

# 1 BEING A STUDENT

BEING A STUDENT

1 a) Think and say who is the best in your class in the following subjects:

- Biology
- English
- Maths
- Chemistry
- Geography
- Literature
- Physics
- History
- Music?

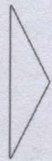
b) Work in groups. Interview one of the students to find out what helps him/her to achieve good results in this or that subject. Mention the items below.

- 1 reading supplementary information on the subject
- 2 doing extra activities on the subject
- 3 attending subject courses or clubs
- 4 responsibility for their own learning
- 5 working out their own learning strategies
- 6 use all resources available
- 7 high self-motivation
- 8 good time management
- 9 good memory
- 10 knowledge about their learning type

c) Share your results with other groups.



2 Read the magazine article. Choose the paragraph from A-H (page 22) which best suits each gap (1-7). There is an extra paragraph.



## INDEPENDENT



Research shows that language learners who make the most progress are those who are prepared to **take responsibility** for their own learning. This is known as **independent** or **autonomous** learning. But what does this actually involve?

1

Independent learners also keep organised vocabulary notebooks. They don't just write down new words on scraps of paper. For instance, they organise new vocabulary by topic. This means that they can easily find words they have decided to make a note of, which makes **accessing** and learning them easier.

2

But independent language learning isn't just about using dictionaries and keeping organised notebooks. Independent language learners are also more likely to actually use the language outside the classroom.

3

Besides cinema and television, independent learners also enjoy liste-



# LANGUAGE LEARNING

ning to songs in the target language. But it's not just the music that they are interested in. They listen to the words, too, and try and work out their meanings.

4

Independent learning is not confined to reading and listening. This kind of learner also likes to produce language. This does not only mean inside the classroom, but outside it, too.

5

They will be perfectly at home with writing, as well. They will probably be using the language on the Internet in chat rooms and writing emails to friends in other countries.

6

There are several answers to these questions. First of all, student learning a language in a country where that language is not spoken might only have a couple of lessons a week. This means that those who use it outside the lessons are **getting more exposure** and practice.

7

At the end of the day, we don't actually know **precisely** how people learn languages, but it seems clear that if we want to improve our chances of learning one well, we should try and use it both inside and outside the classroom.









3 **Read the article again and guess the meanings of the words in bold. Match each word or phrase from the Word File with its definition.**

- 1 ... having the ability to work and make decisions by yourself without any help from anyone else
- 2 ... the way by which you can enter a place
- 3 ... an aim as a result that you want to achieve
- 4 ... to make facts known or to say things that make a person (or an event) known to a lot of people
- 5 ... receiving special attention, help or treatment
- 6 ... if it is educational, it is something such as a book, film or picture, etc. used by teachers or students to provide information and training
- 7 ... be in charge of something or someone, so that you make decisions and can be blamed if something bad happens
- 8 ... a well-planned series of actions for achieving an aim
- 9 ... exactly
- 10 ... enjoyable or unusual, and worth remembering



**WORD FILE**

- a resource [rɪ'sɔ:s]
- a strategy ['strætədʒi]
- a target ['tɑ:ɡɪt]
- to access ['ækses]
- autonomous [ɔ:'tɒnəməs]
- favoured ['feɪvəd]
- memorable ['memərəəbl]
- precisely [prɪ'saɪsli]
- to get exposure
- to take responsibility (for)

4 **Compete the sentences on the basis of the article.**

- 1 If you take responsibility for your own learning, you will ...
- 2 Autonomous learner doesn't need a ...
- 3 Independent language learners use ...
- 4 The important resources for autonomous learner are ...
- 5 They use the Internet to ...
- 6 If you want to improve your chances of learning at least one foreign language well, you should ...

5 **Read the text (page 24) and complete its paragraphs (1-7) with the suitable words or word combinations (A-G).**

- |  |  |
|--|--|
| <input type="checkbox"/> A Parts of speech   | <input type="checkbox"/> E A dictionary      |
| <input type="checkbox"/> B Guide words       | <input type="checkbox"/> F Pronunciation key |
| <input type="checkbox"/> C A sample sentence | <input type="checkbox"/> G Definition        |
| <input type="checkbox"/> D An entry word     |  |



## READING

(1) ... is a book of information about words. The words are listed in alphabetical order. It shows you how to spell and pronounce words, and gives word meanings. Many dictionaries have other useful information about words, too. They show their parts of speech, examples of correct usage and give word origins.

In order to be helpful to you, you must know how to use a dictionary. If you become familiar with how to use a dictionary, you will be able to find the word information you want quickly and easily.

(2) ... are the first and last entry words on a dictionary page. *Pen* is the first entry on the sample page, and *pendent* is the last. The other entry words that appear on the page fall alphabetically between *pen* and *pendent*.

(3) ... is printed in bold type or heavy type and is divided into syllables by dots. Not all forms of a word appear as entry words. For example, to find out about *penciling*, you must look under the base word *pencil*.

(4) The pronunciation of a word is given in (slashed) brackets following the entry. The special symbols used to show you how to pronounce the word are explained at the bottom of the page in the ... . Stress-marks indicate which syllable or syllables to accentuate. A heavy mark is used for primary stress, and a lighter one for secondary stress.

(5) ... are indicated by abbreviations. The following abbreviations are used for the different parts of speech: *n.* noun; *adj.* adjective; *v.* verb; *adv.* adverb; *pron.* pronoun; *prep.* preposition.

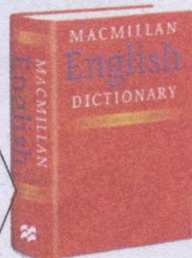
(6) ... is the meaning of the word. Most words have more than one definition. These are usually labeled 1, 2, 3 and so forth.

(7) ... is an example of how the word is used. It can help you understand the meaning of the word and how to use it correctly.

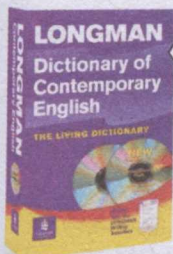
**6 a) Look at the covers of different dictionaries and read some information about them. Answer the questions.**

- Which of these dictionaries does each piece of information belong to?
- How do you think these dictionaries are different?
- How can they be helpful to students of English?

4,650 new encyclopedic entries on people and places, politics and current affairs, science and technology, history, the arts, religion, linguistics, sport, the media and many other fields.

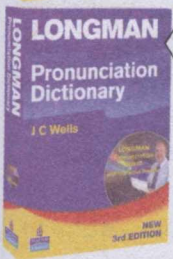
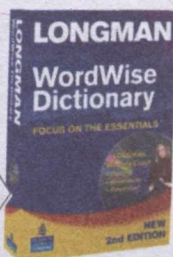






The only dictionary which provides up-to-date information and advice on the contemporary English of 75,000 words.

Equal coverage of British and American English. Over 15,000 cultural entries. Colour illustrations throughout.



Thorough coverage of British, American and Australian pronunciation varieties of English.

Over 160,000 words in two volumes. The New English-Ukrainian Dictionary contains a great number of words and word combinations with the corresponding Ukrainian translations.



**b) Read these entries from different dictionaries. Say what kind of information each entry gives.**

A

smart інтелектуальний  
smooth (v) згладжувати;  
гладкий; однорідний  
smoothing згладжування  
SMT (Surface-Mount Technology) технологія безпосереднього монтування ІС на платі  
SNA (Systems Network Architecture) мережева архітектура  
стеми  
spare (n) фіксація (зображення)  
(v) фіксувати  
snapshot (v) фіксувати (пам'яті); (n) фіксація (зображення)  
form ~ фіксація поточного зображення (у файлі)  
SNF (Sequence Number Field) поле для поточного номера (у заголовку)

B

**FAUSTA** [ˈfɔːstə] ж Фоста /лат. fausta — щасливая, благоприятная/. Ср. нем. Fausta  
**FAUSTINA** [fɔːsˈtɪnə] ж Фостіна /вар. ил. FAUSTA/. Ср. нем. Faustina, русск. Фавстіна  
**FAUSTINE** [fɔːsˈtiːn] ж Фостін /вар. ил. FAUSTINA/  
**FAY, FAYE** [feɪ] ж Фей /ср.-англ. и ст.-фр. fei < лат. fides < fidere — доверять; букв. вера/. Употр. гл. обр. в Канаде и США. Ср. FAITH, русск. Вера.  
Дериват: FAYETTE  
**FAYETTE** [feret] ж Фейетт, см. FAY, FAYE  
**FEARGUS** [ˈfɛːgəs] м Фегрус /вар. ил. FERGUS/  
**FEE** [fiː] ж Фи, см. FELICITY  
**FELICE** [frɪˈliːs] ж Феліс /вар. ил. FELICITY/. Феліс Чармонд — главное действующее лицо в романе Т. Харди «В краю лесов» (1887)  
**FELICIA** [frɪˈliːsɪə, feˈliːsɪə, frɪˈliːsɪə, frɪˈliːʃə, frɪˈliːʒə, амер. frɪˈliːʃə, frɪˈliːʒə] ж Фелісія, Фелісья, Фелішия, Фелішья, Феліша, традиц. Феліція /женск. к FELIX/. Ср. фр. Félicie, ит. Felicia, нем. Felizia, Felicia, русск. Фелиция

C

**hide**<sup>1</sup> /haɪd/ v past tense hid past participle hidden /ˈhɪdn/ 1 [T] to deliberately put or keep something in a place where it cannot easily be seen or found: My girlfriend keeps **hiding** my cigarettes. | **hide** sth from sb The bushes **hid**-Dave's bike completely from the passers-by. | **keep** sth hidden Confidential documents are kept **hidden** in a secret vault. | **hide** sth in/under/behind etc She **hides** his letters under her pillow. 2 [I] to go or stay in a place where you hope no one will find you: Quick — she's coming — we'd better **hide**! [+ under/behind/in etc] Harry **hid** under the bed until they had gone. | **hide** from Kylie tried to **hide** from the stranger. 3 [T] to keep someone in a place where other people will not find them: **hide** sb from an attempt to **hide** her children from their violent father 4 [T] to not show your feelings to people: Paul **struggled** to **hide** his disappointment at not getting the job. 5 [T] to deliberately not tell people facts or information: He **took off** his ring to **hide** the fact that he was married. **hide** sth from Don't try to **hide** anything from me. 6 **have** nothing to **hide** to be willing to tell people about everything you have done, because you have done nothing dishonest, illegal, or immoral: The company **claimed** that the deal was legal and that they had nothing to **hide**. 7 **hide** your light under a bushel not tell anyone that you are very good at something



**le**<sup>2</sup> n [C] 1 BrE a place from which you can watch animals or birds without being seen by them; BLIND<sup>3</sup> (3) AmE 2 an animal's skin, especially when it has been removed to be used for leather: ox **hide** gloves 3 **have/tan** sb's **hide** spoken humorous to punish someone severely 4 **not see** **hide** nor hair of spoken to have not seen someone at all recently: I **haven't** seen **hide** nor hair of him for ages.

**c) In groups, discuss why different types of dictionaries are valuable.**



# VOCABULARY

1 Organise the phrases in the box according to the headings (1, 2).

1 A good teacher (is) ...

2 A good student (is) ...

makes good progress, a good listener, good at explaining things, uses modern methods, concerned about the students, always marks homework on time, pays attention in class, works hard



## VOCABULARY POINT

### to pass an exam / to take an exam

Look: *I am going to take the exam in June.*

*I really hope I'll pass! If I don't pass, I will take the exam again in November.*

### know / find out

If you **know** something, you already have the information.

*Andy knows what time the train leaves.*

If you **find** something **out**, you learn new information for the first time.

*I found out it recently.*

### learn, teach or study?

To **learn** is to get new knowledge or skills.

*I want to learn how to drive.*

When you **teach** someone, you give him/her new knowledge or skills.

*My dad taught me how to drive.*

When you **study** you go to classes, read books, etc. try to understand new ideas and facts.

*He is studying biology at university.*

2 Match the words with their definitions.

1 to assist

a to become a member of an organisation

2 to attend

b to help

3 to get to know

c to spend time with someone or something so that you gradually learn more about them

4 to join

d to go to an event, place, etc.



3 Choose the correct word to complete each sentence.

1 I (**learn / know**) Chinese from Chinese teachers.

2 You're expected to (**join / attend**) your new courses.

3 I was really embarrassed when I (**found out / knew**) what she'd done.

4 I've been thinking of going to a German university and (**learning / studying**) business for a year.

5 If I lived in Italy, I'd (**learn / study**) about how Italians live and think.

6 I'm doing a karate course (**learnt / taught**) in Japanese.

7 I'm (**knowing / getting to know**) lots of Japanese people.

8 They also organise lots of other things for you to (**assist / take part in**) after you've finished your English lesson.



- 1 a) Refresh what you learnt about Conditionals last year. Put the type (I or II) into boxes to complete the rules.

- 1 Conditionals  are used for future results, predictions, promises, threats and warnings.  
 2 Conditionals  are used for unreal situations in the present and for the situations that are unlike to happen in the future.

- b) Refer each sentence to the correct type of Conditionals (I or II).

- 1 Virtual friends would be more interesting than real friends.  
 2 If Anthony gets a scholarship, he will study at Cambridge this time next year.  
 3 We won't finish this job on time unless we start right away, so let's get down to work  
 4 What would you do if you won the lottery?  
 5 If you worked harder, you'd probably do better.  
 6 If we miss the last bus, my dad will come and pick us up.



### GRAMMAR POINT

The conditional clause can start with **if**, **even if** or **unless**.

*It'll be great **if** Garry comes.*

*It'll be boring **unless** Garry comes.*

*Carl won't go to the party **even if** you beg him.*

- 2 Fill in the blanks with **if**, **even if** or **unless**.

- 1 David will come ... you invite him.  
 2 David won't know about the party ... you tell him.  
 3 Clive hates parties and won't come ... you invite him.  
 4 This is too big a job. We won't finish it on time ... we start right away.  
 5 We won't finish this job on time ... we start right away, so let's get down to work.

The verb in the **conditional clauses of the 1st type** is in a present tense even though it refers to a future event.

**Present Simple:** *We'll have a barbecue if the weather **is** fine.*

**Present Perfect:** *I'll cook you something if you **haven't eaten**.*

**Present Continuous:** *If you're **doing** your homework when I arrive, I'll be as quiet as a mouse.*

**Present Perfect Continuous:** *He'll be tired when he gets home if he's **been working** all day.*



3 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 I won't disturb you if you ... when I arrive. (*work*)
- 2 I'll lend you the video if you ... it. (*not see*)
- 3 He will be in a bad mood when we arrive if he ... for long. (*wait*)
- 4 They'll get lost unless they ... there before. (*be*)

In 1st CONDITIONALS the verb in the main clause can be in any of **future tenses**, structure **going to**, or **Present Simple** or **Present Continuous** in **future meaning**.

**Future Simple:** *Paul **will do** it if you ask him.*

**Future Perfect:** *They'll **have arrived** by one pm unless their plane is late.*

**Future Continuous:** *Sarah **will be waiting** for us outside the cinema unless it's raining.*

**Future Perfect Continuous:** *If they don't come in the next five minutes, we'll **have been waiting** for over an hour.*

**going to:** *I'm **going to** scream if you do that again.*

**Present Continuous:** *I'm **meeting** Tanya after school if she doesn't have choir practice.*

**Present Simple:** *The plane **arrives** at three if it's on schedule.*

4 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 If Andy gets a scholarship, he ... at Cambridge this time next year. (*study*)
- 2 If we don't get there soon, they ... all the food and nothing will be left. (*eat*)
- 3 If we don't stop soon, we ... for three hours without a break. (*drive*)
- 4 Sue has made a decision. She ... to Liz unless she apologises. (*not talk*)
- 5 It's all been arranged. We ... the party at Bill's if his parents go away for the weekend. (*have*)

If the future result is not certain, we use the modals that express possibility: **may**, **might**, **can** or **could**.

*If Hamlet kills Claudius, the guilt **could** drive him crazy.*

*If you go to Sarah's round dinnertime, you **might** get something to eat.*

*You **may** get lost if you go there by the back roads.*

*You **can** do it if you try.*

5 **Fill in the gaps with different modal verbs.**

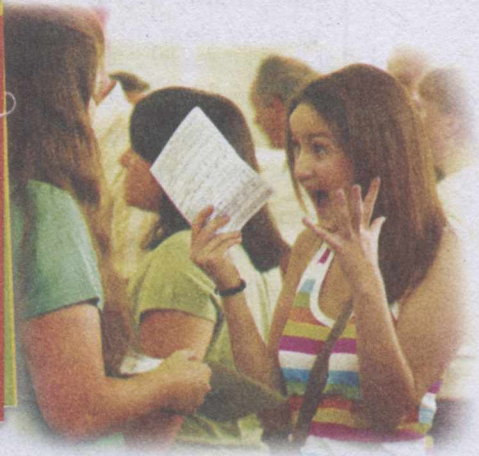
- 1 If we don't invite Jeffrey, he ... be offended.
- 2 Be careful. If you stand on the table, it ... collapse.
- 3 If you don't start preparing for the exam, you ... fail.
- 4 We ... get there quicker if we take the motorway.



- 1 In pairs, speak on how you feel when you hear the word 'exams'. What feelings does this word evoke?

You can start this way:

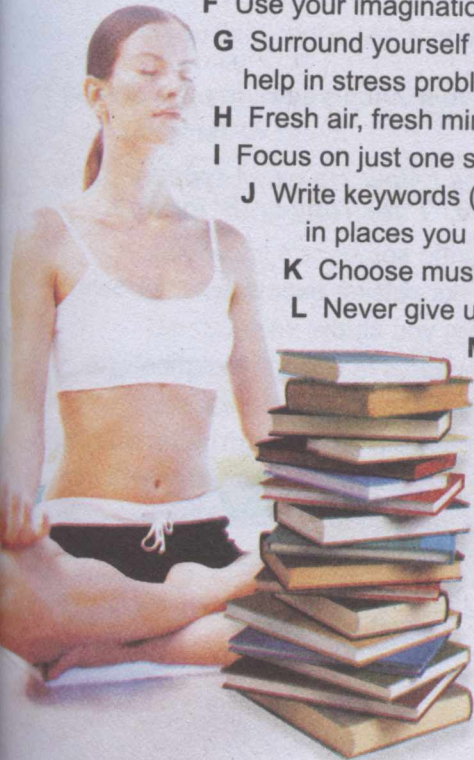
I feel ...  
 It makes me think of ...  
 I am ...  
 It sounds like ...  
 I feel as if ...  
 It reminds me of ...



- 2 a) Choose ten of the following pieces of advice that maybe given to a person as the most important if he or she is scared before an exam.

- A Always believe in yourself.  
 B Be confident and think positive.  
 C Think calm thoughts, ignore negative thoughts.  
 D Learn to concentrate.  
 E Plan your time. Take breaks.  
 F Use your imagination.  
 G Surround yourself by certain colours which are believed to help in stress problems.  
 H Fresh air, fresh mind.  
 I Focus on just one subject at a time.  
 J Write keywords (things) on papers for notes and stick them in places you come across.  
 K Choose music that makes you feel relaxed.  
 L Never give up.  
 M Speak to others when you feel as though you need extra support.  
 N Remember that you are more than your exam results!  
 O Watch your diet.

- b) Share your results with a partner. Explain your choice.





# LISTENING

3 Match the words with their definitions (a-k). Use a dictionary to check.

assessment, average, to boost, to pace, distraction, to reckon, to steer clear (of), to cheat, superstition, exhausted, to revise

- a ... if you add together several quantities and divide the sum by the total number of quantities you'll get it
- b ... to behave in a dishonest way in order to win or get an advantage
- c ... a process in which you make a judgement about someone's knowledge or skills
- d ... to increase something
- e ... extremely tired or having no energy
- f ... to study lessons again in order to learn them before an examination
- g ... to set a controlled regular speed for yourself
- h ... a belief that some objects or actions are luck and some are unluck, based on old ideas of magic
- i ... a pleasant and not very serious activity (that can drive your attention away from serious things)
- j ... this word is spoken to think that something is a fact
- k ... to try to avoid something unnecessary or annoying



## WORD FILE

- an assessment [ə'sesmənt]
- a distraction [di'strækʃn]
- a superstition [ˌsu:pə'stɪʃn]
- to boost [bu:st]
- to cheat [tʃi:t]
- to reckon ['rekən]
- to pace [peɪs]
- average ['ævərɪdʒ]
- exhausted [ɪg'zɔ:stɪd]
- to steer clear (of)

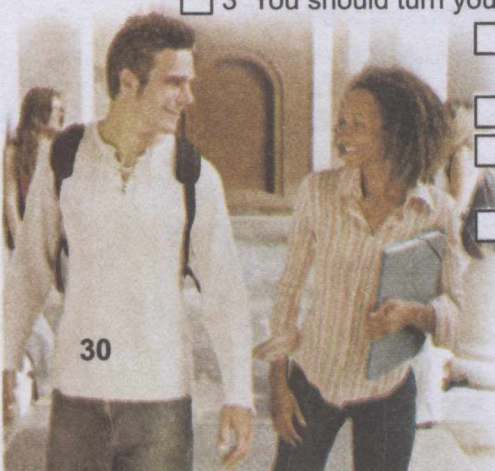


4 Listen to the conversation between two friends and name the pieces of advice that one gives another.



5 Listen again and decide if the opinions below are expressed by Sara, Tony or both of them. Note 'S' for Sara, 'T' for Tony or 'B' for both.

- 1 Tests are not a good way of measuring someone's knowledge.
- 2 It can be hard to tell if students' works outside exams are their own.
- 3 You should turn your phone off when you study.
- 4 Make sure you have enough sleep before your exam.
- 5 Eating fish can help you perform better in tests.
- 6 Doing previous test papers can help you do better in examinations.
- 7 You should have a break every hour when studying.





**1** *In pairs, ask and answer the questions.*

- 1 Do you write notes in pencil in your course book and revise them for tests? Why (not)?
- 2 Do you try talking to a partner during the school breaks and after classes only in English?
- 3 Do you revise the new words every day? Why (not)?
- 4 Do you only work hard the few days before an exam? Why (not)?
- 5 Do you ever help your group mates if they don't understand anything? Why (not)?
- 6 Do you regularly make a list of your common mistakes? Why (not)?
- 7 Are you sure you know how to use your dictionary? Why (not)?
- 8 Do you study only the material that was given at the lesson, nothing else? Why (not)?
- 9 Do you have special time or special day for studying? Why (not)?
- 10 Do you keep a list of useful vocabulary in a special notebook? Why (not)?
- 11 Do you give yourself tests or study with friends and test each other? Why (not)?
- 12 Do you only learn what the teacher tells you to? Why (not)?
- 13 Do you have time only to attend the lessons? Do you have time for anything extra?
- 14 Do you write everything you know on your hand before you go into the exam? Why (not)?
- 15 Do you think that passing or failing an exam is a matter of luck? Why (not)?

**2** *In pairs, complete the dialogues with the sentences (a-c) and dramatise them.*

1 A: ...

B: Was it really so bad?

A: ...

B: That was really bad luck.

Do you think you managed to do enough to pass?

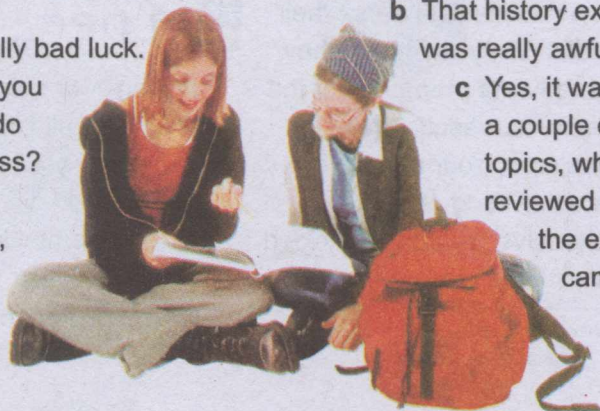
A: ...

B: Oh, come on, don't be so pessimistic.

a No, I think I'll definitely fail that exam.

b That history exam was really awful.

c Yes, it was. Only a couple of the topics, which I reviewed for the exam, came up.





## 1 SPEAKING

2 A: Now come on, calm down, it's not the end of the world. It was just an exam.

B: ...

A: Why? What happened?

B: ...

A: But you answered the first two questions?

B: ...

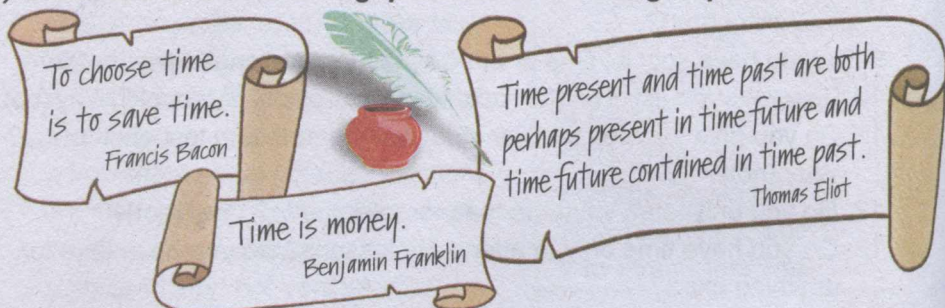
A: Then stop worrying. I'm sure you did enough on those to pass.

a I'd just started on the third and last question when my mind suddenly went blank. I couldn't remember anything of what I'd reviewed for that topic.

b Well yes, but...

c But it was absolutely awful. I just don't know why it happened.

3 a) **Comment on the following quotations. Work in groups.**



b) **Read and think, then brainstorm your ideas in class.**

Sometimes we are robbed of our time, for example, by telephone calls. Who or what else is robbing us of time? What are the most common time thieves<sup>1</sup>?

4 **Work in groups. Read the situation and prepare a five-minute talk on how to do well in school exams. Use the 'Useful Tips' below.**

- Some classmates of yours keep complaining about their grades. They claim that they spend hours preparing for the exams, but results are disastrous. Your results, on the other hand, are impressive. You have decided to help your classmates.



## USEFUL TIPS

### Short Talk

- plan your talk, but DO NOT read it
- include all important information
- present your points in a simple, clear and direct way
- use informal language
- use relevant<sup>2</sup> transitional words/phrases

<sup>1</sup>a thief [θi:v] — злодій

<sup>2</sup>relevant ['reləvənt] — доречний



**1 Complete the text with the correct words from the box.**

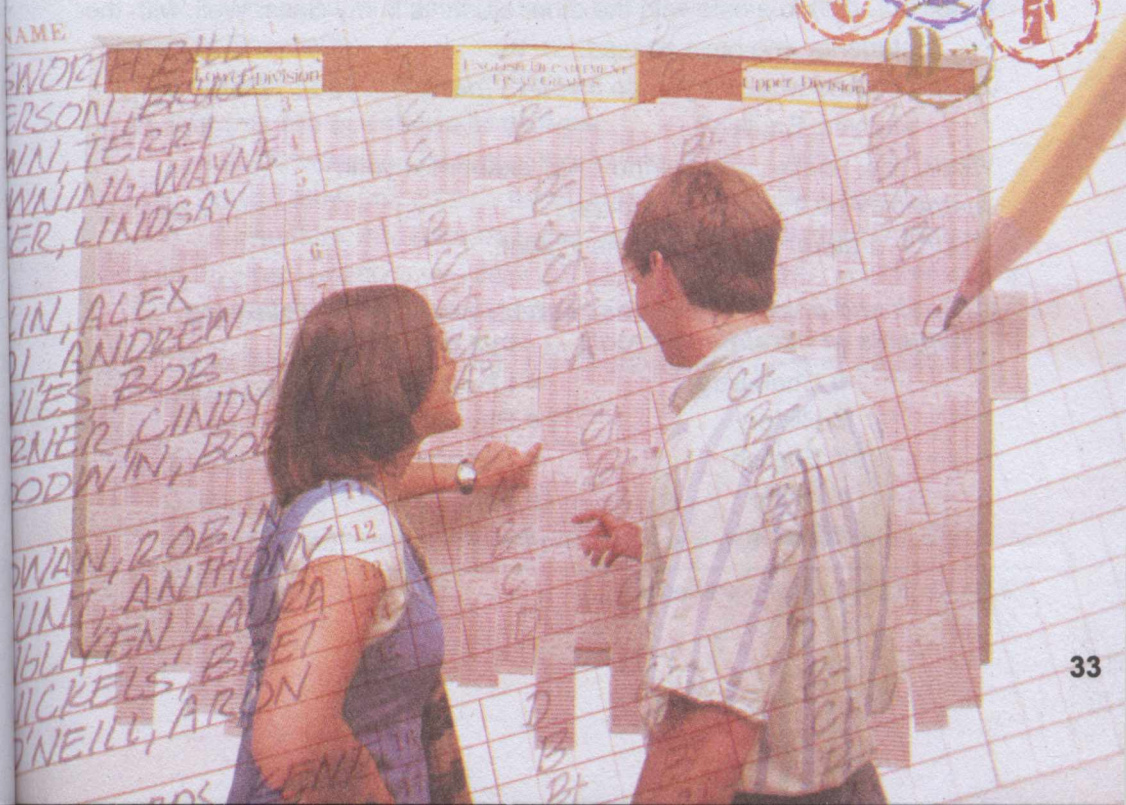
achievement, adjustment, admit, attitude, average, colleges, common, failure, grade, letter, marking, method, minimum, occasionally, pass, percentage, perfect, progress, record, reports, school, teacher

## GRADING

Grading is a (1) ... used in schools to (2) ... students' achievements. Almost every (3) ... keeps a record of each student's (4) ... in order to have some basis for measuring his (5) ... . The record supplies information for (6) ... to parents. Universities and (7) ... often use this information to help determine whether they should (8) ... a student.

For a long time, the most (9) ... method of recording achievement was by (10) ..., with a mark or (11) ..., of 100 per cent representing (12) ... achievement. The (13) ... mark for a (14) ... was usually 70 per cent, and for (15) ... work, about 80 per cent. Today, the letters A, B, C, D, E and (16) ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means (17) ... .

A few schools use no (18) ... system at all. Instead, each (19) ... writes a detailed (20) ... to the parents. Such letters report the student's progress, (21) ... activities and social (22) ... .





## USE YOUR ENGLISH

- 2 Complete the interview by changing the forms of the verbs in brackets. Then act out the interview in pairs.

Journalist: What exam did you ... (take)?

Viktor: FCE. First Certificate in English.

Journalist: Do you think you ... (pass)?

Viktor: I think so. I'm quite optimistic. I think I ... (do) the exam quite well.

Journalist: When ... you ... (get) your result?

Viktor: Tomorrow morning. I study at a language school and when I ... (go) to class tomorrow the grades will be on the notice board. My name ... (be) the first on the list because my surname begins with 'A'.

Journalist: How ... you ... (celebrate) if you ... (pass)?

Viktor: I ... (go) to a café with the other students in my class. Well, with the students who have passed.

Journalist: And what will you do if you ... (pass)? ... you ... (carry) on studying English?

Viktor: Yes, I'd like ... (take) the CAE<sup>1</sup> exam next year.

Journalist: And if you ... (not, pass)?

Viktor: I ... (take) the exam again in June.

- 3 a) Think and answer. Who does better in each of the following subjects in Ukrainian schools — boys or girls?

- |             |              |
|-------------|--------------|
| ● Chemistry | ● Literature |
| ● History   | ● Physics    |
| ● English   | ● Geography  |
| ● Maths     | ● PT         |
| ● Biology   |              |

<sup>1</sup>CAE = Certificate in Advanced English





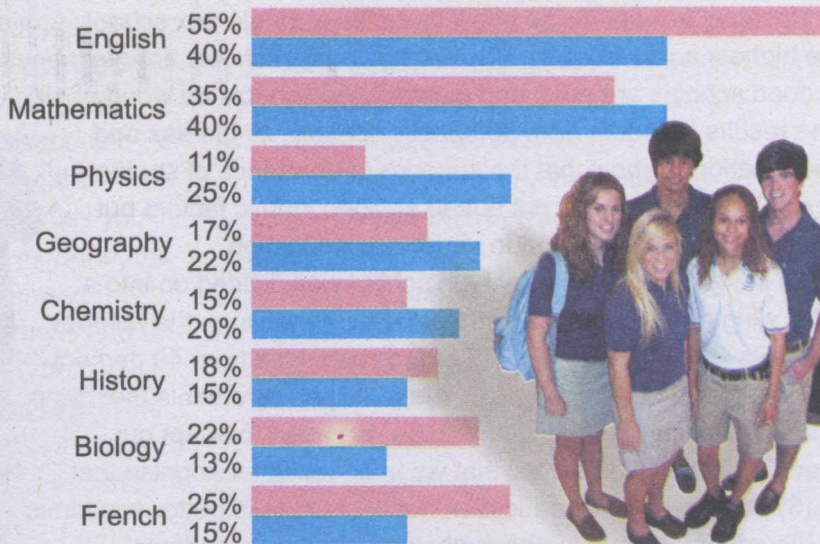
Girls



Boys

b) Look at the information in the bar chart and complete the sentences with the words 'boys' or 'girls'.

General Certificate of Secondary Education results of male and female school leavers in the UK



- 1 ... are more interested in languages than boys.
- 2 ... are better in Physics and Mathematics.
- 3 ... are better in the Humanities (English, French or History).
- 4 ... are better in most Science subjects (Maths, Physics, Geography or Chemistry).
- 5 ... are more interested in Biology.

c) Discuss the questions in groups.

- 1 Are you surprised by any of the findings? Why (not)?
- 2 Do you think that girls do better in Humanities? Why (not)?
- 3 Do you think that boys do better in the Science subjects? Why (not)?
- 4 To what extent do you think our gender<sup>1</sup> determines our interest and success in particular school subjects?

4 a) Read the article (page 36). Which paragraph (1-4) of the article mentions:

- a gender stereotypes? .....
- test results in Britain? .....
- the finding made in American schools? .....
- the fact that men and women's brains are different? .....

<sup>1</sup>a gender ['dʒendə] — статья



THE CASE FOR COEDS<sup>1</sup>

(1) The results of recent studies of gender differences in education are largely in favour of single-sex schools as opposed to coeducational schools.

Most studies worldwide show that girls at single-sex schools attain the highest achievements; boys at single-sex schools are next; boys at coed schools are next; and girls at coed schools do worst of all. The results in Britain from 800 public schools, single-sex and coeducational, show that the superior performance of students in single-sex schools is not due to socioeconomic factors but appears instead to be due to single-sex education.

(2) In Mill Hill, the country high school was divided up into a girls' wing and a boys' wing in 1994. Since that time, the number of pupils scoring high in GCSE exams has risen from 40 percent of 79 percent. Dr Alan Davison, the principal, comments that "Men and women's brains are different. So, we need to adapt our teaching to this. It is crucial that we in education recognise that."

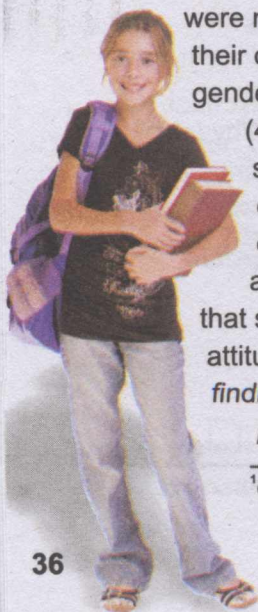
(3) But a single-sex education not only tends to better academic achievement; it has also been shown to broaden students' horizons. A British study into the attitudes of 13 and 14 year-old pupils toward different subjects concluded that students at coed schools tended to have gender-typical subject preferences. However, boys at single-sex schools were more interested in drama, biology and languages than at coed schools, while girls at girls-only schools were more interested in Maths and Science. As a consequence the students were not constrained<sup>2</sup> by gender stereotypes, they were freer to explore their own strengths and interests. Single-sex schools break down gender stereotypes. Coed schools reinforce gender stereotypes.

(4) Moreover, at many coed schools, academic performance suffers as the feeling among students that it's not "cool" to be excited about school. The game of who likes who, who's going out with who, who's cool and who's not, is what's really important at most coed schools. Studies in the United States have shown that students in the single-sex schools have a far more positive attitude toward studying than students in coed schools do. This finding was held for both boys and girls.

**b) Discuss the arguments put forward in the article in groups.**

<sup>1</sup>coeds = coeducational schools

<sup>2</sup>constrained [kən'streɪnd] — скуптий





**5** Do the project 'My Presentation'. Search for information on the international exams in English and prepare a short presentation. Use the instruction below.

- 1 Search for PET, FCE and CAE in the Internet.
- 2 Write your presentation using the materials you have found, the following phrases and the plan below.
- 3 Do the presentation in class using *Helpful Tips*.

*To start with ...*  
*Today I want to talk to you about ...*  
*After that, I'll move on to ...*  
*That's all about ...*  
*Now I would like to ...*  
*Finally, I'll review the main points.*  
*Feel free to interrupt me if you have any questions.*  
*Let's move on to ...*  
*A good example of this is ...*

Good morning, everyone, and welcome! The purpose of this presentation is to get you acquainted with ...  
 First of all ...



## HELPFUL TIPS

### Giving a Presentation

- Speak slowly, don't speak too quickly.
- Pause between important points.
- Lower your voice to draw the audience in.
- Raise your voice to emphasise important points.
- Maintain<sup>1</sup> good eye contact with your audience.
- Don't use long sentences or difficult grammar.
- Avoid using words the audience may not know.

### The Plan of Your Presentation

- 1 Welcome your audience.
- 2 Introduce your subject.
- 3 Outline<sup>2</sup> the structure of a talk.
- 4 Give a summary of your findings.
- 5 Make conclusions.
- 6 Answer the questions of your audience.

<sup>1</sup>to maintain ['meɪntɪn] — підтримувати

<sup>2</sup>to outline ['aʊtlaɪn] — окреслювати



6 Read the information and hold the class debate.



## CONTINUOUS ASSESSMENT OR ONE FINAL EXAMINATION?

A proposal for education reform is being discussed by students, teachers, parents, experts, etc. It still hasn't been decided how students will be assessed at the end of their secondary school education.

Before making the final decision, the Ministry of Education is interested in what students have to say about this rather controversial<sup>1</sup> issue.

**Follow the instructions below.**

- 1 Form three groups.
  - The first two groups should prepare arguments for either accepting or rejecting the motion, present their arguments and be ready to answer questions from the other group.
  - The third group should listen to both groups and decide whether to accept or reject the motion providing arguments for their decision. Before making the decision, the third group can put questions to both groups.
- 2 Allow time for groups to prepare their arguments.
- 3 Group presentations.
- 4 Asking and answering questions.
- 5 Presenting the decision.



<sup>1</sup>controversial [ˌkɒntɹəˈvɜːʃl] — спірний, дискусійний

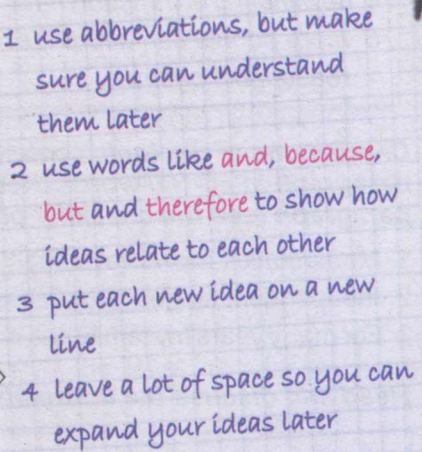


**1 Get some information and look through the examples below.**

**Notes** are short pieces of writing, which help you to remember something. Due to the vast amount of information we receive, we have to put it in the briefest possible form. Notes usually take the form of words or short phrases.

We have already stated that preparing well for the writing assignment is a key element in a successful accomplishment of your task. Discussing and taking notes can be very helpful in the prewriting stage of the writing process.

Making notes can take various forms depending largely on what type of a person you are. However, there are certain characteristics that are common to all forms of making notes:

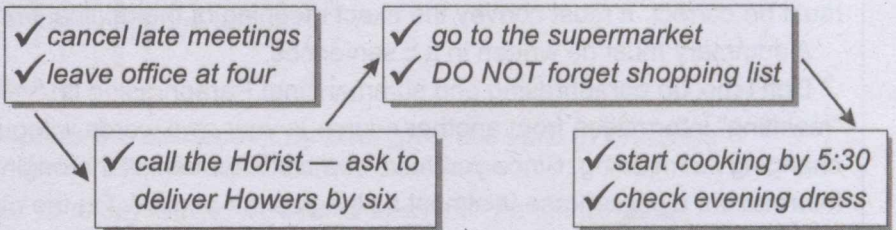
- 
- 1 use abbreviations, but make sure you can understand them later
  - 2 use words like *and*, *because*, *but* and *therefore* to show how ideas relate to each other
  - 3 put each new idea on a new line
  - 4 leave a lot of space so you can expand your ideas later

DO NOT write complete sentences.  
Notes must be SHORT

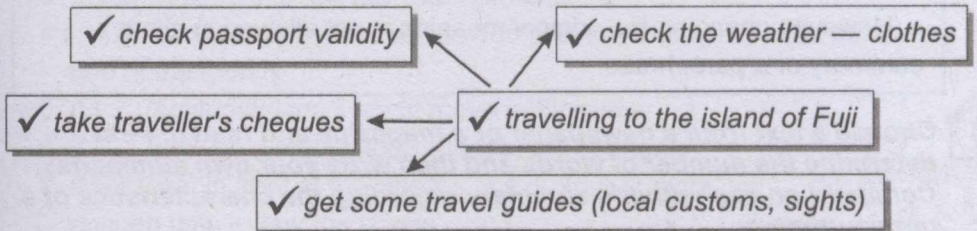
**2 Read about some ways of making notes and discuss the question in groups.**

- Which of the offered methods of note taking would suit you best? Why?

**a) FLOW CHART (Having Friends for Dinner)**



**b) CLUSTERING (Travelling to the Island of Fuji)**





# 1 WRITING

## c) LISTING (Traditional Holidays Are Dying Out)

- 1 the idea of a traditional holiday has changed significantly in the past decade
- 2 people in general have become more demanding and expect better quality for their money
- 3 love of adventure has always been a part of human nature
- 4 new means of transport have enabled us to travel more easily and faster
- 5 more people can afford these new types of holidays due to more reasonable prices

3 Choose one of the topic sentences below and make notes. Write a paragraph in 80-100 words. Keep in mind the steps for writing a good paragraph (see the checklist on p.167 of Appendix in 'English-10').

- 1 Mathematics has always been my favourite subject at school.
- 2 Independent language learning has several advantages.
- 3 For many years my family has been celebrating Christmas in the same way.

4 Read and discuss the information in pairs.

### WRITING POINT



A **summary** is a short statement that gives only the main points and not the details of a longer text.

A well-written summary should be *concise* (only essential information should be included), *complete* (all important information must be included) and *clear*, i.e. understandable to the reader. At last, a summary must be correct. It must convey the exact meaning of the original text.

A summary must be written in full sentences.

Don't mix up paraphrasing and summarising! Paraphrasing is "rewriting" information from another source in your own words without changing its meaning. Since you have to include almost all the original information, a paraphrase is almost as long as the original. On the other hand, a summary includes only the essential information, which makes it much shorter than the original text.

However, changing the original meaning is not allowed in either a summary or a paraphrase.

5 Choose a text from a newspaper or a magazine and read it. First determine the number of words and then write your own summaries. Comment on each other's summary regarding the characteristics of a good summary.



# CHECK YOUR SKILLS

## VOCABULARY

- 1 Fill in the gaps in the sentences given below with one of the words A, B, C or D. Change the forms of the words where necessary.

A failing    B studying for    C passing    D taking

- 1 Congratulations on ... all your exams!
- 2 No one likes ... an exam. I hope she will do better next time.
- 3 When are you ... your English exam, in May or June?
- 4 Maria is ... her English exam so hard, she doesn't go out at all!

A memorise    B revise    C repeat    D learn by heart

- 5 Do you think it is possible to ... everything that we have studied during the year in two days before the exam?
- 6 My friend has a very good memory, she can ... a long poem easily.
- 7 If you want to master foreign pronunciation, you should have enough patience to ... phrases after the tape for many times in a row.
- 8 No matter how hard he tried, he couldn't ... the list of irregular verbs the teacher gave in class.

A learn    B study    C find out    D know

- 9 Where does your friend ...? — He does an English course at university.
- 10 It has always been easy for Jack to ... foreign languages.
- 11 Peter ... several foreign languages and his dream is to work as a tour guide.
- 12 It is always very interesting for me to ... about the culture of the country whose language I study.

## GRAMMAR

- 2 Complete the sentences by changing the verb in brackets into the First or Second Conditional form.

- 1 If it ... (*stop*) raining we'll have to cancel the tennis game.
- 2 If you loved her, you ... (*lie*) to her.
- 3 If you ... (*finish*), show me your notebook.
- 4 I ... (*lend*) you any money unless you promise to pay me back before the end of the month.
- 5 If I ... (*speak*) Italian, I would move to Florence.
- 6 If I ... (*be*) you, I would notify them of the changes.
- 7 If we meet in front of the cinema at a quarter to eight, we ... (*have*) enough time to buy the tickets.



## CHECK YOUR SKILLS

## LISTENING

- 3 Listen to the four international students talking about how they memorise words. Match them with the strategies they use.

Johan

**Analytical:** thinking about the structure of words

Basia

**Visual:** writing, drawing, connecting photos with words

Pablo

**Self-testing:** doing personal tests or asking someone at home to test you

Hilmi

**Oral:** saying words aloud, making connections between words

## READING

- 4 a) Read the student's presentation on learning styles and complete the form below.

Right, well, er... my talk today is on learning styles. I chose this because there is a lot of research into it and it seems as if nobody really agrees on how to assess learning styles. I'll start by outlining some competing theories about.

How people learn... There aren't any handouts, I'm afraid, but anyway... One theory is the VARK system. V-A-R-K means V for *visual*, A for *auditory*, like *hearing*, R for *reading* and K for, I don't know how to pronounce this... *kinaesthetic*? Yes, that's it. *Kinaesthetic*. That means things like touch, movement and stuff. Anyway, according to the VARK system, depending on your learning style, you learn in different ways. If you're a visual learner, then you need to use charts and pictures, use colour highlighting in your notes, and stuff. If you're an auditory learner, then reading aloud and listening will help you learn. Reading is just reading, of course. You learn by reading. *Kinaesthetic* learners need to move around while they learn. You're a kind of hands-on person if you're that kind of a learner, so you should revise while standing up and walking around the room, for example. Anyway, that's just one theory. There are lots of others, too.

So, to conclude then, personally I think that we all have our own learning styles and we are not just one type or another. In other words, we are probably a blend of lots of styles. I don't think any of the learning styles I've told you about is better than any other. I think the problem is that we all learn in different ways, and try to find a system to fit in all the different ways



Greg  
is a New  
Zealander



# CHECK YOUR SKILLS

we learn. We are too creative to be boxed in like that. Not everything about the human brain can be mapped and predicted. How we learn is different for each person, so the point I'm making is I don't know how useful it is to try to categorise everyone into types.

Learning Style	Advice for Studying
V	
A	
R	
K	

b) Read the statements below and tick (✓) your answers.

Greg thinks that:

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a most people have the same learning style   | <input type="checkbox"/> | <input type="checkbox"/> |
| b one learning style is better than the rest   | <input type="checkbox"/> | <input type="checkbox"/> |
| c people learn in similar ways   | <input type="checkbox"/> | <input type="checkbox"/> |
| d we all have more than one learning style, but we usually rely on one or two most of the time | <input type="checkbox"/> | <input type="checkbox"/> |
| e by categorising learning styles we can help people to learn very effectively                 | <input type="checkbox"/> | <input type="checkbox"/> |
| f it's not possible to categorise everyone   | <input type="checkbox"/> | <input type="checkbox"/> |
| g it's not possible to analyse learning styles because we learn in too many different ways     | <input type="checkbox"/> | <input type="checkbox"/> |
| h the human brain is predictable   | <input type="checkbox"/> | <input type="checkbox"/> |
| i more research into how people learn is necessary   | <input type="checkbox"/> | <input type="checkbox"/> |

CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about gender factor in education
- listen and understand about the ways to prepare for your exams
- talk about your learning
- express your opinion about grading and assessment
- understand and use Conditionals I and II
- use different methods of note taking

CAN YOU ...  
IN ENGLISH