МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Кафедра іноземних мов

ЗБІРКА ЗАВДАНЬ ТА ВПРАВ ДО САМОСТІЙНОЇ РОБОТИ

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CONTENTS

TASKS FOR SELF-STUDY

Reading: Skimming and Scanning

While reading you are supposed to use the following strategies: *skimming* and *scanning.*

Skimming

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to skim

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Notice any pictures, charts, or graphs.
- Notice any italicized or boldface words or phrases.
- Read the summary or last paragraph.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to scan

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through the sections of the passage.

(From *College Reading and Study Skills* and *Academic Reading and Study Skills for International Students)*

1a Before reading the article given below decide how important in your opinion the following are as causes of crashes on the road today.

- the age of drivers
- speed
- the number of cars on the road
- the weather
- mechanical problems
- the sex of drivers
- the psychology of drivers
- the quality of roads

1b Skim the article and decide which the writer feels is the biggest cause.

1c Read the article again and decide which of the methods of making roads safer listed below are mentioned. Support your choices with examples.

• restricting the speed at which people can drive
• introducing technological innovations to make people slow down
• educating drivers
• improving safety features in cars
• having tough penalties for drivers who break the law
• introducing an upper age limit for drivers
• assessing drivers' abilities and issuing of documents
• introducing street lighting to improve visibility

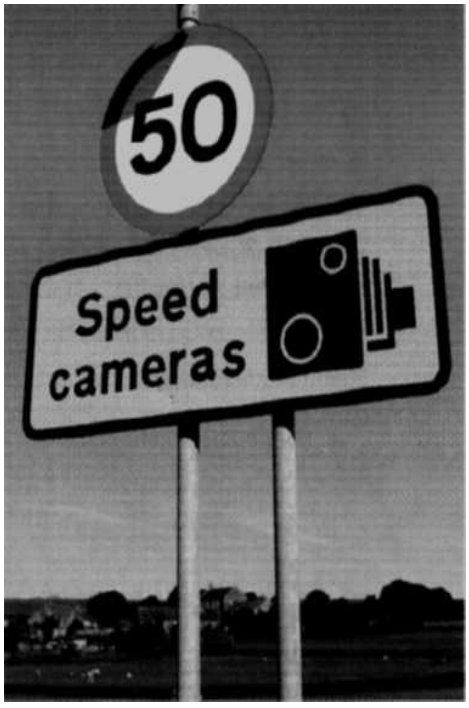
The **dangers** of **safety**

Travelling by road is widely accepted as being the most dangerous way to travel with far more deaths per kilometre than rail, sea or air. In fact, while road traffic injuries represent about 25% of worldwide injury-related deaths, fatalities on the road in the UK have been decreasing for some time, with last year's figure standing at 3,150. We take a look at why the number is decreasing, but why it seems impossible to eradicate fatalities completely.

Over the years, different methods of reducing the number of crashes have been tried. The Locomotive and Highways Act of 1865 introduced the idea of speed limits to the motoring world. Since then, more and more ways of controlling the behaviour of drivers have been introduced, such as one-way streets and traffic signals, as well as compulsory driver testing and licensing. These days, there are many more methods of enforcement, including speed cameras and fines for breaking motoring laws.

Another solution is to make cars themselves safer in case of an accident. This means the main focus has been on passive safety or crash survival rather than active safety or avoiding crashes. There are many innovations by motor manufacturers which have made cars safer, such as seat belts, anti-lock brakes and airbags. A lot of attention has also been paid to car interiors, as cars have got quieter, more comfortable and more luxurious. These improvements have tended to make the driver feel more in control and insulated him/her from the fast-moving and dangerous environment outside the car. It seems strange that as improvements have been made the number of pile-ups continues to increase.

Actually, it is wrong to talk about safe and dangerous cars in this way. The key to this problem is not actually the car, but the driver. In fact, making drivers feel safer is not the solution to the problem, it is the cause of the problem. As drivers feel safer, it encourages them to drive aggressively and to ignore other road users and therefore increases the number of crashes. The problem of car safety is not an engineering problem but a psychological one. Ironically, if we want cars to be safer, we need to make them more dangerous!



2a Read the introduction of the article quickly. Find three reasons why transport will change over the next 50 years.

During the next 50 years, there will be great changes in our means of transport. Some of the new developments will come from our need to depend less on fossil fuels as a source of power. Other developments are likely to respond to the ever-faster pace of society by aiming to increase the speed of different means of transport, and others may pander to the thrill-seeking sections of society by introducing newer and more exciting methods of transport.

2b Read the first section of the article. Which of the reasons given in the introduction does this text describe?

In the field of aviation, Sir Richard Branson, the airline tycoon, attracted attention worldwide when he set up a company, Virgin Galactic, to bring space travel within the reach of the general public. When announcing his project, he said he was 'trying to make sure that, in the not too distant future, people from all over the world will be able to go into space'.

Sir Richard plans to build a fleet of five 'spaceliners' in the United States. The fleet's technology would be based on the technology developed by the famous aviation expert, Burt Rutan, for SpaceShipOne, which made history in 2004 as the first private manned craft to travel 100km (62 miles) above Earth - the official boundary of space.

While space travel might become available to all, not everyone will be able to take advantage of it. When Virgin Galactic offers its first spaceflights, the tickets will be rather expensive. A sub-orbital flight could cost about J100,000. However, Branson believes prices will ^eventually come down.

The Virgin Galactic spaceships will carry five passengers in luxury seats. Anyone buying a ticket will need to have about a week's initial training for the three-hour flight. Sir Richard suggested there were about 3,000 people who might be willing to sign up for the first 'wave' of flights. The plan, he says, 'will enable people to go into space, to become astronauts, to see the Earth, to enjoy weightlessness. Eventually, we want to get prices down to levels where masses of people can enjoy space.

2c Read the second section of the article. Which of the reasons given in the introduction does this text describe?

What about road vehicles? How will they change in the next 50 years? It is obvious that we will have to find an alternative to petrol soon. Many experts think hydrogen could replace petrol, diesel and natural gas as the main fuel for cars, buses and trucks in the years to come. Cars run on hydrogen have enormous advantages: they do not emit exhaust gases or carbon dioxide fumes which contribute to global warming. Furthermore, they are not affected by worries about diminishing oil supplies and rising prices.

There are, however, technical difficulties to be overcome when using hydrogen as a source of power. It is difficult to store enough of it, in a compact space, on board a car to travel hundreds of miles. Also, there might be a huge explosion if a car crashed. This problem could perhaps be overcome if cars could store hydrogen in high pressure tanks similar to those used for natural gas. If hydrogen is handled properly, many experts believe It will not be any more dangerous as a fuel than petrol.

Recent technological advances, particularly in fuel cell design, have made hydrogen-powered cars a feasible alternative to petrol-driven ones. In the not-too-distant future, many of us could be driving non-polluting cars fuelled by hydrogen.

2d Read the third section of the article. Which of the reasons given in the introduction does this text describe?

Finally, rail transport could be revolutionised In the next 50 years with the development of Maglev technology. Maglev is short for MAGnetic LEVitation. Maglev trains are lifted by magnetic power and propelled along an elevated guideway by powerful magnets attached to the trains. They do not have any contact physically with the guideway, do not need engines and burn no fuel.

A Maglev train will be able to move passengers and freight at higher speeds than at present, using less energy. By 2020, it is predicted that Maglev trains will reach a speed of about 800km per hour. By 2050, they will run through vacuum tubes

and reach speeds of 3,000km per hour. Thus, people will be able to go by train from England to the US in less than two hours.

At present, the only Maglev train running commercially is a shuttle from the Shanghai city centre to its new international airport. However, different types of Maglev trains are currently being developed in Germany and Japan.

The safety of Maglev trains has become a concern, however. When a Maglev train crashed into a maintenance wagon in northern Germany while on a test run, 23 people were killed and around ten were injured. It appears to have been the result of human error, not a technical fault.

3a Read the introduction and the article about hybrid cars. While reading, put the following paragraph subheadings in the correct place.

1. What are hybrid cars? □
2. What is 'regenerative braking'? □
3. What are the advantages of hybrid cars? □
4. How do hybrid cars work? □
5. How do hybrid cars consume less energy than conventional cars? □
6. When were hybrid cars first produced? □

Hybrid Cars

Smog is a common problem in many cities around the world and the exhaust fumes from motorised vehicles contribute greatly to this kind of pollution. To alleviate this problem, people are taking an interest in environmentally-friendlier means of transport, and amongst the offers on the market is the hybrid car. But what is a hybrid car and how does it work? Find out more in a short article, and listen to someone talking about what it is like to drive one.

1.

Hybrid cars are cars that run on both petrol and electricity. They have a small standard petrol engine and a battery and electric motor to provide electric power.

2.

There are some differences between different models of hybrid cars, but the general principle is that the car runs on petrol, and the electric motor kicks in when additional power is required, for example when going uphill or accelerating. In some hybrid cars the petrol engine turns itself off when not needed, for example when the car has stopped at traffic lights, keeping only the electric engine running.

3.

Conventional cars have large engines to cope with driving uphill and accelerating. Most of the time, this high engine capacity is not needed, but the engine continues burning up fuel. Hybrid cars have much smaller petrol engines, boosted by electric motors when needed, so they use less petrol. Hybrid cars are also lighter and aerodynamically designed for greater fuel efficiency. Another way that fuel consumption is cut is by a system of 'regenerative braking'.

4.

The electric motor is used to slow down the car, rather than conventional brakes. The energy produced by the slowing car is converted into electrical power, which is automatically stored in the battery. In effect, the battery recharges when you brake. In conventional cars the energy produced when braking is wasted.

5.

Car manufacturers and engineers have been experimenting with electric and hybrid cars since the late 19th century. In 1928 Ferdinand Porsche built an experimental hybrid car which used both an internal combustion engine and electric motors. The first mass-produced hybrid car, the Toyota Prius, came out in Japan at the end of 1997. However, hybrid cars only became available in the USA in 1999, when the Honda Insight went on sale.

6.

As they use less fuel, hybrid cars are cheaper to run. There are also many initiatives in place to encourage people to buy them. In some countries, hybrid car owners pay a lower rate of tax, and don't have to pay on certain toll roads. In some cities around the world, hybrid cars are allowed to park for free.

3b Read the article again and decide if the following statements are true or false.

1. In regenerative braking, energy which is usually wasted is stored in the battery.
2. Hybrid cars were first commercially available in Japan.
3. Hybrid cars get free parking in all major cities.
4. Electric power is used in conjunction with the petrol engine when going up hills.
5. All hybrid cars work in exactly the same way.
6. Conventional cars have bigger petrol engines than hybrid cars.
7. Hybrid cars weigh more than conventional cars.
8. Hybrid cars use two forms of energy.

Reading and Note-taking

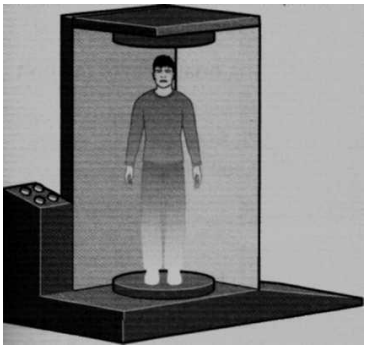
4 Read the text and complete the table.

Type of transport	**Gap**	**Will it be used: probable/not probable**
Solar sail		
Teleportation		
Flying cars		
Slidewalk		

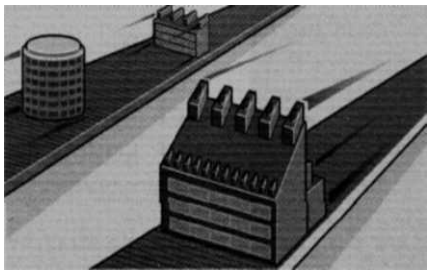
Science fiction
transport for the future

What are the possibilities for transport in the future? Today, most of the vehicles we use are driven by fossil fuels, but we won't be able to use fossil fuels forever. What are we going to do when they run out?

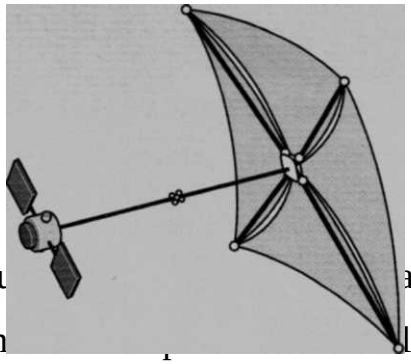
Writers of science fiction have written a lot on this subject and although many people might think that their ideas are too fantastic to ever happen, the truth is actually not so clear. Let's look at a few of those 'science fiction' methods of transport and find out if anyone is actually taking them seriously.



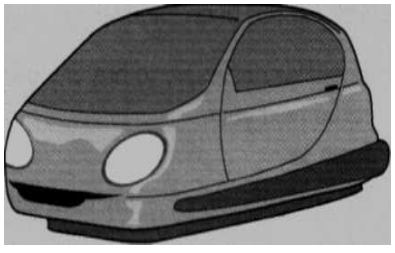
With ***1*** ____ people and things will be able to move from one place to another almost instantaneously. People won't have to move at all. However, some scientists believe it might result in the destruction of the human being. Experiments have been carried out and there has been some success in moving atoms and groups of atoms, but we are a long way away from moving objects or humans. We might never know if this form of transport will actually work.



A ***2*** ____ is like a flat escalator except that it will have tracks all over the country and will be so strong that it will be able to move very fast and hold buildings. Unfortunately, it will have to be very strong indeed, and until today, there is no evidence that anything would be strong enough to carry such weight and move fast. In addition, scientists believe anything with tracks won't be able to carry people everywhere.



A ***3*** _____ would take power from the sun and use this power to transport people and things with the use of large mirrors. This seems particularly good for space travel as the vehicle won't need to be regularly filled up. After all, the su ace. It is already in use, but at the moment scientists thin ld large versions and further experimentation will have to wait for the future.



If we have ***4*** ____ , we won't need to build roads or motorways as everyone will be able to travel above ground rather than on the ground. Currently there are

many projects, and prototypes might be produced in the next ten years. However, it fails to deal with one issue - that in a hundred years we might not have any fuel to use these vehicles. There is no evidence as yet that this form of transport will be able to use an alternative form of power to work.

Reading and Discussion

5 Read the text and discuss the questions that go below.

TECHNOLOGY INNOVATIONS

DRIVING CALIFORNIA

Despite consequences for the car industry from high oil prices, Ferrari produced and sold 6,465 cars last year. Can it reach 7,000 this year? That may depend on the reaction to the California, which will be presented to the public at the Paris Motor Show. The statistic that most super-car drivers are interested in is speed, and Ferrari says the California can go from 0 to 100 kph (kilometres per hour) in under four seconds. But what about stopping? Again, under four seconds, thanks to carbon-ceramic brakes. To improve fuel efficiency, the chassis is made entirely of aluminium, and the California also uses direct fuel injection (a first for Ferrari). This increases engine power and performance while reducing emissions. What the California doesn't have is a clutch pedal. Instead, the car uses a computer-controlled, seven-speed dual-clutch transmission (DCT), which also helps save fuel. So, all in all, it would make a great Christmas present — if you've got $200,000 to spend on a sports car. Calofornia, here we come: Ferrari uses new technology to make its sports car faster, lighter and more fuel efficient.

carbon-ceramic brakes – углекерамические тормоза

fuel efficiency – эффективность использования топлива

injection – впрыскивание

clutch pedal – педаль сцепления

dual-clutch transmission (DCT) – трансмиссия с двойным сцеплением

A. Discuss the advantages and disadvantages of Ferrari.

B. What is your favourite make of a (sports) car? Compare its performance with that of Ferrari.

C. Why do you think Ferrari is such an expensive car?

Participating in Discussions

To participate in discussions use the functions and corresponding functional phrases given in Appendix 1.

1 What methods of transport do you use most often?

2 What is your preferred method of transport? Why?

3 What are the advantages and disadvantages of the methods of transport you have discussed?

4 What transport developments will take place in the next 50 years? Why will these happen?

Speaking and Writing

6a Get prepared to have a debate about the best ways of making the roads safer.

Student A: read this quote from a representative of the Campaign for Better Driving. Discuss the points in it with your group.

'I agree that we need to do something about the number of accidents and injuries on the roads today, but I don't agree with all these restrictions and safety features that the police want to introduce, you know, like speed cameras. They affect everybody and penalise the good drivers as well as the bad ones. It's a fact that driving fast doesn't cause accidents - it's driving badly that causes them, so I think we should be looking at bad drivers. Now, most crashes are caused by young

men, so why don't we raise the age for learning to drive, say to 20 for women and 22 for men? Another possibility is to retest young drivers every two years until they're 30 - make sure they're driving well. I firmly believe that educating and monitoring young people is the way to solve this problem.'

Student B: read this quote from a car manufacturer. Discuss the points in it with your group.

'A lot of people talk about understanding why crashes happen and educating people to stop them happening, but I don't agree with that. It just isn't possible to change people's behaviour - put some people behind the steering wheel of a car and you've got an accident waiting to happen. A car is a dangerous machine for everyone - the driver, passengers in the car and other road users, I mean other_ drivers, cyclists and pedestrians. I'm a great believer in using technology to solve problems, and we can certainly make cars safer. For example, we can have automatic speed limiters in cars so that the driver can't go above, say, 100km per hour. You can get better computer systems - we're trying to look at a system where the car senses how close it is to other vehicles, and it increases the distance. Another possibility might be making cars softer with external airbags to protect people both inside and outside the car if there's a crash. So, you see, there are lots of options. Engineering is the way to solve this problem.'

Student C: read this quote from the head of a traffic police unit. Discuss the points in it with your group.

'I obviously think that we can help to solve the problem of deaths and injuries on the road by changing the law. Sure, you can make cars safer, and you can educate people, but I think the only way to make a difference is to hit people where it hurts - fine them or take away their licence. So, I think we should have tougher penalties for drivers who break the law, so maybe they should automatically lose their licence for a year for speeding, or they should be given a really large fine for driving carelessly, something like that. Of course, we can try to change the

way drivers behave by having lower speed limits and using more speed cameras. We could then use the money we get from the fines for more road safety classes, and advanced driving courses. But you've got to make people see that breaking the law when they drive is very serious.'

6b Discuss the ways of improving road safety in class. Decide together which method you think would be the most effective.
6c Report your decisions to the class.
7 As a class, give your own opinions and try to reach a decision together as to the best course of action on this issue.
8 Write your recommendations for a report on road safety.

Writing a Summary

When writing a summary use the following steps.
1. Skim the original text and think about the author's purpose and main ideas of the text.
2. Try to divide the text into sections,and think about important information that each section contains.
3. Read the text again and mark important information in each section or take notes.
4. Try to write a one-sentence summary of each section / part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.
5. Decide what key details may be added to support the main point of the text and write them down.
6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.
7. Add logical connectors to show the logical relationship of the ideas and to improve the flow of the summary.
8. Go through the process again and make changes if necessary.

9a Read the article and while reading, try the following activity which asks you to summarise the article.

Evolutionary Engine Design

The English racing driver James Hunt, Formula 1 World Champion in 1977, gave up his job while still at the top of his career. Why? He said it was because technology and engineering were winning the races, no longer the best drivers. The human element of Formula 1 racing, he claimed, had been lost to the big teams who could spend the most money on producing better engines and faster cars.

Sadly, Hunt died in 1993. It would be interesting to hear what he thinks now that big racing teams spend more than £500 million on engines each year.

Even if Michael Schumacher is certainly a very good driver, it is clear that if he was driving an old car, he wouldn't win. Formula One is now driven by science and technology. However, it is not only the engineers who are the new experts – now, it seems, it is time for evolutionary biologists to sit in the driving seat!

But what can evolutionary biologists, with their interests in "selective breeding" and producing "offspring", bring to the world of tyre changes, pit stops and pole positions?

A team of researchers at University College London are combining computer science and evolutionary biology to develop a new generation of fast cars. The team have designed a number of computer simulations to create virtual environments influenced by chaos theory. Dr. Peter Bentley, leader of the team, says that Formula 1 is a perfect example of a "chaotic" environment - a great number of variable factors must be considered when a person is trying to drive a car as fast as possible. Temperature, weather conditions and the materials the car is made out of are just some of the things which can affect a car's speed.

"In the past", explains Dr. Bentley, "this was all done by a trial-and-error procedure, out on the race track itself. Now, using simulations, we can limit the number of variable factors." The team designed a 'population' of around 30 slightly

different computer-generated cars. Using highly realistic racing simulations, they found the fastest two – the "parents".

The team looked at the individual features of these "parents" and acted as if they were a genetic code. They put them together to produce the next generation of cars, also introducing very small random mutations, copying what happens in nature. And as in nature only the fittest, or in this case fastest, survived. The team then repeated this process for 40 generations.

The final car had a lap-time much quicker than its ancestor, the original "parent". It was 0.88 seconds quicker than the car which came second – a car of "human" design. In a sport where a fraction of a second can mean the difference between winning and losing, this was an important difference.

No Formula 1 team has yet bought the results of their research, but Dr. Bentley says several of them are very interested.

Ironically, however, Dr. Bentley shares one thing in common with James Hunt – when asked what he thinks of Formula 1 these days, he replies, "It's not as exciting as it used to be. There are fewer characters." Perhaps getting Charles Darwin's ideas into Formula 1 is his way of bringing back the characters!

9b Now see if you have understood the article by trying a true or false activity.

1. They treated their simulated cars as if they were living things.
2. Michael Schumacher's perfomance depends on the car he drives.
3. Hunt's team now spends more than 500 million every year.
4. Formula 1 is chaotic.
5. Computer simulations make it easier to test different models of car.
6. James Hunt felt Formula 1 had become too risky.
7. A Formula 1 team have bought the research.
8. It is unusual that evolutionary biologists have taken part in car design.
9. 0.88 of a second isn't an important time.
10. Dr. Bentley has something in common with James Hunt.

Giving a Formal Oral Presentation

While making a presentation, follow the following advice.

Preparation

1. Analyze your audience and limit your topic accordingly.
2. Determine your primary purpose.
3. Select effective supporting information.
4. Choose an appropriate pattern of organization. Prepare an outline.
5. Select appropriate visual aids.
6. Prepare a suitable introduction.
7. Prepare a closing summary.

Practice

1. Devise ways of repeating your important points without being too repetitive.
2. Create smooth transitions between sections.
3. Familiarize yourself with the equipment you'll be using.
4. Prepare yourself for questions.
5. Develop your own speaking style.
6. If you are going to be reading from a manuscript, work on giving it a lively intonation.

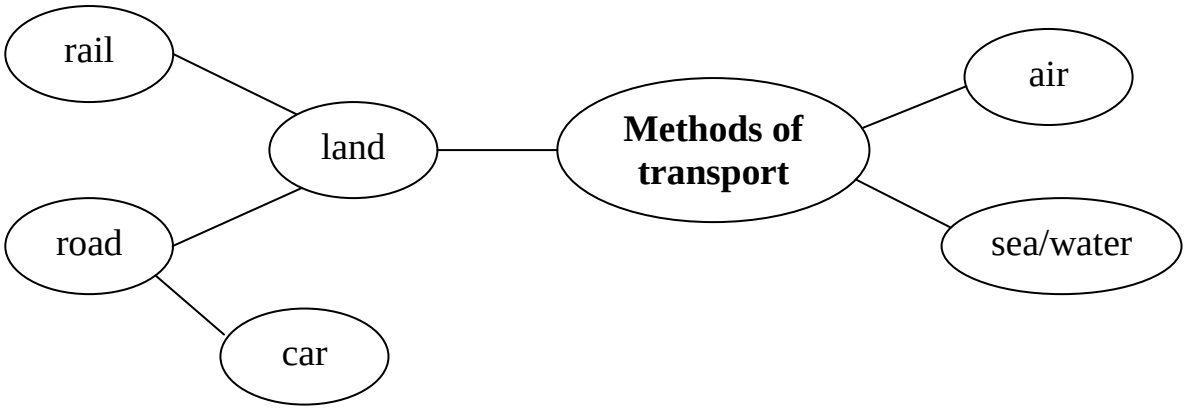
Delivery

1. Establish some personal contact with at least some of your listeners before you begin your talk.
2. As you give your presentation, concentrate your full attention on what you want to say to your listeners.

(Adapted from English for Science and Technology)

Vocabulary Focus

10a Complete the mind map with your ideas about different methods of transport.



10b Add the methods of transport in the box to the word map.

barge cable car coach helicopter hovercraft hydrofoil lorry/truck Maglev train motorbike quad bike scooter tram van

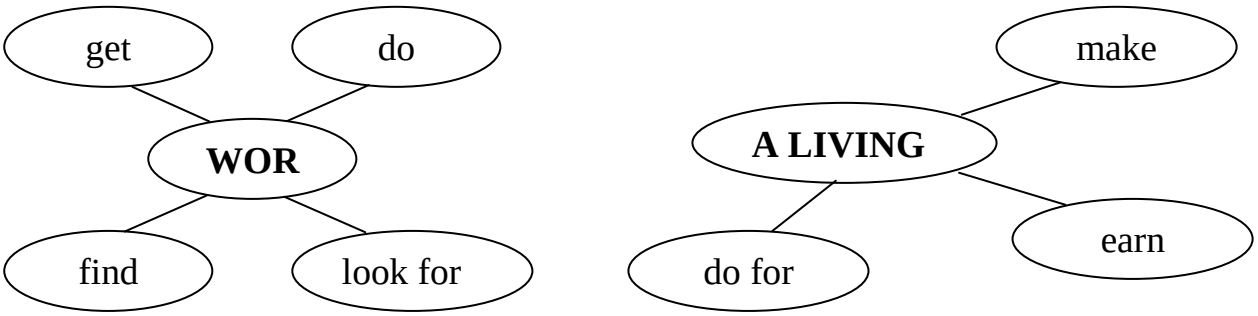
10c What type of transport do you associate these problems with?

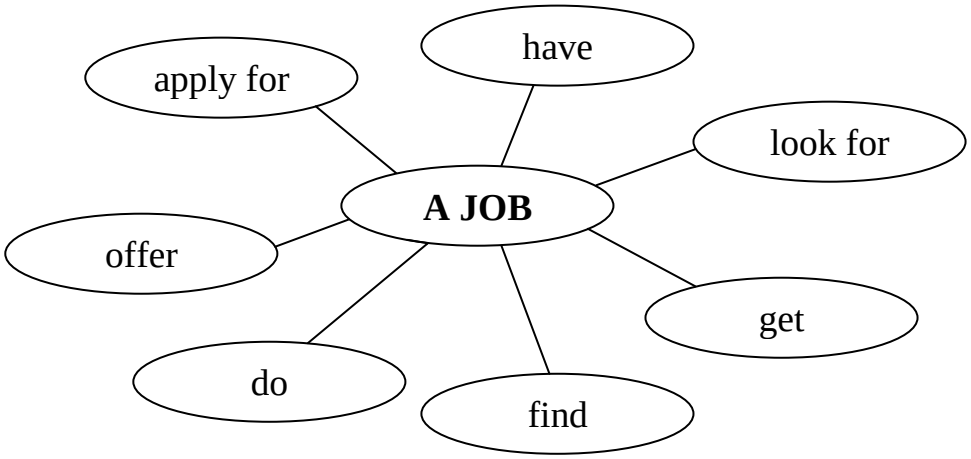
- fogbound runway _____
- lane closure _____
- platform alteration _____
- puncture _____
- rough weather _____
- signalling problems _____
- tailback turbulence _____

11 Many parts of a car have different names in British and American English. Check your knowledge by matching the words with their definitions. Both the American (Am) and British (Br) word is given.

1 gear shift (Am) gear stick (Br)	A window at the front of a car
2 emergency brake (Am) handbrake (Br)	B part of a car that is moved to change gears
3 gas pedal (Am) accelerator (Br)	C mirror at the side of a car
4 windshield (Am) windscreen (Br)	D metal cover over the engine
5 side mirror (Am) wing mirror (Br)	E brake that prevents a stopped car from moving
6 trunk (Am) boot (Br)	F pedal that makes a car go faster
7 hood (Am) bonnet (Br)	G place where you put luggage
8 fender (Am) bumper (Br)	H bar at front or back of a car that helps protect it in an accident

12a Use the following collocations of words connected with work and describe your future job.





Examples:

It's not easy to **get/find work** in this area.

I've **applied for** / been **offered a job** in Italy.

What do you **do for a living**?

12b Use the expressions connected with work in the box and imagine what has happened / is happening.

to work the night/day shift [period of time for work, either day or night]
to be on flextime [employee chooses work hours within guidelines]
to go/be on strike [dispute between management and workers]
to be fired [dismissed from a job, usually for a negative reason]
to be laid off / made redundant [dismissed; no longer needed]
to be unemployed [without a job]
to resign/quit [to leave a job because you want to; **quit** is less formal]
to give notice [formally notify of intent to leave a job or to dismiss an

employee]

to be promoted / to get a promotion [get a higher position]

to be a workaholic [love work too much]

to moonlight [hold both a full-time job and a second, part-time job]

Example: Most employees work nine to five, but he comes in at ten and leaves at six. He's on flextime.

1. I lost my job. They had to make cutbacks.
2. I work from midnight until 8 a.m.
3. They've made her Personnel Manager as of next month!
4. I was late so often, I lost my job.
5. He hasn't had a job for six months.
6. Your trouble is that you are obsessed with work!

12c Now make a sentence for each of the verbs in the box that you have not used.

Grammar Review

Modal verbs for the future

13 Choose the correct future modal form.

1. With new technological developments in security, more airports *will / will be able / need* to start scanning passenger's eyes.
2. By the end of the century, masses of people *can / could / will be able to* fly into space.
3. Experts say engines in the future *can / could / are able to* run on hydrogen.
4. It's possible that they *can / might / need* not be going on holiday after all.

5. The airline has cancelled the flight so Peter *will have / must have / will be able* to take a later one.
6. How do you think transport *must / might / will need* change in the next few years? Will it be very different from now?
7. I'm certain that lots of cars *might / will / have to* run on ethanol in twenty years' time.
8. With all this traffic on the motorway, we *couldn't / mustn't / 'll never be able to* get there for five.

Appendix A

Функціональні зразки, типові для дискусій на професійні теми і теми навчання

Функція	Функціональний зразок
УЧАСТЬ У ДИСКУСІЇ	
Agreeing	That would be very nice. Of course. That's no problem. I agree entirely. Right.
Approving	Fantastic! Good idea. Great! That's a good idea. That's all right, then. That sounds like a good idea. That would be fine.
Asking for repetition and clarification	Could you repeat it, please? … did you say? I'm sorry. Could you repeat that, please? I'm sorry. I didn't quite catch that? I'm sorry. What was that you said?
Asking for/giving factual information	Can you tell me…? I'd like to know…? Could you help me…? Have you got…? Is there…? How much/How often…?

Функція	Функціональний зразок
Asking for/making suggestions	How about…? What about…? Shall we…? Why not…? If you…, we'll … Would you like to…? Let's …… instead. Let's not … I've got a better idea. It would be better/more fun to … I'd rather … I'd prefer to … Why don't we…? I suggest … Better make it later. I've got a suggestion. Why don't we…? Now, if you don't mind…? Why don't you…?
Attracting attention	I'm sorry to bother you. Listen. Look. Oh, look.
Changing the subject	Before I forget, … By the way, … Incidentally, … Speaking of … That reminds me …
Disagreeing	I'm not sure I agree with you. I mean… I'm not sure you're right. You see … I see what you mean, but … No, but really … That's all right for you, but … Well, yes, but … Yes, but on the other hand, …
Evaluating	I think the first one is very good. I don't think much of the second. What do you think of the fourth one? There's nothing in it. I think the fifth is better than the fourth.
Exemplifying	An example of this is when/the way … For a start, … For example/instance, … For one thing, …

Функція	Функціональний зразок
	If you look at … Look at …
Hesitating	Let me see … Let me think … Let's see …
Making and canceling plans and arrangements	Going to/Present Continuous/Future Continuous for arrangements that have been made Would like/would rather/would prefer How about…? What about…? Let's … Shall we…? Would you like to…? You can't… You'll have to… I'm sorry/I'm afraid I can't/I'll have to/ It won't be possible to…
Making conclusions and stating results	Subordinate clauses with so, so that, therefore Must
Persuading	It's obvious that … You must agree that … Why don't you …? How about …
Restating	… in other words … … that is … … that is to say … That means … You mean … You mean to say that …
Stating and justifying opinions	I think In my opinion …. To my mind, … It would be better/more reasonable etc. to … I'm not sure I agree with you. I mean … I see what you mean, but … That's all right for you, but … Yes, but on the other hand, … I believe that … I could be wrong, but I think … I personally think …
Stating consequences	So, therefore, thus, accordingly, hence, consequently Which means/meant that …

Функція	Функціональний зразок
	So … that
Stating the problem	The main point is … The most important thing is … The problem is …
Thanking and responding to thanks	Thank you (very much) for … -ing I'd like to thank you for … -ing I'd like to say thank you for … -ing Thanks a lot. Thanks for your advice. Thanks. You've been most helpful.

Appendix B

Функціональні зразки, типові для презентацій (виступів-доповідей)

Навик	Функція	Функціональний зразок
Introducing a presentation	Greeting and introducing oneself	Good morning/afternoon. My name's …/I am … Let me introduce myself. Let me start by saying a few words about …
General professional environment and routine	Presenting the title/subject	The subject of my presentation is … The focus of my paper (academic) is … Today I'd like to talk about… I'm going to tell you something about …
	Specifying the purpose/ objective	We are here today to decide/ agree/learn about … The purpose of the talk/ presentation is … The talk /presentation is designed to …
	Signposting the presentation	My presentation will be in … parts. First/ Firstly/ First of all, I'll give you …. Second/Secondly/Next/Then, … Lastly/Finally I've divided my presentation into …parts/sections. They are … . I'll be developing … main points. The first point will …. Second, … . Lastly … .

Навик	Функція	Функціональний зразок
Sequencing and linking ideas	Sequencing / ordering	Firstly … , secondly … , thirdly … . Then … next… finally/lastly … Let's start with … Let's move on/go onto … Now we come to … That brings us to … Let's leave that … That covers … Let's go back to … Let me turn now to …
	Giving reasons/causes	Therefore, So, As a result, Consequently. That's why … This is because of … This is largely due to … It could lead to… It may result in …
	Contrasting	But On the other hand, … Although … . In spite of this, … However, …
	Comparing	Similarly, In the same way,
	Contradicting	In fact, Actually,
	Highlighting	… in particular, … especially
	Digressing	By the way, In passing,
	Giving examples	For example, For instance, Such as A good example of this is … To illustrate this point, …
	Generalising	Usually Generally As a rule

Навик	Функція	Функціональний зразок
Involving the audience	Asking rhetorical questions	What's the explanation for this? How can we explain this? How can we do about it? How will this affect …? What are the implications for …?
	Referring to the audience	As I'm sure you know /we'd all agree … We have all experienced … You may remember …
Describing and analysing performance	Describing performance to date	The …performed well/poorly. The … has/have shown considerable/slight growth/improvement/decrease…
	Analysing performance	The main explanation for this is … A particular/one/another reason is … A key problem is …
	Describing trends, charts and graphs	There is/has been a slight/dramatic /considerable/significant/moderate decrease/fall/ drop/collapse/rise/increase in … remain(s)/has remained constant/stable ... has/have decreased/increased/fallen/risen dramatically/considerably/slightly/moderately
Using visual aids	Preparing the audience for a visual	Now, let's look at the position of … Now, I'll show you the … For … the situation is very different. Let's move on now and look at … The next slide shows … If we now turn to the … This chart compares …and … The (upper) part of the slide gives information about … You can see here the … I'd like to draw your attention to …
	Focusing the audience's attention	You can see the … As you can see … What is interesting/important is … I'd like to draw your attention to … Notice/Observe the ... . It is important/interesting to notice that…

Навик	Функція	Функціональний зразок
Ending a presentation	Summarising	To sum up… In brief … In short …. I'd like to sum up now …… I'll briefly summarise the main issues. Let me summarise briefly what I've said. If I can just sum up the main points. At this stage I'd /like to run through /to go over… Let's recap, shall we?
	Concluding	In conclusion, … To conclude, … As you can see, there are some very good reasons … I'd like to leave you with the following thought/idea.
	Recommending	My/our suggestion/proposal/recommendation would be/is to … We recommend/I'd like to suggest/I propose setting up….
	Closing formalities	I'd be happy to answer any questions. If you have any questions, I'd be pleased to answer them. I would welcome any comments/suggestions. Thank you for your attention.
Handling questions	Clarifying questions	So, what you are asking is … If I understand the question correctly, you would like to know … When you say … do you mean…? I'm sorry, I didn't hear. Which slide was it? Sorry, could you repeat that? I'm not sure what you're getting at.
	Avoiding giving an answer	Perhaps we could deal with that later. Can we talk about that another time? I'm afraid that's not my field. I don't have the figures with me. I'm sure Mr. X could answer that question. That's interesting, but I'd prefer not to answer that today. I'm afraid I'm not the right person to answer that. Could we leave that till later? I'm not sure this is the right place/time to discuss this particular question.

Навик	Функція	Функціональний зразок
	Checking the questioner is satisfied	May we go on? Does that answer your question? Is that clear?

Answer Keys

Reading: Skimming and Scanning

Task 3a

Paragraph 1 What are hybrid cars?

Paragraph 2 How do hybrid cars work?

Paragraph 3 How do hybrid cars consume less energy than conventional cars?

Paragraph 4 What is ‘regenerative braking’?

Paragraph 5 When were hybrid cars first produced?

Paragraph 6 What are the advantages of hybrid cars?

Task 3b

1 – T, 2 – T, 3 - F, 4 – T, 5 – F, 6 – T, 7 – F, 8 – T.

Reading and Note-taking

Task 4

Type of transport	**Gap**	**Will it be used: probable/not probable**
Solar sail	3	Yes
Teleportation	1	Yes
Flying cars	4	Yes
Slidewalk	2	No

Writing a Summary

Task 9b

1 – T, 2 – T, 3 - F, 4 – F, 5 – T, 6 – F, 7 – F, 8 – T, 9 – F, 10 – T.

Vocabulary Focus

Task 11

1 – B, 2 – E, 3 – F, 4 – A, 5 – C, 6 – G, 7 – D, 8 – H.

Grammar Review

Modal verbs for the future

1 – will be able; 2 – will be able to; 3 – could; 4 – might; 5 – will have;

6 – might; 7 – will; 8 – ’ll neber be able to.