

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный университет им. Н.И. Лобачевского

LIFE IS GREAT:

Сборник текстов и заданий по английскому языку
для студентов 1-2 курсов ИЭП

ПРАКТИКУМ

Рекомендовано методической комиссией филологического факультета для студентов ННГУ, обучающихся в Институте экономики и предпринимательства

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Настоящее пособие содержит тексты и диалоги для развития навыков коммуникативного общения в повседневных ситуациях, а также практические задания, упражнения и творческие задания для рецептивных и продуктивных видов речевой деятельности. Система заданий разработана для индивидуальной и групповой работы.

Практикум предназначен для студентов и слушателей, обучающихся на 1-2 курсах ИЭП ННГУ им. Н.И. Лобачевского.

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PART I
UNIT I
MY EXPERIENCES

Exercise 1. Think of some special experiences you hope to have in the future. Tell your partner about...

- a place you'd like to go someday.
- something you'd like to do.
- something you'd love to see.
- a person you'd really like to meet.

Exercise 2. What kinds of hopes and dreams do people have? Share your ideas with the class.

“Some people want to go traveling or meet their favourite pop star...”

Exercise 3. Listen to five people talking about their secret dreams.

What is each person's secret dream? Do you have any secret dreams like these?

Exercise 4. Read what the people say.

How do they express these ideas? Find what they say and underline the verbs.

1. *Jill*: I always wanted to be an actor as a child. I want to be an actor now.
2. *Sonia*: We didn't save enough money last year. We don't have enough money now.
3. *Raquel*: My brother even surfed in Hawaii — exactly when isn't important.
4. *Him*: In the past, I went to Europe many times.

“Actually, I've always wanted to be an actor. I haven't had any formal training, but I've been in a couple of college plays. So my dream is to study acting.” – Jill Richardson, Vancouver, Canada

“Well, Carlos and I have gone sailing a few times with friends, and we've had a lot of fun. So our dream is to buy our own sailboat. But we haven't saved enough money!” – Sonia and Carlos Silva, Brasilia, Brazil

“My dream? To go surfing. I've never tried it before, but my brother goes surfing all the time! He's even surfed in Hawai'i.” – Raquel Garza, Monterrey, Mexico

“Well, my parents have never traveled outside of Japan, so I want to take them to Europe. I've been there many times, so I know all the best places to go!” – Hiro Tanaka, Osaka, Japan

Exercise 5. Study the table.

Use the present perfect for events at an indefinite time before now.	
<ul style="list-style-type: none">• I've been to Europe.• You've done a lot of things.• We've had a lot of fun.• They've traveled in Asia.• He's surfed in Hawaii.	<ul style="list-style-type: none">• I haven't been to Paris.• You haven't gone sailing• We haven't saved enough money.• They haven't been to Europe.• She hasn't tried surfing before.
The present perfect is often used with these frequency expressions.	
<ul style="list-style-type: none">• I've always wanted to study acting.• We've gone sailing once / twice / many times.• She's never tried it before.	
Notice how people use been and gone to talk about travel destinations.	
<ul style="list-style-type: none">• I've been to Paris. (I went and came back.)• She's gone to Paris. (She's still in Paris.)	

Exercise 6. Complete the conversations with the present perfect. Then practice with a partner.

- A: I've always wanted (always/want) to try rock climbing.
B: Really? Not me. I _____ (never / want) to do it. I _____ (always / be) afraid of heights.
- A: I _____ (not see) the Grand Canyon. I really want to go there someday.
B: Me too. My friend _____ (be) there. She had an amazing time.
- A: I _____ (go) surfing three or four times. It's exciting.
B: Yeah? I _____ (not try) it before. I _____ (never do) any water sports.
- A: My dream is to be a tennis player. I _____ (have) a lot of training, and I _____ (play) with some professional tennis players.
B: No way! I love tennis. I _____ (always / want) to meet Andy Murray.
- A: We _____ (not travel) much, but we want to go to Bogota.
B: Me too. My cousin lives there. He _____ (invite) me to visit several times, but I _____ (not save) enough money to go.

Exercise 6. Work with a partner. Start conversations like the ones above using your own ideas.

A: "I've always wanted to try hang gliding."

B: "Really? My friend's been hang gliding."

Exercise 7. Work in small groups. Talk about the things below. Why haven't you done them? What has stopped you?

- something you've always wanted to buy

- b) a place that you've never been to but would like to visit
- c) something you've always wanted to learn how to do
- d) something else you've always wanted to do

Exercise 8. Mingle with the class and ask your classmates about these good and bad experiences. For each question, find someone who answers yes. Write the student's name in the chart. Report back about your findings.

Good experiences		Bad experiences	
Have you ever...	Name	Have you ever...	Name
won prize?		broken something valuable?	
gotten 100% on a test?		lost something important?	
spoken to a famous person?		had the flu?	
taken an exciting trip?		forgotten someone's birthday?	
found a wallet?		fallen and hurt yourself?	

Eg.: "Have you ever won a prize?" "Yes, I have. I won a prize in a science fair in fifth grade."

Exercise 9. Look at the photographs. Which trip would you like to take? Tell the class. Then read the two blogs. Which blogger had the worst problems?



Picture 1. Guatemala



Picture 2. Brazil

JAKE'S JOURNEY

MARCH 2, GUATEMALA

When we arrived in Guatemala two weeks ago, we didn't know what to expect. But I have to say, we've had a great time. I've done a lot of traveling, and I think it's one of the most amazing places I've ever been to. We've done a lot in the last two weeks. We've gone hiking, explored some of the ancient Mayan ruins, and camped next to a volcano. We've also seen some beautiful birds. The quetzals are so colorful, and there are hummingbirds everywhere. There are lots of things we haven't had time to do. I've always wanted to go to the rain forest. I hope we get there.

Camping was really fun. We drove up some rough dirt roads to Ipala Volcano and got a flat tire on the way. It was worth the trip, though. There's a really pretty lake up there that we hiked around. It rained really hard one night, and everything outside the tent got soaked, but at least the tent didn't leak. Fortunately, the weather's gotten better. Another place we found had these beautiful hot springs and a hot waterfall. Standing underneath it was just like taking a hot shower! I miss you all!

Comments: Linh: You do'? That's hard to believe, Jake. It sounds like you're having a blast! I've never been to Central America, but I've always wanted to go there. Have you gone on one of the zip lines? I've heard you can do them there. Have fun!

CHLOE'S TRAVELS

MARCH 2, BRAZIL

After 35 hours of travel, we arrived in Brazil last Sunday. I can't believe it — we got stuck on our way here, and unfortunately, we missed Carnival in Rio! I've always wanted to see it — with all the costumes and dancing and music, but we just couldn't get here in time. And I lost my camera!

Fortunately, I've been good about uploading all my photos to the blog, so I haven't lost many. At least it wasn't an expensive camera. Anyway, we've been to the beach every day. We've gone surfing, and I went parasailing yesterday. The views were amazing!

We've done a lot of sightseeing – though we haven't taken the cable car up Sugar Loaf Mountain. We'll probably do that tomorrow. We've met some really nice people. They're so incredibly friendly and helpful. Amazingly, we managed to visit the family of one of our classmates from college. They were extremely generous. They made us some traditional feijoada – a bean and meat dish, It was delicious! I could happily spend another month here. We'll have to come back and visit again.

Comments: Steve: Hey Chloe. I miss you! It's cold and wet here, and I'm working, unfortunately. Have you been able to see any capoeira?

Exercise 10. Read the blogs again. Are the sentences true or false? Write T or F.

1. Guatemala is exactly what Jake expected. _____
2. The weather has been bad for his entire trip. _____
3. He had problems with his tent one night. _____
4. Chloe enjoyed Carnival. _____
5. She and her friends have finished. _____
6. She would like to spend more time in Brazil. _____

Exercise 11. Write a blog entry about an exciting experience you've had. Use adverbs of attitude *fortunately, unfortunately and amazingly*. Do you have a photo to add to the blog?

Exercise 12. Take turns reading your classmates' blogs. Discuss who:

- has had the most exciting experience
- has done something you'd love to
- has been somewhere you'd like to

PART I
UNIT II
FAMILY EVENTS

Exercise 1. What are some things family members argue about? Add your own ideas. Tell the class.

chores / school / sharing things / staying out late

Exercise 2. Listen and read the messages on the website below. What problems do the people have?

Kids gripe about their parents...	Parents gripe about their kids...	Spouses gripe about each other...
<p>"I want to go to drama school, but my parents want me to study law. They're always pressuring me about it."</p> <p style="text-align: right;"><i>Jack</i></p>	<p>"My kids play computer games all the time. I always try to have them do their homework before dinner, but they play games"</p> <p style="text-align: right;"><i>Pam</i></p>	<p>"My husband never lets me have the remote when we're watching TV. It's so irritating. We're always fighting over it."</p> <p style="text-align: right;"><i>Sue</i></p>
<p>"My parents won't let me use the car. I have to ask them to drive me everywhere."</p> <p style="text-align: right;"><i>Maria</i></p>	<p>"My kids never help me clean the house. I can't even get them to clean up their own rooms."</p> <p style="text-align: right;"><i>Eduardo</i></p>	<p>"My Wife is a backseat driver. She's always telling me to slow down, even though I never go over the speed limit."</p> <p style="text-align: right;"><i>Ahmed</i></p>
<p>"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 10:00. It's so embarrassing."</p> <p style="text-align: right;"><i>Carlo</i></p>		
<p>MY GRIPE: Here's your chance to send in your own gripe about your family. Enter your gripe(s) here:</p>		

Exercise 3. Complete sentences about the people above. Add verbs.

1. Maria's parents won't let her _____ the car.
2. Carlo's parents make him _____ home before 10:00.
3. Pam tries to have her kids _____ their homework before dinner.
4. Eduardo can't get his kids _____ their rooms.
5. Ahmed's wife always tells him _____ even when he's not driving fast.

Exercise 4. Do you have the same gripes as the ones on the website? Tell a partner.

Exercise 5. Study the chart and the sentences.

<p><i>let/ make / help / have + object + verb</i></p> <p>My parents won't let me stay out late. They make me come home before 10:00. My kids never help me clean the house. I have them do their homework before dinner.</p>	<p><i>get/ want/ ask / tell + object + to + verb</i></p> <p>I can't get them to clean up their rooms. My parents want me to study law. I have to ask them to drive me everywhere. My wife is always telling me to slow down.</p>
<p><i>In conversation</i></p> <p>You can also say <i>help me to do</i> something, but this is much less common.</p>	<p><i>Common errors</i></p> <p>Don't use <i>to</i> with let, make, or have. They make me come home before 10:00. (NOT They make me to come home before 10:00)</p>

Exercise 6. Choose the correct verbs to complete the sentences.

1. When I was a kid, my parents never *let* me walk to school by myself. (got / let)
2. My parents made me _____ to bed at 8:00. (go / to go)
3. My mother couldn't _____ me to eat fish. I was a picky eater! (make / get)
4. My brother never lets me _____ his computer. (use / to use)
5. My parents _____ me to spend more time with them. I should, but I'm too busy. (want/ have)
6. My dad's always telling me _____ more exercise. (get / to get)
7. I always _____ my husband make breakfast on weekends so I can sleep late. (have / get)
8. I think kids should _____ their parents clean the house. (get / help)
9. My parents always say they want me _____ happy, not rich. (to be / be)
10. I usually _____ my parents know when I'm going to be home late. (let/ have)

Exercise 7. Pair work: Make five of the sentences above true for you. Tell a partner.

A: *When I was a kid, my parents never let me eat junk food.*

B: *Really? My parents let me have soda and stuff, but they made me eat vegetables, too.*

Exercise 8. Read the list of demands that parents make on their children.

What other demands do parents make?

My parents want me to . . .

1. ___ get married and start a family.
2. ___ study a subject I'm not interested in.
3. ___ work in the family business.
4. ___ change my appearance.
5. ___ call them every week.
6. ___ move nearer to them.

Exercise 9. Listen to five people talk about their parents' demands. Number the demands they talk about above 1 to 5. There is one extra.

Exercise 10. What demands do your parents or your friends' parents make? Why? Which demands are reasonable? Which are not? Tell the class.

"My parents don't want me to get married too soon. They want me to finish college first."

Exercise 11. When you were a child, did you and your family use to eat together every day? What were family meals like? Tell the class.

Exercise 12. Read Margaret's blog. Why does Margaret think families should eat together more often?

It seems to me that families used to eat more meals together. And nowadays, there's often a TV nearby, or someone's talking on a cell phone or texting during dinner.

My family always used to eat dinner together, no matter what. We'd wait for everyone to get home, and then we'd all sit down together. My parents never let us take food into another room to watch TV, and if the phone rang, my mom would have us tell the caller to call back later. During dinnertime conversation, everyone had a chance to talk. Back then, I was a bit quieter than my siblings, so my dad would often ask me to talk about my day. That's how we learned to share and take turns, so everyone got to join in.

Speaking of taking turns, all of us kids used to take part in either preparing the meal or cleaning up. Sometimes my mom would let me help her in the kitchen — I'd wash and chop vegetables, or things like that. We'd always have fresh food, or at least leftovers from the night before . . . no fast food or take out.

Now, I won't pretend our mealtimes were absolutely perfect. There was plenty of sibling rivalry, especially between my little brother and me. We used to fight all the time and sometimes kick each other under the table. Then our parents would intervene, telling us to "get along or else!" Nobody knew exactly what "or else" meant, but we didn't want to risk finding out.

These days, it seems like families have little time together, especially at mealtimes. I was reading an article that said children who have regular meals with their families feel less stressed, have a healthier weight, get better grades, and are less likely to get into trouble than children from families that don't eat together. I wonder if those families know what they're missing.

Exercise 13. Find the expressions on the left in the blog. Match each one with a similar expression.

1. no matter what	a. food remaining after a meal
2. leftovers	b. competition between brothers or sisters
3. pretend	c. become involved in a difficult situation
4. sibling rivalry	d. act like something is true that is not
5. intervene	e. or something bad will happen (used as a threat)
6. or else	f. in any situation

Exercise 14. Read the blog again. Are these sentences true or false? For each statement below, check T or F. Correct the false statements.

1. Margaret's mother used to let her watch TV while she ate dinner.
2. As a child, Margaret was less talkative than others in the family.
3. The kids in Margaret's family helped make dinner and clean up.
4. Margaret got along well with all her siblings at dinnertime.
5. Margaret thinks kids are healthier when they eat with their families.

Exercise 15. Listen to three people talk about their memories of family life. What did they use to do?

Exercise 16. Listen again. Why don't the people do these things now? Write a reason for each one on the line. Compare with a partner.

Exercise 17. Think of three things you used to do with your family. Tell a partner.

A: We used to go skiing every winter, but my dad hurt his knee, so we stopped.

B: Really? My parents didn't let us go skiing because they thought it was too dangerous.

Exercise 18. Read the blog below. Underline the time markers. Then write a blog about a family memory from your childhood.

Our roller-skating days

When we were kids, my sister and I used to roller-skate a lot. We would skate on the sidewalk or on the school playground. In those days, we didn't have all the safety equipment kids use today. These days kids wear helmets, knee pads, and wrist guards. Back then, we just had to skate carefully and try not to fall.

PART I
UNIT III
PLANNING YOUR TIME

Exercise 1. Talk to your partner. How good are you at managing your life? Are you good at...

- keeping your house neat and organized?
- organizing your social life?
- dealing with problems at work or school?

Exercise 2. What kinds of plans do you make in advance? at the last minute? Tell the class.

Exercise 3. Listen to Sarah talking on the phone to her friend Robert. When do they decide to meet? Can you guess what they're going to do?

Hello?

Oh, hi, Robert. How are you?

Good, really good. . . . No, it's OK. I'm on my way home.

What am I doing tomorrow night? Actually, I don't think I'm doing anything...

Oh, wait. Tomorrow's Tuesday. I have my kickboxing class. That starts at 7:00, and then I'm meeting Anna afterwards. We're going to have dinner together. But, yeah, I'd love to catch up with you. How about Wednesday night?

Huh. So you're going to be out of town for a couple of days,... but you'll be back Friday, right? So what about Friday?

Uh-oh. I just remembered. My boss is going to have us all work late Friday. She mentioned it last week. We have this big deadline.

Yeah, yeah. We won't be finished on time. It's a long story. Uh, I'll tell you about it sometime.

Tonight? Actually, I'm not doing anything!

That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you. I can get there by 7:30. And I'm call for a reservation.

Great. So, see you in about an hour. Bye.

Exercise 4. Complete the sentences. How does Sarah tell Robert about these things?

1. Her plans with Anna tomorrow night: "We _____ together."
2. Not meeting the work deadline on Friday: "We _____ on time."
3. Not having plans tonight: "I _____ anything."
4. Why she can't meet tomorrow: "I _____ class."

Exercise 5. Complete the conversations with appropriate ways to talk about the future, using the words given. There may be more than one possible answer. Then practice with a partner.

1. A: So, what ___ you ___(do) after class tomorrow?

B: Well, actually, I ___(take) the afternoon off tomorrow. I ___(have) lunch with my sister. So yeah, I ___(not / work) in the afternoon.

A: That sounds nice. Where ___ you ___(have) lunch?

B: I'm not sure. Do you want to meet us? I'm sure my sister ___(not / mind).

A: OK. Sure. I ___(text) you tomorrow when I get out of class.

2. A: I ___(have) a party at my place Friday night. Can you come?

B: Actually, I ___(have) basketball practice at 7:00 on Friday. It ___(not finish) until 9:00. Is that too late?

A: No, not at all. My guess is that most people ___(not arrive) until after 9:00 anyway.

B: OK, great. So I ___(come) over right after practice. It ___(be) around 9:30.

3. A: So ___ you ___(go away) this weekend?

B: Actually, we ___(go) on a boat trip on the lake on Saturday. The weather report says it ___(not/ be) too windy. So yeah, it ___(be) fun, I think.

A: That sounds great. I've never done that.

B: You're kidding. Why don't you come with us? The boat ___(leave) at 9:00. I ___(call) my brother and ask him to get you a ticket.

Exercise 6. Work with a partner. Ask and answer the questions above. Give your own answers.

Exercise 7. Complete the chart. Which invitation sounds the most interesting to you?

	Antony	Clair	Kelly
What's the invitation for?	A concert		
What day? What time?			
What are his/her plans then?			
What does he/she decide to do?			

Exercise 8. Work with a partner.

Student A: Invite your partner to do something with you on a specific day.

Student B: Tell your partner your plans for that day, and make a decision about what to do.

Exercise 9. Do you ever multitask? What kinds of things do you do at the same time? Is multitasking a good thing to do? Tell the class.

Exercise 10. Read the blog. What does it say about multitasking?

Multitasking: An Effective Solution?

With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job.

Last week, during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the wrong attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing.

Sound familiar? Don't worry — you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We think we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task," and when we switch from one thing to another, we're simply interrupting ourselves to do something else.

An Alternative Approach

I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort not to multitask. During that week, I discovered two surprising things. First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another - even if the job is driving me crazy!

Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multitasking ways?

A Cure for Multitaskers

First, get rid of interruptions. I now know that when I'm working, I should resist the temptation to check email, and I make sure my phone is turned off.

Second, set yourself a tight deadline. If you think you have to give a presentation in 30 minutes, you might not want to answer that interrupting phone

call! Single-tasking to meet a tight deadline will also reduce your stress levels — as long as you meet it, of course!

My experiment convinced me that I don't have to accept multitasking as a way of life. If you make up your mind to avoid distractions and concentrate on one job at a time, you really can achieve more.

Exercise 11. Replace the underlined words in each question with the correct form of an expression from the blog. Then ask and answer the questions with a partner.

1. Have you ever done something to fool someone? How did it turn out?
2. What do you do if you're not moving forward on an assignment?
3. Do you often have your attention interrupted by email or phone calls?
4. What kinds of personality traits annoy you a lot?
5. Do you ever decide on a time to finish something that's hard to achieve?
6. Do you find it easy to make decisions about things?

Exercise 12. Read the blog again. Answer the questions.

1. What happened when the writer tried to multitask?
2. What was the research the writer did?
3. What were the two things the writer learned?
4. What two things does the writer recommend we do to stop multitasking?
5. What is the writer's opinion of multitasking? Do you agree?

Exercise 13. Work in pairs.

What do you do when you have a lot to do? How do you balance work, friends, and family time? Tell your partners.

Exercise 14. Listen to four people talk about their time management problems.

Which problems did they have?

Write the number of the speaker. There are two extra problems.

- a. I left things until the last minute.
- b. I couldn't set priorities.
- c. I felt I had too much to do.
- d. I couldn't meet deadlines.
- e. I took on too many jobs.
- f. I delayed difficult jobs.

Exercise 15. Listen again and write the advice each speaker received.

Exercise 16. Read the question and answer and circle any sentences that link ideas with *as long as*, *provided that*, or *unless*.

Dear...

I'm trying to be more organized, so I decided to record my lectures, but I never have time to watch them. Any ideas?

Unless you find time to watch the recordings, there is really no point in having them. So make time to review them – provided that they are worth watching again, of course!

Most people waste time when they are travelling to and from work or school so use that time to watch your classes on your laptop – as long as you're not driving, of course!

**Exercise 17. Write a question about a time management problem.
Then exchange papers and answer your classmate's question.
Give advice.**

PART I
UNIT IV
LIFE DILEMMAS

Exercise 1. What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

- your health - your career - wealth
- your family - relationships - looking good

What other things matter to you?

Exercise 2. What would you like more of in your life? Tell the class.

fun money time vacations work

Exercise 3. Listen and read about the people talk about their wishes. What do they want?

Exercise 4. Circle the correct verbs in the sentences below. Use the article above to help you. Then answer the questions. What do you notice about the verbs you circled?

1. Bryan wishes he has / had enough money to go away. Does he have enough money?
2. Berta says, "I just wish I'm not / weren't so busy." Is she busy now?
3. Irene says if she lives / lived closer, she would help her sister. Does she live close?
4. Min Sup and Jin Eun say it would / will be great if they could rent a big apartment. What's their place like?

Exercise 5. Study the table.

<i>Wishes for the present or future</i> wish + past form of verb	<i>Imaginary situations in the present or future</i> If + past form of verb . . . would (could) + verb
I wish I had more free time. (I don't have enough free time)	If I had more free time, I'd / I would go kayaking.
She wishes she didn't live so far away. (She lives very far away)	If she lived closer, she'd / she would be able to help out.
I wish I weren't so busy with my work. (I'm very busy with my work)	If I were less busy, I could go away on the weekends.
We wish we could afford to move. (We can't afford to move)	If we could afford to move, we wouldn't live in this tiny place.

Exercise 6. Complete the sentences with the appropriate form of the verbs given.

1. I wish I ___(can do) something more exciting with my life. If I ___(have) the chance, I ___(travel) around South America.

2. I wish I ___(not be) so shy. If I ___(have) more confidence, I ___ probably ___(enjoy) going out more.

3. I wish I ___(not have to) study so hard. If I ___(not get) so much homework, I ___(be able to) play on the soccer team.

4. I wish ___(can finish) my degree this year. If I ___(graduate) this year, I ___(can get) a job, and I ___(can start) to pay off my student loans.

5. I wish I ___(can find) a job nearer to home. If I ___(get) a new job, maybe I ___(not have to) commute two hours a day.

6. I wish I ___(be) famous. If I ___(be) famous, I ___(be able to) go to shows and get the best seats! And I ___(not eat) in the cheapest restaurants anymore.

Exercise 7. Discuss the sentences above in groups. Do you have any wishes like these?

Exercise 8. Listen to four people talk about their wishes. Complete the sentences.

What do they wish for?

Why can't they have their wish?

1. Daniel wishes _____

2. Martine wishes _____

3. Miguel wishes _____

4. Mi Yun wishes _____

Exercise 9. Listen again. Why can't they have their wishes? Write the reason(s) above.

Exercise 10. Move around the class and ask your classmates about their wishes. What are the most popular wishes?

Exercise 11. Make questions with *would* using the ideas below. Compare with a partner.

1. a friend is 15 minutes late / call and remind him about it

What would you do if a friend was 15 minutes late? Would you call and remind him about it?

2. you hear a strange noise in the middle of the night / go and see what it was

3. a salesperson charges you the wrong price for something/ say something to her

4. you scratch a car with a shopping cart in a parking lot/ leave a note with your name and number

5. you find a nice pair of gloves on the sidewalk / think about keeping them

6. you have an extra ticket for a show / offer it to a friend but ask him to pay for it ‘

7. you get a gift that you hate from a friend / thank her for it and then get rid of it

8. your friend asks for help moving into an apartment / find an excuse to get out of helping him

9. your friend is in a bad mood / take him out for a fun night

Exercise 12. Take turns asking the questions above. Discuss your answers. Do you agree?

Exercise 13. What kinds of things do people regret in life? Make a class list.

Exercise 14. Read the blog. What impression do you have of the writer (age, gender, personality)? Compare ideas with a partner.

If I could live my life over...

If I could change the past and live my life over, I’d do a lot of things differently I’d be more laid-back — I’d worry less about small or imaginary problems and maybe a little more about things that really matter. I’d complain less about unimportant things, I’d slow down and take each day as it comes. I’d be more patient with people.

I’d stop being afraid of making mistakes and make an effort to try new things. I’d learn to scuba dive and speak a new language. I’d do things I enjoyed, even if I wasn’t good at them, like playing the piano. I’d continue with my lessons and wouldn’t give up because I wasn’t all that good. I would enjoy what I could do and not worry about what I couldn’t do. Yes, I’d still be competitive – I wouldn’t want to change that – but I wouldn’t get upset if I didn’t win.

I’d try to make a difference in people’s lives. I’d be more generous — with my money and especially my time. Maybe do more volunteer work. I’d spend more time listening to the stories that older people have to tell without looking at my watch and thinking about the other things I could be doing. I’d get to know my neighbors and offer to help those I knew needed help or who had problems. I would ask people on the bus, “What’s wrong?” if they seemed upset.

If I could change the last few years, I’d find more time to share long and laughter-filled meals with friends or family and spend less time shut away with my computer, working. I’d be more considerate. I’d send more handwritten thank-you notes and tell people what they mean to me. I would be completely reliable, someone that everyone can count on.

If I had another chance, I wouldn’t read so much about celebrities’ lives. I mean, who cares? I’d spend less time in malls and more time in parks, flying a kite, or watching the birds. I’d clean the house less and read more. I’d walk barefoot on beaches and feel the sand between my toes and the sun on my face. I’d spend a

summer on a Greek island, see the Pyramids in Egypt, climb a mountain in Africa, watch more sunrises and sunsets.

Life is an incredibly enjoyable trip, but it's also incredibly short. Next time around, I'd focus more on the journey and less on the destination. You'll arrive sooner than you think.

Exercise 15. Find these words and expressions in the blog. Choose the best meaning and circle a, b, or c.

1. take each day as it comes
a. worry life is short b. live for the present c. do nothing
2. give up
a. start b. stop c. give something to a friend
- 3 upset
a. happy b. disorganized c. unhappy
4. considerate
a. intelligent b. selfish c. kind
- 5 barefoot
a. wearing leather shoes b. wearing no shoes c. quickly

Exercise 16. If you had last year to live over again, what would you change? Think of answers to the questions, and make notes below.

Is there . . .

- a person you'd spend more time with? _____
- something you'd spend more time doing? _____
- something you'd spend less time doing? _____
- a place you'd go more often? _____
- something you'd take more seriously? _____
- something you'd worry about less? _____
- a sport or activity you'd try? _____
- a subject you'd study? _____

Exercise 17. Take turns. Tell your partner about some things you'd change.

"I'd spend more time with my grandpa and less time on my social network."

PART I
UNIT V
COMPUTER NERD OR TECHNOPHOBE?

Exercise 1. What kinds of problems do people have with their computers? Make a class list.

Exercise 2. Listen to some people. What problems are the people above having? What do their friends suggest?

Exercise 3. How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. **Sean** What's the problem? Do you know? _____
2. **Sally** Is the battery charged? Do you know? _____
3. **Tom** Which site did I use? I have no idea. _____
4. **Anita** Did you accidentally turn the wireless connection off? I wonder. _____

Exercise 4. Discuss the questions. Can you guess the answers? Then listen to a conversation about the Internet. Write the answers you hear.

1. Do you know when the public first used the World Wide Web? _____
2. Can you find out what the first webcam filmed? _____
3. Do you know what the most popular online activities are? _____
4. Can you guess how many new blogs people add to the Internet each day? _____
5. Do you know what the first email spam advertised? _____
6. Do you know what the three most common languages on the Internet are? _____

Exercise 5. Listen again. Write one more piece of information about the answer to each question. Then compare your answers with a partner.

Exercise 6. What is identity theft? What can happen when someone steals your identity?

Exercise 7. Read the magazine article. What scams does it describe? How do they work?

SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in

your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

DON'T be the victim of a scam

The friend in need scam. Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her \$2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

DON'T send money to anyone if you get an email like this.

DO contact your friend to ask if there is a problem.

Information-request scam. Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN (1). At least the email *looks* as if it's from your bank. It has their logo and looks official.

DON'T reply! Banks and credit card companies *never* ask for your full password or PIN in this way.

DO check the spelling and grammar. If there are mistakes, the email is probably a scam.

The "make money fast" chain email scam. Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

DO block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

Exercise 8. Are the sentences true (T) or false (F) according to the article?

1. Most people know how to recognize scams on the Internet. ____
2. Identity theft is increasing. ____
3. Emma lost \$2,000 of her own money. ____
4. Emma sent money to a friend who was traveling overseas. ____
5. Your bank may ask you for your password if they lose it. ____
6. Your name will never get to the top of the list in the chain email. ____

Exercise 9. Discuss the questions in small groups.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

Exercise 10. Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

e.g., Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"

Exercise 11. Write a short article like the one below.

Keeping your personal information safe!

It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

Do shred credit card bills. If you don't, a thief may find your credit card number in the trash.

Don't give your credit card number to someone who calls you. Only give your number if *you* have made the call, and you trust the person you are talking to.

Exercise 12. Read your classmates' articles. What tips did you learn?

PART II

UNIT I

WORLD AROUND YOU

Exercise 1. Talk to a partner. What are some of the cultural traditions in your country? Think of a typical

- dish or drink
- festival
- type of music or dance
- item of clothing, symbol
- handicraft

Exercise 2. Look at the countries below. What do you know about each country? Make a list of ideas.

South Korea Peru Japan Australia

Exercise 3. Listen and read. What aspect of their country's culture does each person talk about?

1) "Oh, Korean food! We have so many different dishes. One typical dish is *kimboo*. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious;" – *Min-hee Park*



Picture 3.

2) "Well, Peru has some beautiful handicrafts. A lot of them are exported nowadays, and they're sold all over the world. But it's still worth visiting a local market. These earrings are made locally. They're made of silver." – *Elena Camacho*



Picture 4.

3) "A Japanese festival like the Sapporo Ice Festival – that's really worth seeing. It's held every February. They have all these sculptures that are carved out of ice – and they're carved by teams from all over the world. It's amazing." – *Sachioito*



Picture 5.

4) "Oh, you should go to a performance of traditional Aboriginal music. They play this instrument – it's called a didgeridoo. It's made out of a hollow piece of wood and painted by hand. It makes a really interesting sound." – *Robert Flynn*



Picture 6.

Exercise 4. Rewrite the sentences below, but keep the same meaning. Use the comments above to help you.

<p>1. You eat kimbap cold. 2. People make earrings like these locally. 3. They export a lot of handicrafts. 4. Teams from all over the world carve the sculptures.</p>	<p>Kimbap _____ cold. Earrings like these ____ locally. A lot of handicrafts _____ The sculptures _____ by teams from all over the world.</p>
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Exercise 5. Grammar: The simple present passive.

!Use the passive when the “doer” of the action is not known or not important.

<i>Active</i>	<i>Passive</i>
How do they make <i>kimbap</i> ? They make it with rice and vegetables.	How is <i>kimbap</i> made? It's made with rice and vegetables.
Do they eat it hot or cold? They eat it cold. They don't eat it hot.	Is it eaten hot or cold? It's eaten cold. It's not eaten hot.
They carve the sculptures out of ice.	The sculptures are carved out of ice.

Exercise 6. Rewrite the questions about your country. Then write true answers. Use the simple present passive.

1. When do people sing the national anthem?

When is the national anthem sung? It's sung...

2. How do you make your favorite traditional food? Do you serve it cold?

3. Do both men and women play your country's national sports?

4. When do people celebrate your most important festivals? Does everybody celebrate them?

5. When do people wear the national costume? Do people wear it a lot?

6. Do people play traditional folk music?

7. Do people make traditional handicrafts? Where do they sell them?

Exercise 7. Compare your answers with a partner. Can you add more ideas?

Exercise 8. Think of a proverb in your language. When is it used, and why?

Read the article. Do you have similar proverbs in your language? Are proverbs used in the same ways?

The wisdom that binds us together

Proverbs exist in every language and culture and are a way of passing down folk wisdom, or “common sense,” from generation to generation. Who doesn't remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? “All's fair in love and war” describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. “Absence makes the heart grow fonder” is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we bear. “Out of sight, out of mind.”

Proverbs have lasted for thousands of years, probably because they're so memorable. Some are short and concise, like “Practice makes perfect” and “Haste makes waste,” while others use a poetic language such as metaphors, repetition, and

rhymes. The metaphor “Out of the frying pan and into the fire” is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant “t” makes it easy to remember “It takes two to tango.” The rhyme “When the cat’s away, the mice will play” comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in “Once bitten, twice shy” makes this an extremely catchy phrase.

Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.

Proverbs don't always offer up universal truth, however, and they are frequently contradictory. People say, “Clothes make the man” to reflect the importance of appearance as part of one's personal identity. On the other hand, they also say “You can’t judge a book by its cover” to point out that appearances can be deceptive. And with “Handsome is as handsome does” they stress the value of good behavior over good looks.

So while proverbs can help us grasp some universally shared wisdom, they also force us to recognize that life is complex and that there are no easy answers. The complexity of the human condition as reflected in proverbs is yet another thing that is shared by people around the world.

Exercise 9. Read the article again. Can you find these things? Compare with a partner.

1. a function proverbs serve in different languages and cultures
2. two different ways scholars look at proverbs
3. two proverbs that are memorable because they use rhyme
4. three proverbs that are memorable because they repeat consonants, words, or structures
5. two pairs of proverbs that are contradictory
6. two things we can learn when we study proverbs from different cultures

Exercise 10. Read the proverbs below. Can you guess the meaning of the proverbs? Discuss with a partner.

- Every Tuesday has its Sunday. (Spanish)
- If you’re afraid of wolves, don’t go into the woods. (Russian)
- Hard bread is better than nothing. (Portuguese)
- You can’t expect both ends of a sugar cane to be sweet. (Chinese)

Exercise 11. Listen to four people talk about their favorite proverbs.

Number the proverbs above 1 to 4. What do they mean? Did you guess the meaning correctly?

Exercise 12. Match each proverb above with a similar English proverb below. Write the numbers. Then listen again as someone comments on each proverb, and check your answers.

- a) You can't have your cake and eat it, too. _____
- b) Every cloud has a silver lining. _____
- c) If you can't stand the heat, get out of the kitchen. _____
- d) Beggars can't be choosers. _____

Exercise 13. Which of the proverbs above is your favourite? Why? When would you use it? Tell the class.

"Beggars can't be choosers" is used a lot in our house. My mom is always saying it. It's great because..."

Exercise 14. Read the article below. Find the useful expressions from the *Help note*, and underline them.

! Help note

Useful expressions

One of my favorite proverbs is "" It's often said when. . .

It means that...

A similar proverb in English is "... "I like it because...

Just one watermelon at a time!

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

Exercise 15. Write a short article about your favorite proverb. Say why you like it and what it means. Then read your classmates' articles.

PART II

UNIT II

SOCIALIZING

Exercise 1. Tell the class:

- Who do you usually socialize with?
- Do you usually go out in small groups, large groups, or with just one person?
- Where are some good places to go out with friends in your town or city?

Exercise 2. Listen. Where are Luis and Rosa going? Do they want to go? Practice the conversation in pairs.

Luis: Rosa, it's 6:00. We're supposed to be there by 7:00. Weren't you supposed to get off work early today?

Rosa: Well, my boss called a meeting, and I couldn't get out of it. I had to go. Anyway, I don't get it - why is your cousin getting married on a Friday and not a Saturday, like everyone else?

Luis: I don't know. All I know is that my mother will never get over it if we walk in late. So we have to get going.

Rosa: OK. Uh, do you think I can get away with wearing pants?

Luis: No way! It's supposed to be a formal wedding. Look, I got your silk dress ready for you.

Rosa: Oh, I'll never get used to dressing up for these fancy weddings. Can we try to get home early?

Luis: Rosa, I get the feeling that you don't really want to go.

Rosa: Well, I just hope I can get through the reception.

Luis: Oh, come on. Let's just go and enjoy it. It's a chance for you to get to know my family better. By the way, did you get around to buying a gift?

Rosa: Weren't *you* supposed to do that?

Exercise 3. Find a *get* expression from the conversation above to complete each sentence below. Are the sentences true for you? Compare with a partner.

<i>get around to</i>	1. I was so busy last week that I didn't <i>get around to</i> doing my homework.
	2. Sometimes I _____ that people are annoyed with me for being late.
	3. It's hard for me to finish long novels. I just can't _____ them.
	4. Why don't some people dress up for weddings? I don't _____
	5. I'll never _____ wearing formal clothes. They don't feel right.
	6. I wish I could _____ wearing jeans to work. They're so comfortable.

Exercise 4. Find six more *get* expressions in the conversation above. Write a sentence with each expression.

e.g., get off - My sister gets off work early all the time.

Exercise 5. Circle the correct choice to complete the questions. Use the conversation to help you.

1. Will Luis's mother *get over it* / *get it over* if they're late?
2. Rosa had to attend a meeting at work. Why couldn't she *get out of it* / *get it out of*?
3. Can Rosa get away with *wear* / *wearing* pants?

Exercise 6. Grammar: Inseparable phrasal verbs.

With these verbs, the object always comes after the particle or preposition.

Verb + particle + object	Verb + particle +preposition+ object
<p>Weren't you supposed to get off work early? She'll never get over feeling embarrassed. I'm sure she'll get over it. I hope I can get through the reception. I know you can get through it.</p>	<p>Can I get away with wearing pants? No. You can't get away with it. Couldn't you get out of the meeting? No, I couldn't get out of it. Did you get around to buying a gift? No, I never got around to it.</p>

Exercise 7. Complete the questions. Put the words in order, and use the correct form of the verbs.

Then ask and answer the questions with a partner.

1. If you weren't ready for a test, would you try to get out of it (of / out /it/ get)?
2. Do you find it hard to _____(the day / through / get) without texting your friends?
3. Do you know anyone who tries to ____ (of / get / go / out) to parties because they are shy? Is it possible to _____ (get / feel / over) shy?
4. Have you ever told a "white lie" to _____(of / get / an invitation / out)?
5. Did you _____(get / it / away / with)?
6. How do you feel about buying gifts? Does it take you a long time to _____(to / get / choose / around) something?
7. Do you often argue with your friends? How long does it take you to _____(over / get / an argument)?
8. Does it take you a long time to _____(start / to / get / around) your homework assignments because you're on social networking sites?

Exercise 8. Work in pairs. Take the magazine quiz. Then discuss your answers with a partner. Are you the same?

WHAT'S YOUR SOCIAL STYLE? Do you prefer...				Answers	
				Me	Katie
1	E X T R O V E R T	a. go out and socialize?	I N T R O V E R T	b. see friends at home?	1. a b a b
2		a. have lots of friends		b. have just a few close friends?	2. a b a b
3		a. go out in a big group?		b. go out with one or two friends?	3. a b a b
4		a. be the center of attention?		b. keep a low profile?	4. a b a b
5		a. tell jokes and stories?		b. listen as other people tell jokes?	5. a b a b
6		a. engage in chitchat?		b. have more serious conversations?	6. a b a b
7		a. do tasks with others?		b. figure things out alone?	7. a b a b
8		a. think of yourself as a "social animal"?		b. think of yourself as an individual?	8. a b a b

Exercise 9. Listen to Katie talk about her social life. How would she answer the quiz? Circle her answers.

Exercise 10. Read the extract below and the *Help note*. Circle the examples of *as*. What do they mean?

! Help note

Uses of *as*

As = being

As = because

As = while during the time when

Life as an extrovert

As an extrovert, I love to socialize. I can't even imagine myself as an introvert. My friends say I am a real party person, and I think parties are a great way to make new friends.

I enjoy going out to new places as I love to meet new people.

I hardly ever invite my friends to my home as I share an apartment with someone who is an introvert.

I get excited as the weekend gets closer. I enjoy...

Exercise 11. Write a short article about your social style. Are you an introvert, an extrovert, or a little of both? Use *as* in your article.

PART II
UNIT III
RULES AND REGULATIONS

Exercise 1. Do you have laws about these things in your country? What are they? Tell the class.

- Getting rid of trash and recycling
- At what age you can ride a motorcycle and what you have to wear
- Wearing seat belts and using a cell phone in a car

Exercise 2. Talk to a partner. At what age can you do the following things in your country?

- | | | |
|-------------------|---------------------|---------------------|
| drive a car | get a part-time job | see a violent movie |
| get a credit card | get married | vote in an election |

Exercise 3. Listen to the interviews below. What five things do the people talk about? Do they think 18 is the right age to start doing these things?

The Age of MAJORITY

In many countries, the law permits you to engage in new activities at the age of 18. We asked people what they think about 18 as the "age of majority."

• *When you turn 18, you can go see an "R-rated" movie - a movie that's restricted, to adults. What do you think about that? "What do I think? Well, I think the law ought to be changed - 18 is too young. Actually, I think R-rated movies should be banned altogether. They're far too violent." - Bill Hughes*

• *You can get your own credit card at the age of 18. Is this too young? "I don't think so. I mean, young people have to be given their freedom at some point. You know, they ought to be encouraged to manage their own finances and things. They can always learn from their mistakes." - Jared Blake*

• *Do you think you should be allowed vote at 18? "I guess. I mean, you can do everything else at 18. Why not vote? It's too bad that young people don't vote, though. I think everyone should be made to vote." - Aiko Makano*

• *Do you think you should be able to get married before you're 18? "No way. In fact, you shouldn't be allowed to get married until you're at least 21 or even older. Then there might be fewer divorces.*

Actually, I think a law should be passed that says if you want to get married, you have to take marriage classes first!" - Maya Diaz

• *The legal age for most things is 18, but in many places you can drive at 16. Is that a good idea, do you think?*

"I must say I've always thought 16 is too young. Too many teenagers get involved in traffic accidents, and something really must be done about it. The legal age for driving could easily be changed to 18 or 21 or something like that." - Pat Johnson

Exercise 4. How do the people above say these things? Find the sentences in the article, and underline them. Do you agree with these views? Discuss with a partner.

1. They should ban R-rated movies.
2. They shouldn't allow you to get married until you're 21.
3. You have to give young people their freedom at some point.
4. They could easily change the legal age for driving to 18.
5. They ought to encourage young people to manage their own finances.

Exercise 5. Grammar: The passive of modal verbs

The passive of modal verbs for the present is modal verb + be + past participle.

- R-rated movies should be banned.
- The legal age could easily be changed.
- You shouldn't be allowed to marry at 18.
- Something must be done about it.
- They have to be given their freedom.
- The law ought to be changed.

Exercise 6. Rewrite these comments about different laws. Start with the words given.

1. They should ban plastic shopping bags.

Plastic shopping bags should be banned.

2. They ought to stop employers from reading employees' personal email.

Employers ...

3. They have to do something about all the litter on the buses and in subways.

Something ...

4. They shouldn't allow people to eat food on public transportation. *People ...*

5. They ought to fine people for making noise after midnight. *People ...*

6. They really must do something about speeding on freeways. *Something ...*

7. They shouldn't make movies with violent scenes. *Movies with ...*

8. They could encourage people to stop smoking if there were more anti-smoking laws. *People ...*

9. They have to do something about people who download music illegally.

Something ...

10. They shouldn't allow children to quit school until they are 18. *Children ...*

Exercise 7. Work in pairs. Discuss the sentences above. Which do you agree with?

A: Well, I agree that plastic bags should be banned - especially in supermarkets.

B: Yeah. They could easily be replaced with paper bags or something like that.

Exercise 8. What kind of privacy issues do people worry about? Make a list. Do you worry about them, too?

Exercise 9. Read the article. What types of information does it mention? Which of the ideas you discussed above does it include?

Is your smartphone too smart for your own good?

Gone are the days when a cell phone just made calls. We use our smartphones to text, take and post photos online, access email and social networks, get directions, check prices in stores, find nearby restaurants, and even find nearby friends. However, the risks smartphones pose can be underestimated. The truth is that smartphones are a bit too smart when it comes to gathering and sharing our personal information, such as location, contacts, messages, photos, and even financial data. Obviously, laws can be passed to protect us against invasions of privacy, but lawmakers simply haven't kept up with changes in technology. Why should anyone be concerned?

First of all, smartphone service providers typically save information about who you call, what messages you send, where you are, and much more. They often share this information with third parties, such as marketers who want to know your location, friends, and personal tastes. Ask your provider how to "opt out" of this part of your contract. Also, if you don't want your phone to keep track of your location, turn off this feature.

Second, your smartphone apps may be quietly collecting your private data. Perhaps this shouldn't be allowed, but it is. So before you download a new app, read the privacy statement. If it collects information that it doesn't really need, you probably shouldn't download it.

Third, think twice before you use the Wi-Fi in a coffeehouse as there's always a chance that someone will use illegal "malware" to spy on your private data, such as your bank account details. To avoid getting hacked, don't use public Wi-Fi to access sensitive personal information. Finally, think about what would happen if your phone got stolen. Unless you have good password protection, your personal and financial data could be accessed immediately. Choose a password that can't easily be guessed. Also, don't let your smartphone remember your other passwords.

Have every website request your password each time you access it. In addition, you can use programs that allow you to erase all the data from your phone if it's lost or stolen. Ask your service provider for information.

Laws may need to be passed to ensure smartphone privacy, but in the meantime, it's up to you to "outsmart" your smartphone.

Exercise 10. Find expressions in the article to complete these sentences.

1. You usually need to type in a password in order to access your email.
2. The risks of smartphones are often _____. People think they're safer than they actually are.

3. It's worrisome that apps collect private information without your permission. - You should be _____.

4. The company that you pay for your phone service is called your _____.

5. Sometimes you can _____ of certain parts of your phone contract — you can choose not to accept them.

6. Many apps know where you are as you move from place to place — they _____ of your location.

7. Criminals sometimes use _____, or malicious software, to access your financial data.

8. If you use Wi-Fi in a coffeehouse, your computer could get _____ by a criminal.

9. You need to _____ your smartphone — and be smarter than your phone is.

Exercise 11. Read the article again and answer these questions.

1. Why are there so few laws against the invasion of privacy through smartphones?

2. What should you do in order to keep your location private?

3. Why do you think third parties want to know your location and personal tastes?

4. What should you do before you download a new app?

5. What two pieces of advice does the article give about passwords?

6. What else do you know about protecting your privacy?

Exercise 12. Answer the questions about the article “Is your smartphone too smart for your own good?”

Take notes on your answers. Then discuss the questions with a partner.

1. What did you think of the article? Did you find the information relevant and helpful?

2. Are you concerned about all the personal information that is collected by smartphones?

3. Have you ever had a problem because personal information was shared by a service provider or app?

4. Do you know anyone who has gotten hacked by a criminal with malware?

5. What should be done about the invasion of privacy through smartphones?

Exercise 13. Read the comment below and the *Help note*. Underline the clauses that give reasons.

! Help note

Giving reasons

You can use *because*, *since*, and *as* to give reasons.

You can use *because* in all cases.

*e.g., I found this article very relevant **because** it gives...*

Use *since* only to give reasons the reader already knows or can guess.

*e.g., We need more laws to protect our privacy **since** everyone now has a smartphone.*

As is more formal.

*e.g., I also found it worrisome **as** it seems there aren't enough laws...*

Olivia95



Worried about smartphone privacy

I found this article very relevant because it gives helpful suggestions for protecting personal information. I also found it worrisome as it seems there aren't enough laws against the invasion of privacy.

I haven't had any problems with my smartphone because I am very careful about how I use it. A friend of mine, however, received a lot of annoying spam because she downloaded an app for shopping discounts. Another friend got hacked when he used the Wi-Fi in a coffeehouse to check his bank account.

We need more laws to protect our privacy since everyone now has a smartphone. A commission of experts should be created to propose new laws, and the laws should be passed quickly. Also, service providers should be required to give users clear instructions on how to protect their personal information as it's difficult to know how to do this.

Exercise 14. Use the notes you took in Exercise A to write a comment on the article on page 50. Give reasons for your comments.

PART II
UNIT IV
GETTING THINGS DONE

Exercise 1. Which of these things do you do yourself? What other jobs do you do? Make a class list.

cut your own hair *do your own repairs around the house*
decorate your home *put oil in your car*
fix your computer

Exercise 2. Listen and read. What jobs have the people above done themselves? Were they successful?

We asked people what jobs they do themselves in order to save money. Here's what they said:

1) *Have you ever cut your own hair to save money?*

"I have, actually. But it looked so bad that I went to the most expensive place in town and had a hairdresser cut it again. I'll never try that again! Now I always get it cut professionally at a good hair salon, though I get a friend to cut my bangs occasionally. That saves me some money." — *Min-sook Kim, Seoul, South Korea*

2) *Do you do your own home decorating?*

"My wife and I are having a new house built right now, but we're going to do all the painting and decorating ourselves. We've done it before. My sister's an interior designer, so we'll have her choose the colors and get her to pick out curtains, too. She's got great taste." — *Martin and Jill Snow Calgary, Canada*

3) *Do you do your own car repairs?*

"Well, I can do routine things like put oil in the car. But, to be honest, I get my brother to fix most things. And if there's something seriously wrong with my car, I have my uncle take a look at it at his garage. I can get it fixed there pretty cheaply. I also have it serviced there once a year." — *Marcus Aldovar, Bogota, Colombia*

4) *Do you ever do your own repairs around the house?*

"Not anymore! Once I tried fixing the dishwasher myself because I didn't want to pay to have someone come and repair it. But I didn't realize I had to turn off the water first. So I fixed the problem, but I flooded the entire apartment! And it cost a fortune to have the water damage repaired." — *Bella Clark, Miami, U.S.A.*

Exercise 3. Complete *b* so it has a similar meaning to *a*. Use the interviews to help you.

1. a. I ask my brother to fix things.
b. I _____ my brother _____ things.
2. a. We'll ask my sister to choose the colors.
b. We'll _____ my sister _____ the colours.
3. a. Someone in a salon cuts my hair.
b. I _____ my hair _____ at a good salon.

4. a. I had to pay someone to repair the damage.
 b. I had to _____ the

Exercise 4. Grammar: Causative *get* and *have*

You can use *get* and *have* to talk about asking other people to do things for you.

<p>When you want to show who you ask, you can use <i>get</i> + <i>someone</i> + <i>to</i> + verb or <i>have</i> + <i>someone</i> + verb.</p> <p>I get my brother to fix my car. We'll get my sister to choose colors for our house. My hair looked bad, so I had a hairdresser cut it again. I didn't pay to have someone repair my dishwasher.</p>	<p>When who you ask is not important, use <i>get</i> or <i>have</i> + <i>something</i> + past participle.</p> <p>I get my car fixed at my uncle's garage. I always get my hair cut professionally. We're having a new house built now. It cost a lot to have the water damage repaired.</p>
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Exercise 5. Circle the correct options, and write your own answers to the questions. Then ask and answer the questions with a partner.

- Do you usually get your hair **cut/to cut** professionally? How often do you get it cut?
 - *I always get my hair cut professionally. I usually . . .*
 - Have you ever **had / got** a friend cut your hair? How did it turn out?
 - Do you have a bicycle, motorcycle, or car? Where do you get it **fixed / fix**?
 - If you had a flat tire, would you get someone **to change/change** it for you or do it yourself?
 - Do you ever take clothes to the dry cleaner's? Is it expensive to get things **to clean / cleaned**?
 - Do you iron your own clothes? Do you ever get someone **iron / to iron** things for you?
 - Do you ever fix things around the house, or do you have small jobs **done / do** by a professional?

Exercise 6. Talk to a partner.

What things do people often have done professionally? Make a list.

Then discuss each item on your list. Where do you get them done? Is it expensive?

'Well, people often get their cars cleaned professionally. We get a local company to clean ours.'

Exercise 7. What's the best way to solve problems? Do you do any of these things? Tell the class.

- Ignore the problem and do something else.
- Try different solutions until one works.
- Brainstorm or make a mind map.
- Watch your favorite comedy before you start.
- Concentrate on the problem in a quiet place.
- Take enough time to think of ideas.

Exercise 8. Read the article. Which of the ideas above are recommended?
DEVELOPING YOUR PROBLEM-SOLVING SKILLS

Can you solve these two classic puzzles?

1. You have a candle and a box of thumbtacks. How can you attach the candle to the wall?

2. Two ropes hang from the ceiling. They're too far apart for you to hold both ropes at the same time. They need to be tied together. How can you tie them?

Daily life presents us with a huge variety of problems, many of which seem to have no ready or easy solutions. From deciding which apartment to rent to figuring out how to tackle an assignment at school or work, or even handling relationships, day in and day out we have to find ways of solving our problems. Techniques like brainstorming, mind mapping, or listing the pros and cons of different options take an analytical approach and involve "left-brain" thinking. While these techniques can be successful and lead to solutions, good problem solvers tend to switch between this analytical (left-brain) thinking and a more creative and emotional (right-brain) approach.

However, recent research into the brain's behavior while problem solving suggests that traditional techniques for solving problems — concentrating on a task and focusing on finding a solution — may not be the most effective after all. What might be more significant is simply Inspiration — that sudden "aha" moment when the solution to a problem appears.

Neuroscientist Mark Beeman's studies into brain activity show that inspiration happens in the brain's right temporal lobe — an area that isn't associated with concentration at all. It's an area of the brain that's responsible for facial recognition, connecting memories, and understanding language. Brain imaging scans show a constant low frequency activity in this area, indicating that it's always quietly working in the background of our minds. Beeman suggests that when you're not focused on a particular task, for example when you're relaxing before bed or taking a walk, the constant brain "chatter" quiets and the temporal lobe can make connections between distant, unrelated memories. Less than two seconds before inspiration hits, there's a burst of high frequency activity, and eureka! You have a solution.

Now that scientists know where problem solving happens, they're beginning to understand how to improve it. In tests, people solved more puzzles after watching funny videos than after watching boring or scary movies. This is probably because

the people who were watching the funny videos were more relaxed, thus allowing the temporal lobe to perform more effectively.

People were also more likely to solve the puzzles in an "aha!" moment than by analysis. Beeman suggests this is because when people are happy, their brains notice a wider range of information.

The conclusion seems to be that if you want to solve a problem, don't focus on it. Let your brain be quiet and the answer might arrive in a sudden flash of inspiration. Now try solving the problems in the box again. Aha – did it work?

(See the answers at the end of the Unit)

Exercise 9. Are the statements below true or false according to the article?

1. Good problem solvers use the right side of their brain more than the left.
2. The right temporal lobe is active all the time.
3. When the brain is busy, it makes faster connections between memories.
4. Watching videos makes it more difficult for people to solve problems.
5. When people are in a good mood, they are more able to solve problems.

Exercise 10. Read the article again. Answer the questions. Then discuss with a partner.

1. What does the latest research say about the traditional techniques for problem solving?
2. What are three things that happen in the brain's right temporal lobe?
3. How does brain activity change in the moments before you find a solution to a problem?
4. What kind of videos should you watch to improve your problem solving ability?
5. What shouldn't you do if you want to make inspiration more likely to arrive?

Exercise 11. Work in groups.

Read the problem below. Discuss your ideas and agree on a solution.

The events management company that you work for is holding a Movie Awards Ceremony in your city five days from now. Famous actors and directors are attending as well as the international media. However, you have just received very bad news. A serious fire has completely destroyed the concert hall where the event is supposed to be. The Awards Committee wants to cancel the event, but you will lose millions of dollars, and the city is depending on the awards to boost its tourism industry. What can you do to save your event?

Exercise 12. Read the proposal below.

Then write your own proposal persuading the Awards Committee to agree to your ideas. Describe the problem and how you plan to solve it.

Proposal for a venue alternative

The fire at the concert hall means it is impossible to hold the Movie Awards there next week. Cancelling the event would result in losses of millions of dollars in advertising and ticket refunds.

We could solve this problem by using an alternative venue” near the city. The venue is smaller, but we propose to show the ceremony on big screens outside. This would benefit the event in several ways. First of all, people who don't have tickets could also watch it...

Changing venues will mean a lot of reorganization in a short time. We have several plans to make this possible. A load company will provide the screens in exchange for free advertising...

Exercise 13. Read your proposals to the class. Vote for the best ideas?

ANSWERS to exercise 8:

1. Tack the box to the wall and stand the candle on top.
2. Attach something heavy to one of the ropes and swing in toward the other.

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LIFE IS GREAT:
Сборник текстов и заданий по английскому языку
для студентов 1-2 курсов ИЭП

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Практикум

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