad might be described as melancholy, miserable (very sad) or out of sorts.

When something makes a person mad, they become angry or fed up. Someone very angry is furious or livid. Stay away from those people!

We all feel like we have too much to deal with sometimes. This can make us stressed and anxious. New or scary things can make us nervous. Once that stress is gone, you can feel tranquil or serene, which are other ways of saying relaxed.

Did the person you're describing get enough sleep last night? If not, they might look tired or worn out. If they look extremely tired, they might be exhausted. Sleeping well makes a person look well-rested.

If someone looks like they're not interested in what's going on around them, they might seem bored. If they're very interested, you might say they're enthusiastic.

If you're ever stuck trying to think of a different way to say a word, look it up in a thesaurus like this one!

A thesaurus lists both synonyms and antonyms (words that have an opposite meaning). It's a great way to discover new words and more ways of describing people. Another especially good thesaurus resource is Visual Thesaurus, which is like a thesaurus that's also a map. It shows you the connections between related words. This is great for helping you choose the very best adjective to describe someone.

PERSONAL STORY

Personal narratives focus on a particular real life event that was pivotal or important for the writer. You may have to write a personal narrative as part of a college application or as an assignment for a class. To write a strong personal narrative, start by coming up with an engaging idea. Then, write the narrative with an opening hook and a detailed, organized structure. Always review and revise the personal narrative before handing it in so it is at its best.

1. Focus on a memorable event or moment in your life.

The personal narrative should focus on a specific event or moment that was memorable or made a big impression on you. It does not need to be a major moment as long as it feels memorable and important to you. The event could have seemed minor at the time but ended up being life changing for you.

For example, you may write about your struggles with body image in high school and how you overcame them in adulthood. Or you may write about your disastrous 15th birthday party and how it affected your relationship with your mother.

2. Expand on an important conflict in your life.

Personal conflict can be great fodder for a personal narrative. Think about any strained relationships in your life or any moments of major conflict that you have experienced. Explore the conflict in detail in the narrative.

For example, you write a personal narrative about your complicated relationship with your birth mother. Or you may write about a conflict you have with a sport you play or a club you are a part of.

3. Think about a particular theme or idea.

Use a theme as a jumping off point for the narrative. Explore a theme or idea from your perspective. Consider how the theme applies to your life and your experiences thus far. Themes like poverty, isolation, sacrifice, and talent are all good options for a personal narrative.

For example, you may explore a theme like poverty by writing about your family's struggle with money and finances. You may write about having to defer college applications to work at your parent's business to make ends meet for your family.

4. Read examples of personal narrative.

Learn from good examples of the genre online and in print. Search for the top personal narratives online to see what a successful narrative looks like. Read and learn from these examples. You may read:

1. "The Boys of My Youth" by Jo Ann Beard;
- b) "Slouching Towards Bethlehem" by Joan Didion;
- c) "Me Talk Pretty One Day" by David Sedaris;
- d) "The Lives section" of The New York Times;

II.DISCURSIVE ESSAY

A *discursive essay* is a piece of formal writing which discusses a particular issue, situation or problem.

There are three main types of discursive essays.

I. For and against essays present both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples, and/or reasons. The writer's own opinion should be presented only in the final paragraph.

II. Opinion essays present the writers personal opinion concerning the topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint and reason should be included in a separate paragraph before the dosing one, together with an argument that shows it is an unconvincing viewpoint. The writer's opinion should be included in the introduction, and summarized/restated in the conclusion.

III.Essays suggesting solutions to problems, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put for-ward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion.

Points to consider

- Present each point in a separate paragraph. A well-developed paragraph contains a clear topic sentence, which summaries the contents of the paragraph, as well as a clear justification, explanation or example in support of the point presented.

- Well-known quotations (e.g. As writer Somerset Maugham once said, 'It is bad enough to know the past; it would be intolerable to know the future.'). rhetorical questions (e.g. It people today are not concerned enough about tomorrow, will the future still be there for man?) or thought-provoking statements (e.g. The fact is mat one's future is what one makes it. There Is no such thing as chance.) are useful devices to make your composition more interesting.

- Before you begin writing, you should always make a list of the points you will present.

- Do not use informal style (e.g. contracted forms, colloquial language, etc) or very strong language (e.g. I know. I am sure...)

STRUCTURE OF A DISCURSIVE ESSAY

A discursive essay will normally contain an introduction followed by a series of paragraphs which gradually, through the main body of the essay, build a cohesive argument leading to a concluding statement of the writer's own position on the topic under discussion. This conclusion should be natural, convincing and, at best, inescapable.

Introduction

This section will generally provide a clearly stated, balanced and contextualised outline of the topic to be discussed.

The main body

This section consists of several paragraphs each of which may present evidence subjected to analysis and evaluation, and building cohesively towards the final position which the writer may take on the topic.

Conclusion

Here the writer states his/her final position on the topic and demonstrates how the position s/he is taking is derived from the previous arguments / points, is convincingly and comprehensively justified by them, and may even provide a new perception or perspective, or, at least, a deepening of understanding. No new information – arguments / points are presented in the conclusion.

When writing a discursive essay, you should:

- use formal, impersonal style (see Formal Style)
- use topic sentences to introduce the subject of each paragraph
- write well-developed paragraphs, giving reasons/examples
- use generalisations (e.g. In most developed countries, education...)

- use sequencing (e.g. First/ly, Second/ly, etc) and linking words/phrases (e.g. however, although, etc)
- make references to other sources (e.g. Experts have proved that...)
- use quotations, either word-for-word or in paraphrase, being careful to identify the source (e.g. As Winston Churchill said,"...)

You should not:

- use short forms, informal/colloquial language, etc (see Formal Style)
- use very emotional language (e.g. I absolutely detest people who...)
- express personal opinions too strongly (e.g. I know...); instead, use milder expressions (e.g. It seems to me that...)
- use over-generalisation (e.g. All politicians are...)
- refer blindly to statistics without accurate reference to their source (e.g. "A recent study showed..." - which study?)
- use cliches (e.g. Rome was not built in a day.)
- use personal examples (e.g. In my school...)

A DISCURSIVE ESSAY EXAMPLE

MOBILE PHONES: Should they be banned in public places?

Society has mixed feelings about the use of mobile phones in public places like restaurants and cinemas. **Whereas/However** they were almost unknown twenty years ago, these days they are part of everyone's life, and the world would now feel a strange place without them.

One of the strongest arguments in favour of banning mobile phones is the annoyance they cause other people. **Although/Despite** audiences are always asked to turn off their mobiles when they go to the cinema, you can be sure that the film you are watching will be interrupted by the sound of at least five ringing tones! **Therefore/What is more** many people insist on continuing their conversation, **in spite of/even though** hundreds of people can hear them! **For this reason/Besides** many people would welcome a ban on mobile phones in places where they might irritate others.

On the other hand/Although there are a number of arguments against such a ban. It is really difficult to stop users bringing their mobile phones into public places, and **however/therefore** it would be virtually impossible to enforce any ban. Some would see this as an infringement of their rights, **even though/while** other people would say they need them in case of an emergency. And **despite/besides** being asked to turn their mobile phones off, some people insist on leaving them on, or simply forget to silence them. Perhaps the most important

point is that, **although/in spite of** all the disadvantages, many people these days simply feel that they are not able of living without their mobile.

It seems to me that a ban on mobile phones would be pointless. A way round any ban will always be found. **Nevertheless/Although** their use should be discouraged in places like restaurants, unless it is absolutely necessary. People should be made aware that it is very bad manners to use them at certain times.

However/Furthermore, there will always be someone who thinks their call is much more important than other people's peace and quiet!

PROBLEM-SOLUTION ESSAYS

To write a persuasive solution essay, you need to organize carefully. Your main goals are:

1. Interest your reader in the problem
2. Convince your reader that the problem is important and needs to be solved
3. Explain your solution clearly
4. Convince the reader that your solution is cost-effective and feasible
5. Convince your reader that your solution is better than other solutions

Introduction

In the introduction, you need to describe the problem and explain why it needs to be solved and then give your thesis solution. Remember:

- If it is an unknown problem, you will need to explain in detail.
- If it is a familiar problem, then you need to paint a vivid picture.
- In both situations, you will need to convince the reader that it is an important problem.

Creative Introduction Ideas

1. Tell a true-life story about the problem.
2. Give a personal experience story.
3. Use a scenario or imagined story illustrating why this needs to be solved.
4. Give statistics and facts about the problem which make it vivid for the reader.
5. Do a detailed explanation of the problem with facts that show why it needs to be dealt with.

6. Give the history of the situation and explain how this problem developed.

7. Use a frame story which gives an example of the problem in the introduction and then a return to the problem being solved in the conclusion.

8. Use a vivid description with sensory details that makes the reader see the situation.

9. Use a movie, book, T.V. story or news story to show the problem and why it is important.

Thesis

At the end of your introduction, you can ask your thesis question and then give your solution idea as the thesis statement. Here are some tips:

1. State your solution clearly in one sentence.
2. Usually, your thesis sentence will come after your description of the problem.
3. Sometimes, you may not want to state this thesis until after you have shown that the present solutions aren't working, especially if your thesis is something simple.

Body of Paper

The body of your paper will be three or more paragraphs and must:

2. Explain your solution clearly
3. Give details about how this solution will solve the problem
4. Explain who will be in charge and how it will be funded
5. Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument)

The body of your paper will also seek to argue that your solution:

1. Will solve the problem.
2. Is cost-effective.
3. Is feasible to implement.
4. Is a reasonable solution to the problem.
5. Can stand up to possible objections.
6. Is better than other solutions.

In order to make a convincing argument, you will need to consider objections to your plan carefully and refute them logically with argument and/or evidence.

Writing the Conclusion

Your conclusion will be one or more paragraphs. For an excellent ending, you want to clinch your argument and convince your reader that your solution is the best. Here are some effective ideas:

1. Tell the reader what should happen.
2. Give a description of how the situation will change if your plan is adopted.
3. Use the end of the frame story to show how the solution is needed or how it will work.
4. Give a real-life example or scenario showing adoption of your plan and how it works.
5. Cite convincing facts, statistics, or expert testimony on the solution or the problem.

PROBLEM-SOLUTION ESSAY EXAMPLE

The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before.

What are the most serious problems associated with the internet and what solutions can you suggest?

The enormous growth in the use of the internet over the last decade has led to radical changes to the way that people consume and share information. Although serious problems have arisen as a result of this, there are solutions.

One of the first problems of the internet is the ease with which children can access potentially dangerous sites. For example, pornography sites are easily accessible to them because they can register with a site and claim to be an adult. There is no doubt that this affects their thoughts and development, which is a negative impact for the children and for society. Another major problem is the growth of online fraud and hacking. These days, there are constant news stories about government and company websites that have been hacked, resulting in sensitive information falling into the hands of criminals.

It is important that action is taken to combat these problems. Governments should ensure that adequate legislation and controls are in place that will prevent young people from accessing dangerous sites, such as requiring more than simply confirming that you are an adult to view a site. Parents also have a part to play. They need to closely monitor the activities of their children and restrict their access to certain sites, which can now be done through various computer programs.

Companies must also improve their onsite IT security systems to make fraud and hacking much more difficult by undertaking thorough reviews of their current systems for weaknesses.

To conclude, the internet is an amazing technological innovation that has transformed people's lives, but not without negative impacts. However, with the right action by individuals, governments and businesses, it can be made a safe place for everyone.

FOR AND AGAINST ESSAY

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

a) an introductory paragraph in which you clearly state the topic to be discussed, without giving your opinion;

b) a main body in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and

c) a closing paragraph in which you state your opinion or give a balanced consideration of the topic.

Points to consider

- Before you start writing your essay you should make a list of the points for and against.

- Each paragraph should start with a topic sentence which summarises the topic of the paragraph.

e.g. In addition, many people feel reading is a relaxing and worthwhile activity.

- Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language to express your opinion (e.g. I know..., etc.). Express your opinion in a non-emotional way (e.g. It seems that, I therefore feel, etc.).

- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: "Education is a progressive discovery of our own ignorance." (Will Durant)

Note: Although these are "balanced" arguments, if you feel that either the for or against side is stronger and should be supported, this

side should be presented in paragraphs 4 and 5, thus leading the reader to your conclusion.

Introduction

Paragraph 1

state topic (summary of the topic without giving your opinion)

Main Body

Paragraphs 2 and 3

arguments for & justifications, examples, and/ or reasons

Paragraphs 4 and 5

arguments against and justification, examples, and/or reasons

Conclusion

Final Paragraph

balanced consideration/ your opinion directly or indirectly

Useful expressions and linking words/phrases

• To list points:

Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally

• To list advantages:

One/Another/A further/An additional (major) advantage of... is ...
The main/greatest/first advantage of... is ...

• To list disadvantages:

One/Another/ A further/An additional (major) disadvantage/drawback of. The main/greatest/most serious/first disadvantage/drawback of... Another negative aspect of...

• To introduce points/arguments for or against:

One (very convincing) point/argument in favour of... / against, A further common criticism of... / It could be argued that..... often claimed/suggested

It is widely argued maintained that.....

generally felt/believed/held

Some/many/most people/experts/scientist/skeptics/critics claim/suggest/argue/feel that...maintain/believe/point out/agree/hold that...

advocate (+ing/noun)/support the view that...

oppose the view that...

are in favour of/against...

are of the opinion that/convinced that...

are opposed to...

• To add more points to the same topic:

in addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only ... but also/as well, both ... and, There is another side to the issue/question/argument of...

- *To make contrasting points:*

on the other hand, however, still, yet, but, nonetheless, nevertheless, even so,

it may be said/argued/claimed that,...

others/many people oppose this viewpoint/strongly disagree..., claim/feel/believe this argument is incorrect/misguided

although, though, even though, while, whilst, whereas, despite/in spite of (the fact that), regardless of the fact that

Opponents of ... argue/believe/claim that...

The fact that... contradicts the belief/idea that...

While it is true to say that..., in fact...

While/Although ..., it cannot be denied that...

Useful expressions and linking words/phrases

- *To introduce examples:*

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

- *To emphasise a point:*

clearly, obviously, it is obvious, naturally, of course, needless to say, indeed

- *To express reality:*

In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect

- *To make general statements:*

as a (general) rule, generally, in general, on the whole, by and large, in most cases

- *To make partially correct statements:*

to a certain extent/degree, to some extent/degree, in a way/sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point

- *To explain/clarify a point:*

in other words, that is to say, this/which means that

- *To express cause:*

owing to, due to (the fact that), on account of, on the grounds that, given that, because, as, since

• *To express effect:*

therefore, thus, as a result/consequence, consequently, so, for this reason, if... were to happen, ... the effect/result would be...

• *To express intention:*

to, so as to, in order to, so that, with the intention of (+ing)

Useful expressions and linking words/phrases: Conclusion expressing balanced considerations/opinion indirectly

In conclusion,

On balance,

All things considered,

Taking everything into account/consideration,

To conclude,

To sum up,

All in all,

Finally/Lastly,

..... it can be said/claimed that ...

..... it seems/appears that...

..... it would seem that...

..... it is likely/unlikely/possible/foreseeable that ...

..... it is clear/obvious that...

..... there is no/little doubt that ...

..... it is true to say that ...

..... although it must be said that ...

..... it may be concluded/said that ...

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

In conclusion,

On balance,

All things considered,

Taking everything into account/consideration,

To conclude,

To sum up,

All in all,

..... it is my belief/opinion that ...

..... I (firmly) believe/feel/think that ...

..... I am convinced that ...

..... I am inclined to believe that ...

..... I (do not) agree that/with ...

A for and against essay

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle.

Firstly, I think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. **In addition**, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. **Another advantage is that** the people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to become famous. **However**, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. **Also**, sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. **Another disadvantage is that** some programmes always follow the same format and this can be boring to watch.

To sum up, I think that reality TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch.

Top Tips for writing

1. **Start each paragraph with a word or phrase so the reader knows what to expect, for example *Firstly*, *On the other hand* or *To sum up*.**
2. **Link your sentences with these words.**
3. **Organise your essay in paragraphs.**
 - paragraph 1 – introduction
 - paragraph 2 – arguments for the subject
 - paragraph 3 – arguments against the subject
 - paragraph 4 – conclusion

Pic.2. For and against essay

III. HOW TO WRITE A REPORT

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Requirements for the precise form and content of a report will vary between organisation and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

Reports may contain some or all of the following elements:

- A description of a sequence of events or a situation;

Some interpretation of the significance of these events or situation, whether solely your own analysis or informed by the views of others, always carefully referenced of course (see our page on Academic Referencing for more information);

- An evaluation of the facts or the results of your research;
- Discussion of the likely outcomes of future courses of action;
- Your recommendations as to a course of action; and
- Conclusions.

Not all of these elements will be essential in every report.

If you're writing a report in the workplace, check whether there are any standard guidelines or structure that you need to use.

For example, in the UK many government departments have outline structures for reports to ministers that must be followed exactly.

Step 1: Know your brief

You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.

First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

Step 2: Keep your brief in mind at all times

During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?

All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organise your work into sections by theme, a bit like writing a Literature Review.

Make sure that you keep track of your references, especially for academic work. Although referencing is perhaps less important in the workplace, it's also important that you can substantiate any assertions that you make so it's helpful to keep track of your sources of information.

Sample report

To: Tony Farmer, Union Safety Officer	Receiver
From: Tim Dixon, Personal Assistant, Creagh Holdings Ltd	Sender
Date: 16 July 20XX	Date
Report on safety hazards in Main Office of Creagh Holdings, Ltd	Subject heading
1. Purpose	Reference to original instructions:
You asked me to prepare a report (your memo, dated 4 July) on actual and potential hazards in our main office. I was asked to present my findings by 22 July.	Who? What? Where?
2. Procedure	What was done to investigate the topic.
2.1 I inspected the office area at three different times of the day.	Numbered steps in the procedure.
2.2 I discussed hazards with relevant staff working in the main office.	
2.3 I examined previous reports on the topic (see References).	
3 Findings	What information was discovered.
3.1 Electrical hazards	Numbered subheadings, tabulated items within these.
3.1.1 Although inspected only six months ago, the power plugs to two computers in the clerical section are cracked across their backs.	Note the clear, factual style of presenting the information.
3.1.2 The starter to one of the fluorescent tubes in the ceiling lighting is faulty; staff regularly stand on a chair to twist the starter and get the tube working.	
3.1.3 The main power input to the office photocopier is worn by constant contact with a filing cabinet. The worn area has been mended by being bound with insulation tape.	
3.2 Furnishing hazards	
3.2.1 Two of the filing cabinets are over 20 years old and often jam shut. They can only be opened by tilting the cabinet backwards and holding the cabinet at an angle while supporting it with one's foot.	
3.2.2 The letter racks for incoming mail are secured to the wall by masonry hooks, except for the lower left corner, where a large dictionary has been placed to support the weight.	
3.3 Other hazards	

PART V. LIST of SITUATIONS to BE DEVELOPED

1. An English proverb says: "A good name is rather to be chosen than great riches". Express your opinion. Do you have a common or unusual name? Why do you think some names become fashionable/unfashionable?

2. A portrait keeps a part of the soul of its owner. If you had a portrait painted of you, where would you be? What kind of portrait would you like to have?

3. Pitter Pen said: "Since I was little, this is my favorite place to come". Tell about a place that is important to you.

4. Tell about a treasured possession of your own and describe why it is meaningful to you.

5. Tell about the best advice you ever got. You should mention about what it was, when you heard it, and how it helped you.

6. Books will always exist – people like the feel of paper. Present your point of view.

7. Children learn a lot from their parents. How much do you think parents are able to shape their children's future and success?

8. Do you agree that any parent can train his/her child to become world-class at something or does the child need to be born academically/artistically gifted?

9. Describe the national stereotype for your country. Do you think it is an accurate description?

10. Design your ideal space for work and study. Present your ideas, following the points: type of room, special features, decoration, objects/furniture, size, view.

11. Think over juvenile delinquency, its causes and solutions. Who do you think should be responsible for it?

12. If you could introduce a law in your country or community, what would it be? Think over and present your ideas.

13. When is it important for people to speak openly rather than keep secrets? Express your opinion.

14. Dave Willis said: «Secrecy is the enemy of couples. Every healthy relationship is built on a foundation of honesty and trust ». Speak on the problem of keeping secrets from each other in couples.

15. Tell about one of your childhood memories and explain why you still remember it.

16. Present list of five secrets of famous personality.

17. Lao Tzu said: "Those who have knowledge don't predict. Those who predict don't have knowledge". Do you believe in predictions?

18. Imagine you are a "futurist" and it is your job to predict the future. What changes do you think will happen by 2040?

19. Tell about changes in English in the next 200 years. Do you think it will continue to be a global language or some other languages will become more important?

20. What has changed during 10 years in your country? Think about fashion, cost of living, the media, etc. Present your ideas.

21. Give information about a decade of your own choice. Think about music, fashion, politics, news events and trends. Take into consideration three factors, which you think, helped to define the decade.

22. Describe the things, places, actions that help you to switch off from your daily routine.

23. Describe your actions if you found yourself stranded on an island.

24. Choose the objects you would put in a time capsule to represent your culture. Explain your choice.

25. Choose some items for a "Museum of Me". Include clothing, food or drink, books, magazines or DVDs. What do they represent? Explain your ideas.



PART VI. IRREGULAR VERBS

Infinitive	Simple Past	Past Participle
to awake	awoke	awoken
to be	was	been
to beat	beat	beat
to become	became	become
to begin	began	begun
to bend	bent	bent
to bite	bit	bitten
to bleed	bled	bled
to blow	blew	blown
to break	broke	broken
to bring	brought	brought
to build	built	built
to burn	burnt/burned	burnt/burned
to buy	bought	bought
to catch	caught	caught
to choose	chose	chosen
to come	came	come
to cost	cost	cost
to cut	cut	cut
to deal	dealt	dealt

to dig	dug	dug
to do	did	done
to draw	drew	drawn
to dream	dreamt/dreamed	dreamt/dreamed
to drink	drank	drunk
to drive	drove	driven
to eat	ate	eaten
to fall	fell	fallen
to feed	fed	fed
to feel	felt	felt
to fight	fought	fought
to find	found	found
to fly	flew	flown
to forget	forgot	forgotten
to freeze	froze	frozen
to get	got	got
to give	gave	given
to go	went	gone
to grow	grew	grown
to hang	hung	hung
to hang	hanged	hanged
to have (got)	had	had

to hear	heard	heard
to hide	hid	hid
to hit	hit	hit
to hold	held	held
to hurt	hurt	hurt
to keep	kept	kept
to know	knew	known
to lay	laid	laid
to lead	led	led
to learn	learnt/learned	learnt/learned
to leave	left	left
to let	let	let
to lie	lay	lain
to light	lit	lit
to lose	lost	lost
to make	made	made
to mean	meant	meant
to meet	met	met
to pay	paid	paid
to prove	proved	proved/proven
to put	put	put
to read	read	read

to ride	rode	ridden
to ring	rang	rung
to rise	rose	risen
to run	ran	run
to say	said	said
to see	saw	seen
to sell	sold	sold
to send	sent	sent
to shake	shook	shaken
to shine	shone	shone
to shoot	shot	shot
to show	showed	showed/shown
to shut	shut	shut
to sing	sang	sung
to sit	sat	sat
to sleep	slept	slept
to smell	smelt/smelled	smelt/smelled
to speak	spoke	spoken
to spend	spent	spent
to stand	stood	stood
to steal	stole	stolen
to stick	stuck	stuck

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