

**НАВЧАЙ**

**I**

**НАВЧАЙСЯ**

**TEACH**

**AND**

**LEARN**

**збірник науково-методичних матеріалів**

**вип. 8**

- методична майстерня
- методичні розробки

Житомир  
2009

УДК

ББК

*Затверджено на засіданні вченої ради Житомирського державного університету імені Івана Франка (протокол № 4 від 23.10.2009)*

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# **Літня школа для вчителів «Підготовка до ЗНО: тестування під час навчання»**

на базі кафедри методики викладання іноземних мов та прикладної лінгвістики  
ННІ іноземної філології ЖДУ ім. І. Франка

за підтримки кафедри німецької мови та кафедри міжкультурної комунікації  
ННІ іноземної філології ЖДУ ім. І. Франка

14-18 вересня 2009 р.



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### **РОЗДІЛ 2. Методичні розробки**

## Передмова

14-18 вересня, 2009 на базі кафедри методики викладання іноземних мов та прикладної лінгвістики, за участі кафедри німецької мови ННІ іноземної філології ЖДУ ім.І.Франка відбулася літня школа для вчителів іноземних (англійської та німецької) мов, метою якої було ознайомлення вчителів ЗОШ м. Житомира та Житомирської області з вимогами до іншомовної підготовки випускників загальноосвітніх навчальних закладів, критеріями зовнішнього незалежного оцінювання, особливостями складання типових тестових завдань, а також зі специфікою необхідних змін у процесі навчання іноземних мов з метою успішного складання іспиту.

За період літньої школи було проведено 38 занять, на яких були присутні 80 вчителів загальноосвітніх навчальних закладів м. Житомира та області. Для проведення майстерень було запрошено презентерів кафедри методики викладання іноземних мов та прикладної лінгвістики, кафедри німецької мови та кафедри міжкультурної комунікації: професор Калініна Л.В., доцент Петранговська Н.Р., Щерба Н.В., Волошук А.М., Несвірська Т.В., Карпенко Є.М., Радишевська М.М., Зимовець О.А., Жилияєва Ю.М.. Майстерні провели також аташе з питань викладання англійської мови Посольства США в Україні Томас Сантос, методист-викладач з англійської мови Томас Таскер, волонтер Корпусу Миру США в Україні Джулія Йохансен, головний редактор газети “English” Тетяна Михайленко, директор Представництва Pearson Education Longman в Україні Марина Малигіна та автор серії посібників з підготовки до ЗНО Олена Тарасова.

Виключна важливість та унікальність даного заходу в Україні полягає в ознайомленні вчителів шкіл не тільки з типовими тестовими завданнями, але й в розробці системи вправ для комплексної підготовки учнів до кожного виду тестів з англійської мови.

Фінансова підтримка літньої школи для вчителів іноземних мов була забезпечена наданням кафедрі гранту від Посольства США в Україні, Регіональний центр з питань викладання англійської мови.

Даний збірник науково-методичних матеріалів пропонує короткий зміст семінарів літньої школи (Розділ 1. Методична майстерня) та методичні розробки з тематики літньої школи до підручника Калініної Л.В. та Самойлюкевич І.В. «Your English Self», 9-й клас (Розділ 2. Методичні розробки).

## SUMMER SCHOOL FACULTY

We would like to thank these people who have agreed to present seminars and workshops in the summer school. Their contribution is valued immensely, and appreciated by the participants of the summer school, as well as by the Chair of ELT Methodology and Applied Linguistics.

*Julia Johansen*, Peace Corps Volunteer, Zhytomyr

*Larissa Kalinina*, head of the Chair of ELT Methodology and Applied Linguistics

*Eugenia Karpenko*, the Chair of the German Language

*Marina Malygina*, Pearson Education Longman

*Tetiana Mykhailenko*, “English”, editor-in-chief

*Tetiana Nesvirska*, the Chair of ELT Methodology and Applied Linguistics

*Natalia Petrangovska*, the Chair of ELT Methodology and Applied Linguistics

*Maria Radyshavska*, the Chair of Intercultural Communication

*Natalia Shcherba*, the Chair of ELT Methodology and Applied Linguistics

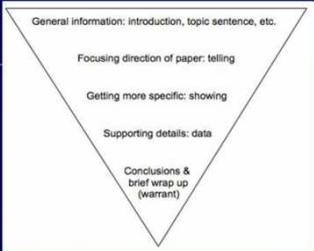
*Helen Tarasova*, English teacher, textbook author

*Thomas Tasker*, Senior Fellow, English Language Fellow Program, US State Department & Georgetown University

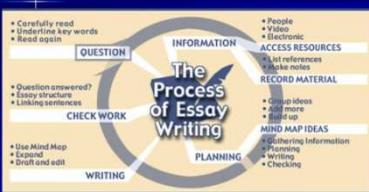
*Ann Voloshchuk*, the Chair of ELT Methodology and Applied Linguistics

*Yulia Zhylyayeva*, the Chair of ELT Methodology and Applied Linguistics

*Helen Zymovets*, the Chair of ELT Methodology and Applied Linguistics

<p><b>Essay Writing</b></p> <p>Julia Johansen          Peace Corps          2007-2009</p> 	<p><b>The Essay</b></p> <ul style="list-style-type: none"> <li>■ Tell what you're going to tell them</li> <li>■ Tell them</li> <li>■ Tell them what you told them</li> </ul>
<p><b>5 Paragraph Essay</b></p> <ol style="list-style-type: none"> <li>I. Introduction</li> <li>II. Body</li> <li>III. Body</li> <li>IV. Body</li> <li>v. Conclusion</li> </ol>	<p><b>5 Paragraph Essay</b></p> <ol style="list-style-type: none"> <li>I. <b>Introduction</b> <ul style="list-style-type: none"> <li>■ Set the context</li> <li>■ State why main idea is important</li> <li>■ State your position (thesis)</li> </ul> </li> </ol> <p><small>Source: <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></small></p>
<p><b>5 Paragraph Essay</b></p> <p><b>Body (II-IV)</b></p> <ul style="list-style-type: none"> <li>■ <b>General to Specific</b> <ul style="list-style-type: none"> <li>- Topic</li> <li>- Reason</li> <li>- Example</li> </ul> </li> <li>■ <b>Logical / Connected</b></li> <li>■ <b>Support thesis (paper position)</b></li> </ul>	 <p><small>Source: <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></small></p>
<p><b>5 Paragraph Essay</b></p> <p><b>Body (II-IV) TTEB</b></p> <ul style="list-style-type: none"> <li>■ Transition sentence</li> <li>■ Topic sentence</li> <li>■ Evidence and analysis</li> <li>■ Brief wrap-up sentence</li> </ul> <p><small>Source: <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></small></p>	<p><b>5 Paragraph Essay</b></p> <ol style="list-style-type: none"> <li>v. <b>Conclusion</b> <ul style="list-style-type: none"> <li>■ <b>Elements from Introduction</b></li> <li>■ <b>Can include:</b> <ul style="list-style-type: none"> <li>- Call to action</li> <li>- Look toward future</li> <li>- “So What?”</li> </ul> </li> </ul> </li> </ol>

<p><b>5 Paragraph Essay</b></p> <p>v. <b>Conclusion</b></p> <ul style="list-style-type: none"> <li>■ <b>DO NOT:</b> <ul style="list-style-type: none"> <li>– Add new information</li> <li>– Reword introduction</li> <li>– Announce what you did</li> <li>– Make absolute claims</li> <li>– Apologize</li> </ul> </li> </ul>	<p>Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and details to explain your answer.</p> <p>i. When living on my own, I always prefer eating in a restaurant.</p> <p>ii. The food is better</p> <ul style="list-style-type: none"> <li>A. Health</li> <li>B. Taste</li> <li>C. Variety</li> </ul> <p>iii. It is more convenient</p> <ul style="list-style-type: none"> <li>A. Shopping</li> <li>B. Cleaning</li> <li>C. Time</li> </ul> <p>iv. My personality</p> <ul style="list-style-type: none"> <li>A. Character</li> <li>B. Priorities</li> <li>C. Preferences</li> </ul> <p>v. Conclusion</p>
<p><b>RENNS</b></p> <ul style="list-style-type: none"> <li>■ Reasons</li> <li>■ Examples</li> <li>■ Names</li> <li>■ Numbers</li> <li>■ Senses</li> </ul> <p><small>Lynn Quinlan Traylor, Simon &amp; Schuster Handbook for Writers</small></p>	<p><b>RENNS - Reasons</b></p> <p><b>WHY? "because"</b></p> <ul style="list-style-type: none"> <li>■ <i>Before:</i> I prefer eating in restaurants or food stands.</li> <li>■ <i>After:</i> I prefer eating in restaurants or food stands because I dislike cooking.</li> </ul> <p><small>Lynn Quinlan Traylor, Simon &amp; Schuster Handbook for Writers</small></p>
<p><b>RENNS - Examples</b></p> <ul style="list-style-type: none"> <li>■ <b>WHAT? "for example" "such as"</b></li> <li>■ <i>Before:</i> – I would rather do other things than cook.</li> <li>■ <i>After:</i> – I would rather watch television or cross stitch than cook. – I would rather do other things than cook, such as watching tv or cross stitching.</li> </ul>	<p><b>RENNS - Names</b></p> <ul style="list-style-type: none"> <li>■ <b>WHO? Names, titles, groups</b></li> <li>■ <i>Before:</i> – Many people are better at cooking than I am, so why not let them do it?</li> <li>■ <i>After:</i> – Ronald McDonald is much better at cooking than I am, so why not let him do it?</li> </ul>
<p><b>RENNS - Numbers</b></p> <ul style="list-style-type: none"> <li>■ <b>HOW MANY? Specific &amp; provable</b></li> <li>■ <i>Before:</i> – When I eat at home, I often eat the same thing several times in the same week.</li> <li>■ <i>After:</i> – When I eat at home, I often eat the same thing 5 or 6 times in a week.</li> </ul>	<p><b>RENNS - Senses</b></p> <ul style="list-style-type: none"> <li>■ <b>Sight</b></li> <li>■ <i>Before:</i> – When I cook, the food looks very boring.</li> <li>■ <i>After:</i> – When I cook, the food has almost no color—bread and butter, pelmeni, and water—very boring.</li> </ul>

<p><b>RENNS - Senses</b></p> <ul style="list-style-type: none"> <li>■ <b>Sound</b></li> <li>■ <i>Before:</i> <ul style="list-style-type: none"> <li>– The downside to restaurants is that they can be very loud.</li> </ul> </li> <li>■ <i>After:</i> <ul style="list-style-type: none"> <li>– The downside to busy restaurants is that all the noise from conversations, laughing and eating can be overwhelming.</li> </ul> </li> </ul>	<p><b>RENNS - Senses</b></p> <ul style="list-style-type: none"> <li>■ <b>Touch</b></li> <li>■ <i>Before:</i> <ul style="list-style-type: none"> <li>– When I cook pelmeni, sometimes it does not turn out well.</li> </ul> </li> <li>■ <i>After:</i> <ul style="list-style-type: none"> <li>– When I cook pelmeni, sometimes I boil it too long and it gets soggy and mushy.</li> </ul> </li> </ul>
<p><b>RENNS - Senses</b></p> <ul style="list-style-type: none"> <li>■ <b>Smell</b></li> <li>■ <i>Before:</i> <ul style="list-style-type: none"> <li>– Restaurants also smell so much nicer than my apartment.</li> </ul> </li> <li>■ <i>After:</i> <ul style="list-style-type: none"> <li>– Restaurants smell of cooked-garlic, onions and spices, while my apartment smells like my cat</li> </ul> </li> </ul>	<p><b>RENNS - Senses</b></p> <ul style="list-style-type: none"> <li>■ <b>Taste</b></li> <li>■ <i>Before:</i> <ul style="list-style-type: none"> <li>– Sometimes I find flavor combinations in Ukraine strange.</li> </ul> </li> <li>■ <i>After:</i> <ul style="list-style-type: none"> <li>– Sometimes I find flavor combinations in Ukraine strange, such as a salad of salmon, hard-boiled egg, kiwi and mayo.</li> </ul> </li> </ul>
<p><b>Proofread!</b></p> <ul style="list-style-type: none"> <li>■ Read through it</li> <li>■ Focus on a few points</li> <li>■ Learn your common errors</li> <li>■ Combine sentences</li> <li>■ Revise</li> </ul>	<p><b>Common Errors</b></p> <ul style="list-style-type: none"> <li>■ Subject + verb</li> <li>■ Comma splices</li> <li>■ Information not connected to topic</li> <li>■ Redundant / repeated words</li> <li>■ No sentence variety</li> <li>■ Apostrophes</li> <li>■ Pronouns</li> </ul>
<p><b>Process of Essays</b></p>  <p>The diagram illustrates the process of essay writing through four interconnected stages:</p> <ul style="list-style-type: none"> <li><b>QUESTION:</b> <ul style="list-style-type: none"> <li>Carefully read</li> <li>Underline key words</li> <li>Read again</li> <li>Question answered?</li> <li>Easy structure</li> <li>Linking sentences</li> </ul> </li> <li><b>INFORMATION:</b> <ul style="list-style-type: none"> <li>People</li> <li>Video</li> <li>Electronic</li> <li>Let references suggest notes</li> </ul> </li> <li><b>RECORD MATERIAL:</b> <ul style="list-style-type: none"> <li>Group ideas</li> <li>Get more</li> <li>Build up</li> </ul> </li> <li><b>CHECK WORK:</b> <ul style="list-style-type: none"> <li>Use Mind Map</li> <li>Expand</li> <li>Drill end edit</li> </ul> </li> </ul> <p>Additional tasks include: <b>ACCESS RESOURCES</b>, <b>MIND MAP IDEAS</b>, <b>PLANNING</b> (Organizing Information, Planning, Writing, Checking), and <b>WRITING</b>.</p>	<p><b>Writing-Well Websites</b></p> <ul style="list-style-type: none"> <li>■ <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></li> <li>■ <a href="http://www.eslflow.com">http://www.eslflow.com</a></li> <li>■ <a href="http://essayinfo.com/">http://essayinfo.com/</a></li> <li>■ <a href="http://klivingston.tripod.com/essay/links.html">http://klivingston.tripod.com/essay/links.html</a></li> <li>■ Google: “toefl writing topics”</li> </ul>

**Reading:  
Going Beyond the Text**

Julia Johansen  
 Peace Corps  
 2007-2009



**Bloom's Taxonomy**

Creating .New products/ideas/visions  
 Evaluating .Justifying a decision  
 Analyzing .Breaking down information  
 Applying .Using info in diff. situations  
 Understanding .Explaining ideas/concepts  
 Remembering .Recalling information

**BLOOM'S REVISED TAXONOMY**

Higher-order thinking

**Creating**  
 Generating new ideas, products, or ways of viewing things  
 Designing, constructing, planning, producing, inventing

**Evaluating**  
 Justifying a decision or course of action  
 Checking, hypothesizing, critiquing, experimenting, judging

**Analyzing**  
 Breaking information into parts to explore understandings and relationships  
 Comparing, organizing, deconstructing, interrogating, finding

**Applying**  
 Using information in another familiar situation  
 Implementing, carrying out, using, executing

**Understanding**  
 Explaining ideas or concepts  
 Interpreting, summarizing, paraphrasing, classifying, explaining

**Remembering**  
 Recalling information  
 Recognizing, listing, retrieving, reviewing, naming, finding

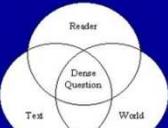
**Good essential questions**

- Open-ended
- Deliberately thought-provoking, counterintuitive, and/or controversial
- Require content knowledge / personal experience
- Can be revisited
- Lead to other essential questions

**The DENSE question**

Leila Christenbury (1998)

- Text
- Reader
- World / Other Literature
- Text-to-Reader
- Text-to-World
- Text-to-Other Literature
- Reader-to-World
- Reader-to-Other Literature
- Dense Question



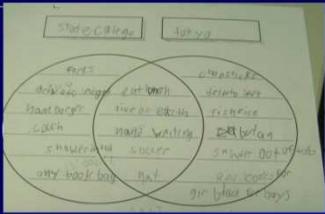
**Dense Questions  
Catcher in the Rye**

Type of Question	Description	Questions Generated
Text	Information found in the text	<i>Who is the narrator of the story?</i>
Reader	Reader's experience, values, and ideas	<i>Have you ever felt fed up with life and just wanted to take off, get away on your own?</i>

World or Other Literature	Knowledge of history, other cultures, other literature	<i>What other character (in a book or movie) would you compare the main character to?</i>
Text / Reader	Combines knowledge of text with knowledge of history and other cultures	<i>What characteristics do you share with the main character?</i>
Text / Other Literature	Combines knowledge of text with knowledge of other pieces of literature	<i>How does Holden's relationship with his sister compare with Esperanza's in The House on Mango Street?</i>

**K-W-L Chart**

Know	Want to know	Learned
<ul style="list-style-type: none"> <li>Bats can fly like birds.</li> <li>There are many different kinds of bats.</li> <li>Bats like to hang upside down.</li> <li>Vampire bats like to eat blood.</li> <li>Bats live in caves.</li> </ul>	<ul style="list-style-type: none"> <li>How do bats find their food?</li> <li>How many kinds of bats are there?</li> <li>Are all bats the same color and size?</li> <li>Do bats have teeth?</li> <li>Do all bats eat the same kind of foods?</li> <li>Why do Vampire bats like to eat blood?</li> </ul>	<ul style="list-style-type: none"> <li>Bats come in different colors.</li> <li>Bats like to hang upside down because the claws on their feet are much stronger than their hands.</li> <li>Bats have eight fingers and two thumbs like we do. Bats are mammals. Not all bats use echolocation to find their food.</li> <li>Full bats have small ears. They do not need echolocation to find their food.</li> <li>Insect-eating bats have large ears. They have to find their meals using echolocation.</li> <li>Bats live all over the world!</li> </ul>

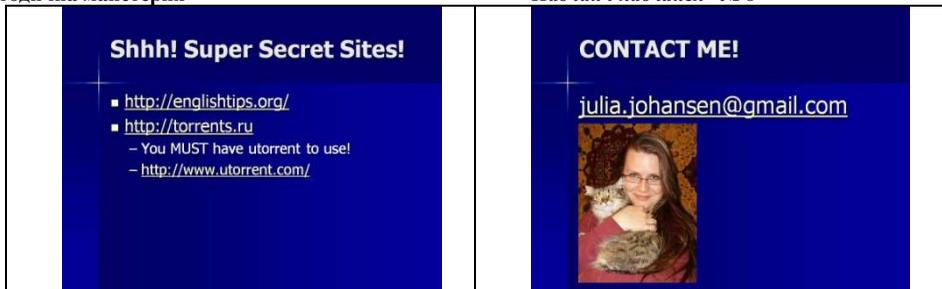
<p><b>Venn Diagram: comparing</b></p> 	<p><b>Literature Circles</b></p> <ul style="list-style-type: none"> <li>Each S has a job</li> <li>Jobs rotate</li> <li>Ss learning from Ss</li> <li>The whole benefiting from parts</li> <li>Autonomous groups</li> </ul>										
<p><b>Lit Circle Jobs</b></p> <ul style="list-style-type: none"> <li>Discussion Director</li> <li>Illuminator</li> <li>Illustrator</li> <li>Connector</li> <li>Word Watcher</li> <li>Summarizer</li> </ul>	<p><b>Lit Circle Jobs</b></p> <ul style="list-style-type: none"> <li><b>Discussion Director:</b> <ul style="list-style-type: none"> <li>Facilitates group discussion</li> <li>Develops questions for group discussion</li> </ul> </li> <li><b>Illuminator:</b> <ul style="list-style-type: none"> <li>Finds passages to read aloud</li> <li>Can read aloud or choose others</li> </ul> </li> <li><b>Illustrator</b> <ul style="list-style-type: none"> <li>Draw what you read</li> </ul> </li> </ul>										
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## Julia Johansen Finding Listening Materials Online

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<h3>On the Site</h3> 	<h3>Where they are</h3> <ul style="list-style-type: none"> <li>■ iTunes (Podcasts)</li> <li>■ Google.com keywords:       <ul style="list-style-type: none"> <li>– Podcast (or AUDIO)</li> <li>■ +ESL</li> <li>■ +Education (or Educational)</li> <li>■ +Classroom</li> <li>■ +Language</li> <li>■ +Beginner/Intermediate/Advanced</li> </ul> </li> <li>■ News/Magazine/Newspaper sites</li> </ul>
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### Open Cloze Tests: Another Door to Grammar. Yevgeniya Karpenko

**Cloze test** (or **gap fill exercise**) is a simple exercise where a text has certain words removed and pupils must suggest suitable alternatives to go in the gap. Cloze tests are a common activity teachers use to get pupils to focus on a particular language item. They can be used to check new vocabulary or to test verb tenses. They can also be used to test listening comprehension or reading comprehension. They are in fact often found in examination papers.

#### Construction

First an original text is chosen. This can be almost any kind of text from a song to prose or poetry. Anything, in fact, which will be of interest to the pupils. Here is an example.

*Sophocles wrote more than 120 plays in his career and won 18 first prizes. He was also an actor (performing many of his own plays) for a while and served as a priest, as a civil administrator of Athens and a director of the treasury.*

The next step is to remove certain words from the text. At this stage you need to decide what level the text is for. By removing different sets of words you can make the same text suitable for different levels.

*Sophocles \_\_\_\_\_ more than 120 plays in his \_\_\_\_\_ and won 18 first \_\_\_\_\_. He was also an actor (\_\_\_\_\_ many of his own plays) for a while and \_\_\_\_\_ as a priest, as a civil \_\_\_\_\_ of Athens and a \_\_\_\_\_ of the treasury.*

The doctored text is given to the pupils who need to fill in the gaps. Pupils will use the context of the gaps to work out a suitable word to complete the text. For example, the very first gap is:

Sophocles \_\_\_\_\_ more than 120 plays

Knowing the structure of English, this is likely to be a verb. Pupils must then decide which verb collocates with *play*. Alternatives might include: *performed, wrote, directed* and so on.

#### Assessment

How a cloze test is assessed will depend on the reason for the test. Sometimes you will give pupils a list of possible alternatives for each gap in which case the assessment is objective (i.e. only one answer is possible). Sometimes you may want to allow more creativity and let the pupils come up with alternative words for each gap in which case assessment is subjective (i.e. as a class you might decide which word is most suitable for the gap).

### Gap = Panic

Often pupils confronted with the *GAP* - and unable to think up a suitable word to fill it with, will panic.

A simple sentence like this one:

*The cat is a skilled predator known to \_\_\_\_\_ over 1,000 species for food.*

becomes in their eyes:

*Blah, blah blah, blah \_\_\_\_\_ a GAP which I must absolutely fill in if I want to pass this test \_\_\_\_\_ blah, blah blah*

In this state of panic no wonder many will fail their test.

To help them overcome this *gap anxiety* you can train your pupils to:

- ✓ look at the words before and the words after the gap and assess their grammatical connotation.

If you can get them to identify a few key language items like verbs, subjects, pronouns etc. you can then encourage them to guess what may follow or precede them. For example before an article you will probably have a noun. After a verb you could well have an adverb, and so on.

- ✓ try and guess the meaning from the context, that is, the sentence or paragraph the gap is in.

Going back to our example:

*The cat is a skilled predator known to \_\_\_\_\_ over 1,000 species for food.*

Get your students to focus on the key words like *cat*, *predator*, *food*, and get some brainstorming going. How does a stray cat get to eat every day? Ok it may scavenge the rubbish bins. It may rely on the kindness of animal lovers. Anything else? Yes, it may chase a mouse or a lizard or a bird. Can you think of any other verb related to chasing? Hunt! Yes, very good.

*The cat is a skilled predator known to **hunt** over 1,000 species for food.*

- ✓ guess the answers, particularly in cases where there is a list of possible answers.

Pupils, particularly those taking exam courses, should be encouraged to make guesses left, right and centre in order to avoid ever leaving a space on an exam paper. If nothing is written in the gap the student will receive no marks. If something is written in the space there is a fair chance that the answer will be right.

In order to prepare your pupils to fill in the gaps you can also use some easier exercises (choosing the correct variant from the words in the box, correcting mistakes, translation of the word in the gaps, etc). The following exercise will also help your pupils to overcome their fear. In pairs, each having one variant of a fairy-tale pupils decide which of the words in the gaps are correct according to the context. Finally, they come up with one right variant of the fairy-tale.

**A Fairy-tale**

Once upon a time there lived an unknown Princess with her old uncle, the King, in a remote Kingdom. She was open-hearted and sincere but very sad. She wanted to become beautiful as she thought that no one would ever love and marry an ugly Princess. One day as she was walking in her room, she met an old man, who was as unattractive as she. “Good morning, a beautiful child!”, said the man. “Oh no, laughed the Princess, I am not beautiful at all. I would like to become beautiful.” “Your soul is beautiful, my child”, said the man. “Take this ring, it will make your face as beautiful as your heart”. The man disappeared, and the Princess put the ring on her finger and became very beautiful. Many Princes wanted to marry her. She rejected all of them and ruled the country long and happily for many years.

**A Fairy-tale**

Once upon a time there lived an ugly Princess with her old father, the King, in a remote forest. She was busy and easy-going but very merry. She wanted to become beautiful but thought that no one would ever make friends with her. One day as she was walking in her garden, she met an old lady, who was as beautiful as she. “Good evening, a beautiful child!”, whispered the lady. “Oh no, cried the Princess, I am not beautiful at all. I would like to become beautiful.” “Your soul is beautiful, my child”, said the lady. “Take this flower, it will make your face as beautiful as your heart”. The lady disappeared, and the Princess stuck the flower between her fingers and became very beautiful. Many Princes wanted to marry her. She rejected all of them and ruled the country long and happily for many years.

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Princess put the ring on her finger and became very beautiful. Many Princes wanted to marry her. She rejected all of them and ruled the country long and happily for many years.

Gap fill exercises are an effective way to memorize grammar knowledge. We don't know if the ability to fill gaps helps your pupils to speak or write in English. But these items can surely help them if they are preparing for a grammar test.

**Sources:**

[http://www.icalweb.com/wiki/index.php?title=Gap-fill\\_exercise](http://www.icalweb.com/wiki/index.php?title=Gap-fill_exercise)

<http://www.ego4u.com/en/cram-up/learning/gap-filling>

<http://www.nonstopenglish.com/all Exercises/fillinthegaps012.asp>

**Word Formation: the Derivation of Knowledge**  
**Tetyana Nesvirska**

The skill of test construction is very important in learner assessment and evaluation regardless of the area of study. While preparing students for any kind of a test it is important to impart test-taking skills to them. The problem with teaching these skills is that students may become more focused on how to "beat the test" than on learning. Therefore, a test constructor should possess some specific qualities that will enable him to construct a good, valid, effective test.

***Some qualities of a good test constructor:***

- Good understanding of the subject matter on which test is to be made.
- Adequate knowledge of the medium of teaching and learning, which will be understood by the tester and testee.
- Adequate knowledge of different test formats that could be used.
- Creative ability that demands variously on the need to make items that will task the cognitive abilities etc of the testee.
  - Enduring strength that will be necessary in constructing, editing, discarding etc of items which can really be overwhelming. [2, P.13]

Test, as an instrument also possesses some qualities, which are necessary, before it can be eligible as a test and usable. A test should therefore include the under listed characteristics, which are interdependent and are what makes a test what it should be:

- *Validity* – when a test fulfils its purpose(s) that is measures what it

intended to measure and to the extent desired then it is valid.

- *Reliability* – the consistency of test ability to measure accurately what it supposes to measure is its strength in reliability. It is the ‘extent to which a particular measurement is consistent and reproducible’.
- *Objectivity* – the fairness of a test to the testee, bias test does not portray objectivity and hence is not reliable. A test that is objective has high validity and reliability.
- *Discrimination* – a good test must be able to make distinction between poor and good learner; it should show the slight differences between learner attainment and achievement that will make it possible to distinguish between poor and good learner.
- *Comprehensiveness* – test items that cover much of the content of the course, that is the subject matter is said to be comprehensive and hence capable of fulfilling purpose.
- *Ease of administration* – a good test should not pose difficulties in administration.
- *Practicality and scoring* – assigning quantitative value to a test result should not be difficult. Why, what and how.
- *Usability* – a good test should be useable, unambiguous and clearly stated with one meaning only. [2, P.20]

## Word Formation Test

### *Keys to Success*

- Try to determine which part of speech you need to fill in the gap (noun, adjective, verb, etc.)
- Think of suffixes typical for this part of speech (for example, *for nouns* -ment, -ness, -ism; *for verbs* -ise, -ify, -en; *for adjectives* -ful, -al, -ous)
- Determine by the context whether the word has a positive or a negative meaning. Think of negative prefixes that might be needed for doing the exercise/test given.
- Sometimes the rules of word formation do not give the expected result – words sound unnaturally and you are sure that you see or hear them for the first time (for example, music – /~~musicer~~/, speech – /~~speecher~~/, etc.). It means that in this case you must know this particular form of the word. [1, C. 131]

### Some types of exercises to prepare the learners for word formation tests:

- 1) Defining parts of speech and analysis of the affixes' meaning.
- 2) Adding suffixes.

- 3) Adding prefixes.
- 4) Formation of new words with the help of all possible affixes.
- 5) Preparing word formation tasks. [1, C. 131-132, 175-176]

**1) Defining parts of speech and analysis of the affixes’ meaning.**

- Determine parts of speech of each word in the chart. How did prefixes change the meaning of these words? Which prefixes are negative?

_____	_____	_____
mislead replace disagree	irregular dishonest impolite	postgraduate subway autobiography

- In the following text underline words that are derived from other words. Which part of speech do they belong to? How did suffix or prefix change their meaning?

*Both teachers and parents are now beginning to see that stress-free education is not necessarily a wonderful idea. Actually, many find the relaxed atmosphere at school annoying, if not unacceptable.*

*Children learn certain basic values such as responsibility, a sense of obligation and loyalty in their childhood. The acquisition of these is largely facilitated not by equality and partnership with the child’s elders but by wisely applied discipline, where the child feels loved and respected but simultaneously learns to respect others.*

**2) Adding suffixes**

- Using appropriate suffixes, form adjectives from the following words. Sometimes several variants are possible.

hope enjoy hair trouble practice	history silk care fool music	hero impress harm child economy
--	--	---

ambition	explode	revolution
----------	---------	------------

- Determine which part of speech is needed for the gap in each sentence. Look at the words on the right (typed in capital letters), add appropriate suffixes to these words and fill in the gaps.

1.	The view was amazing – it left us absolutely _____.	SPEECH
2.	The house is beautiful, especially the _____ kitchen with two windows.	SPACE
3.	These papers are not to be shown to anyone, they're _____.	CONFIDENCE
4.	Don't light this match here. These materials are all highly _____.	FLAME
5.	The horse moved so _____ that he couldn't resist watching it.	GRACE

### 3) Adding prefixes.

- Determine which part of speech is needed for the gap in each sentence. Look at the words on the right (typed in capital letters), add appropriate prefixes to these words and fill in the gaps.

1.	John must have _____ what I said. I didn't mean to offend him.	UNDERSTAND
2.	I sometimes _____ if the alarm clock doesn't wake me up.	SLEEP
3.	His parents _____ of his new friend.	APPROVE

4.	I didn't like their report – it is extremely _____.	ACCURATE
5.	After he was sacked by the company he never _____ his status.	GAIN

➤ Make up antonyms with the help of prefixes.

NOUNS	VERBS	ADJECTIVES
smoker	tie	possible
agreement	cover	honest
ability	connect	moral
maturity	understand	responsible

**4) Formation of new words with the help of all possible affixes.**

➤ Form as many derived words as possible from the words in the chart.

sense	critic	depend	comfort
avoid			
attract	memory	obey	friend

➤ Make up new words from the ones below, as in example:  
e.g.: popular → (verb) → popularize

1.	anxious	→ (noun)
2.	examine	→ (noun – person who takes an exam)
3.	deceive	→ (noun)
		→ (adjective)
4.	resist	→ (adjective – very attractive, charming)
5.	large	→ (verb)

➤ Paraphrase the following sentences, include the words given on the right (in capital letters) but keep the meaning of the sentence.

1.	A lot of people in small towns are unemployed. _____	UNEMPLOYMENT
	<i>e.g.: <b>Unemployment</b> is a big problem in small towns.</i>	

2.	Television should first educate, and then entertain. _____	EDUCATION ENTERTAINMENT
3.	Everybody admires this beautiful building. _____	BEAUTY
4.	People often value friendship more than love. _____	FRIEND
5.	Science has been developing very quickly in the last thirty years. _____	SCIENTIFIC

**5) Preparing word formation tasks.**

- Pair work. Each partner will work with his own set of sentences (A or B). Don't look into your partner's text. In each sentence find the word derived from another part of speech and prepare a task in which one should form one part of speech from another. Then give this task to your partner.

A	B
◆ I can never buy trousers that fit. I always have to lengthen them	◆ Young people like risk and they usually underestimate danger.
◆ All competitors were greeted by the president of the association.	◆ He was so terribly discouraged by his first failure that he never attempted to cook again.
◆ It's unbelievable how dishonest some politicians can be.	◆ Flu is becoming an increasingly dangerous disease.
◆ The repairs were much more expensive than I thought – I think the mechanic overcharged us.	◆ Some rich people lead an unnecessarily luxurious lifestyle.
◆ It is always advisable to vaccinate oneself against flu in autumn.	◆ The team began to play more confidently after they scored the first goal.

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**Sequencing: A Way to a Logics-Smart Classroom**

**Natalia Petrangovskaya**

*Встановлення логічної послідовності*

*Розміщення подій чи інформації у визначеному порядку*

*Aim: to learn:*

- How to work with the text to do the tasks on sequencing/placing the parts of the text into the logical order;
- How to complete such type of the test;
- How to effectively listen to the audiotext in order to complete the task on placing the events or information in the correct order;
- What to pay the special attention to doing such tests (difficulties);
- Mistakes while creating the sequencing tests

*Listening*

*Ways to success:*

*Before the first presentation read the instruction attentively and understand what is required:*

- If to put the given information in the order of its appearing in the audiotext – then concentrate on the understanding of the information.

*TIPS:* *don't pay attention to the cause-effect relations between the separate parts of the text.*

- If to place the events in the chronological order – then you need to pay special attention to the prepositions defining the succession of actions.

*TIPS:* *most often they are: after, afterwards, (and) then, before, earlier, for, later, since, whenever, as long as, as soon as, by the time, once, (not) until etc*

**HOT TIPS:**

- If some event appears in the audiotext later than the others it doesn't mean it really happened later than the ones mentioned above.
- Read the instruction. If it touches on the topic concerning the definite field of knowledge (e.g.history, biology, literature), try to

use your knowledge to predict what the audiotext will be about. You may even try to sequence the events before listening. But remember that what you will hear may not correspond to your predictions.

- You may tick the answers while listening but if it diverts you, concentrate yourself on listening and remembering the information.
- After the first listening tick/check your answers. During the 2d listening – concentrate yourself on the information which you missed/misunderstood during the first presentation of the audiotext.
- If after the listening for the 2d time you are still not sure of the succession of the actions/events try to guess *but do not leave the task incomplete*.

#### **Difficulties of successful listening:**

#### **Linguistic- the linguistic structure of an audiotext, its content, some situational factors;**

- *degree of development of phonemic memory,*
- *Phonetic/ lexical /grammatical /compositional structure of a text;*
- *the presence of proper names, geographical names, terms, unknown words (their %).*
- *the extension of sentences in a text for LC. peculiar stylistic devices, implication, dialectical words*

#### **Extralinguistic/organizational- ill-posed/not clear instructions;**

- *The length of the text;*
- *Tempo and tempte of speaking*
- *The quality and number of presentations*
- *Lack of practice*
- *Psychological factor*

### **Reading**

#### **Step 1: Ways to success**

- Thorough understanding of all peculiarities of the text is required, so, pay attention to the conjunctions, personal pronouns and other ways of connecting the parts of the text;
- At the beginning try to define the first sentence of the text. NB! Specific characteristics of the text such as the introduction of the topic/description of the people mentioned in it will help to complete the task correctly.
- Pay attention to the word order and grammar forms - as a rule in the first sentence their structure is more logical and clear

- Working with other parts try not to look for the next sentences. It's better to look for the logical connections between the pairs or groups of the sentences which will help to place logically bigger parts of the text;
- Defining the last part or a sentence check if it has the logical connection with the previous one and contains the conclusion adequate to the plot of the text.
- If doing the test you meet the sentences or the parts which you don't know where to put or which can be placed in several places at once, put them aside till the end of the test. After you put into the logical order most parts of the text it will be easier to define where they belong.

**Step 2: How to teach and train sequencing tests**

*Peculiarities of the text:*

- In the texts (1 and 2) the sentences (A-G) are in the wrong order. Place them in the logical sequence. Which text is easier to do? Define the words which helped you to do this task.
- In the text below the sentences (A-F) are in the wrong order. Place them in logical and grammatical sequence. Think which peculiarities of the text helped you to find the connection between its parts.

*Defining the first sentence*

- The sentences below (A-D) which start the story are in the wrong order. Find the first sentence of the text. Think what helped you to make the correct choice. Define the correct sequence of the rest sentences;
- You will read the scientific text the first sentence of which was removed. Choose the sentence (a-c) which corresponds to the text. Think which peculiarities of the text helped you to make your choice.

*Extra sentence*

- Read the text. Define where to put the sentences (1-2). Explain your choice.
- Read the text the parts of which are mixed. Put its sentences into the logical order. Define one extra sentence which doesn't go with the text.

*Task:!* In the 2d instruction find 2 mistakes which make it incorrect!

*Sequencing of bigger parts of the text*

- In each paragraph of the text below some phrases are given in the brackets. Choose those which correspond to the context of the text and make its parts logical.
- In the text below its parts (A-F) are in the wrong order. Put them in the logical sequence to make the text completed.

The examination type tasks and instructions:

- The parts of the text below (A-F) are mixed up. Put them into the logical order to have the text completed.
- In the given text its parts (A-G) are in the incorrect sequence. Place them logically to complete the text.
- The following text is mixed up. Arrange all parts of it in the correct order

Task: Find one instruction which is incorrect (Answer: The 2d).

**Transformation:  
a Sentence from Different Perspectives  
Maria Radyshevska**

Quote: *“The most wonderful thing in the world is, precisely, the conjunction of learning and inspiration”*

- Wanda Landowska

**SENTENCE TRANSFORMATION** - an item type in which a complete sentence is given as a prompt, followed by the first one or two words of a second sentence which expresses the content of the first in a different grammatical form. For example, the first sentence may be active, and the candidate’s task is to present the identical content in passive form. (The Multilingual Glossary of Language Testing Terms, developed by ALTE –Association of Language Testers in Europe).

According to *Simon Beeston, EFL Validation Manager*, a sentence transformation requires learners to rewrite a sentence, to produce a new sentence which means the same as the original. Part of the new sentence is provided, along with a key word which must be used to complete the new sentence.

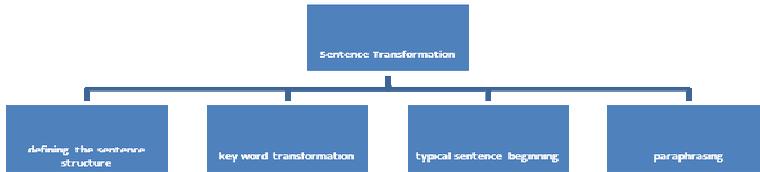
An example of this type of item is given below:

“Do you know if it takes a long time to develop the film?”, the customer asked me.

**WOULD**

The customer asked me if I knew how \_\_\_\_\_ to develop the film.

4 main “perspectives” for a sentence transformation



1. **Defining the sentence structure** (Read sentences 1-6 and the beginning of new sentences. Define what grammar structure is being tested. Complete the new sentence.)

for example:

- ❖ Tina enjoyed the party although she felt ill.

**DESPITE** \_\_\_\_\_

- ❖ My parents don't let me go to all-night parties.

**I AM NOT** \_\_\_\_\_

2. **Key word transformation** (Complete the new sentences using the given key word(s). Remember, you shouldn't change the key word(s).)

for example:

- ❖ I am sure it was Anna I saw in town, as I recognised her coat.

**MUST**

It \_\_\_\_\_ Anna I saw in town, as I recognised her coat.

- ❖ WE demanded to see the hotel manager to make our complaint.

**SEEING**

We \_\_\_\_\_ the hotel manager to make our complaint.

3. **Typical sentence beginning** (Complete the sentences with the typical phrases at the beginning. Make them logical and grammatically correct. Multiple variants are possible.)

for example:

- ❖ **BEING** \_\_\_\_\_

Being French, she didn't have any problems selecting the wine to go with the meal.

- ❖ Being a student has its good and bad points.

**IF****I****WERE** \_\_\_\_\_

4. **Paraphrasing** (Paraphrase the sentences according to the given task/ tip.)

for example:

- ❖ I think you shouldn't tell her the truth.

- use another modal verb that has the same meaning as “should”;

---

- use an opposite phrase instead of “tell smb the truth”;

---

- use “Better” as a key word.

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**Requirements**

for Teachers and Learners when dealing with sentence transformation

**TEACHERS**

- select “real- life- experience” texts (no more than 300-500 words);
- cut clearly the rubric (instruction);
- design rubrics for pre-reading, while-reading and post-reading activities;
- highlight the sentences to be transformed;
- use homogeneous key words or key phrases;
- avoid any hints for the right answer.

**LEARNERS**

- look carefully at the type of the sentence transformation;
- pay attention to the structure to be used in a new sentence (i.e. passive/active; conditional sentences; inversion; conjunctions; prepositions; modal verbs etc);
- think of a set phrase a keyword reminds you of (i.e. **SURE**- to be sure of smth; **INSIST**- to insist on doing smth etc);
- recall a speech pattern a typical sentence beginning looks like (i.e. **TIME**- it's high time smb did smth; **RATHER**- smb would rather do smth etc);

- double check your transformed sentences (i.e. the form of the infinitive; the tense; the subject and predicate connection; signal words etc);
- take a closer look at the lexical meaning of the transformed sentence.

**Multiple Choice Tests:  
Choosing for Multiple Purposes  
Natalia Shcherba**

**We shall learn:**

1. The Multiple Choice Tests Structure.
2. Rules of the Multiple Choice Tests Development
3. The Multiple Choice Tests Formats.
4. Ways to Solve Some of Test-Taking Problems.
5. The Multiple Choice Tasks.

An early multiple choice test was developed by Edward. L. Thorndike, a specialist in educational psychology. But it was Frederick J. Kelly, Director of the Training School at Kansas State Normal School, who in 1915 used such items as a part of a large scale assessment. He developed and administered the Kansas Silent Reading Test.

**STRUCTURE**



A multiple choice test usually consists of more than one *item*. Each of the items includes a STEM and a SET OF OPTIONS (see the scheme below).

<p style="text-align: center;"><b>ITEM</b></p> <div style="text-align: center; margin-top: 20px;"> <p>STEM →</p> <p>SET OF OPTIONS →</p> <p style="font-size: 2em;">{</p> </div>	<p style="text-align: center;"><b>1. What is the capital of Australia?</b></p> <p style="margin-left: 40px;">a. Victoria</p> <p style="margin-left: 40px;">b. Melbourne</p> <p style="margin-left: 40px;">c. Sydney</p> <p style="margin-left: 40px;">d. <u>Canberra</u></p>
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The **STEM** is the beginning part of each item that presents it as:

- a *question* asked of the respondent
- a *problem* to be solved or
- an *incomplete statement* to be completed.

The **OPTIONS** are the possible answers that the examinee can choose

from. Among them there should be:

- the correct answer (or answers) called the *key* and
- the incorrect answers called *distractors*.

**Stems and options correlate with each other as follows:**

<p><i>If a stem is a question, so the options represent answers, of which pupils must choose the correct one, e.g.:</i></p>	<p><b>How many states make up the United States of America?</b>                  a. 46;                  b. 48;  <u>c. 50;</u>                  d. 52.</p>
<p><i>If a stem is an incomplete statement, so the options represent the choices of the missing information, of which pupils must choose the correct one, e.g.:</i></p>	<p><b>The first president of the United States, _____, was known as the "Father of his country."</b>                  a. Thomas Jefferson                  b. Abraham Lincoln  <u>c. George Washington</u>                  d. Theodore Roosevelt</p>

**Air your views.**

How many options in the set is the proper number?

**TEST DEVELOPING RULES**

To develop a multiple choice test properly one should follow a **SET OF RULES**.

Read the suggested rules and then fill in the chart for drawbacks of the test fragments given below.

1. The stem must contain the only one clearly formulated task.
2. In the set of options all the choices should be homogeneous.
3. All the distractors should look 'true to life'.
4. None of the items can answer any of the others.
5. It is recommended not to use word-combinations like: *all mentioned above / nothing mentioned above*.
6. If the set of options represents numbers they should be situated in some order (from the smallest to the biggest, from the most ancient to the most recent etc.).
7. The stem should contain maximum information and the options – its minimum.

<b>TEST FRAGMENTS</b>	<b>DRAWBACKS</b>
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<p>1. The first president of the United States, _____, was known as the "Father of his country."                  a. Thomas Jefferson;                  b. Abraham Lincoln;                  c. President Washington;                  d. Theodore Roosevelt</p>	
<p>2. What kind of writer and personality was Hemingway?                  a. brave;                  b. talented;                  c. experienced;                  d. broad-minded.</p>	
<p>3. 1) How many dogs lived with Aunt Annie?                  a. 8;                  b. 9;                  c. 10;                  d. 11.</p>	
<p>4. How many states make up the United States of America?                  a. 1;                  b. 50;                  c. 2;                  d. 52.</p>	

### THE MULTIPLE CHOICE TEST FORMATS

There are several formats of the multiple choice tests.

Among them the most widely used are **A-, X- and N-formats**.

TEST FORMAT DESCRIPTION	FORMAT EXAMPLE
<p>In <b>A-FORMAT</b> there is <u>only one key</u> in each item, all the other options are distractors.</p>	<p><i>What is the name of the volcano that erupted?</i>                  a. Krakatoa; b. <u>Perboewaten</u>; c. Manhattan; d. Tjaringin</p>
<p>In <b>X-FORMAT</b> there can be <u>more than one keys</u> (usually 2 or 3) but their <u>number is not known from the stem</u>.</p>	<p><i>Among the given names choose only those politicians who became presidents of Ukraine after all-the-nation elections:</i>                  a. <u>L.Kravchuk</u>;                  b. M.Grushevsky;                  c. <u>L.Kuchma</u>;</p>

	d. M.Gorbachov; <u>e.V.Yuschenko.</u>
In <b>N-FORMAT</b> the examinee is supposed to denote the <u>keys, which number is given in the stem</u> . The number of options in this format is usually larger than in other formats.	<p><i>Among the given names choose three politicians who became presidents of Ukraine after all-the-nation elections:</i></p> <p>a.<u>L.Kravchuk;</u> b. M.Grushkevsky; c. <u>L.Kuchma;</u> d.M.Gorbachov; e.<u>V.Yuschenko.</u></p>

**Air your views.**

What advantages and disadvantages of A-, X- and N-formats use do you see?

**TEST TAKING PRACTICE AND DIFFICULTIES DEFINING**

**TASK 1.** Look at the multiple choice test below and find its stems and options. How are the stems formulated? Are the items developed due to the rules mentions above?

**TASK 2.** Read the text **ERUPTION ON KRAKATOA**. Pair-up and answer two questions below the text by choosing the best answer (a, b, c, d). There is an example at the beginning (0-c). As soon as you finish try to define, which format does the test belong to?

***ERUPTION ON KRAKATOA***

*After more than 500,000 years of silence, one of the three active volcanic cones on the uninhabited island of Krakatoa became active in 1883. Mount Perboewaten began to roar, and steam, ash, and stone soared 36,000 feet into the air. For the next three months, on and off, the volcano showed signs of life. Then there was a series of eruptions and explosions that lasted 22 hours.*

*The long siege ended with a roar that made the others seem gentle. With a deafening burst, the island of Krakatoa erupted. Three quarters of the island, an area almost equal in size to Manhattan Island in New York, disappeared into the sea.*

*The sound was heard 3,000 miles away. The force of the explosion caused winds that circled the earth seven times. A wall of water began to build, and as it travelled, it covered beaches, plains, and villages. The killer wave hit Tjaringin, 30 miles from Krakatoa, and killed more than 10,000 people. Gigantic tidal waves moved through the Indian Ocean to Cape Horn. Then they pushed into the Atlantic Ocean until they*



worked out the **succession of tasks** that can be used to maximize pupils results while taking the multiple choice tests. It includes the following **steps**:

1. Show your pupils a test item in which the correct option is already ticked. Then give them the text extract in which they should find a sentence that proves the correctness of the answer, e.g.:

<p><b>London English School is:</b></p> <p>a) the biggest in England;  b) the best in London;  c) very old;  d) <u>the biggest in one part of London.</u></p>	<p><b>London English School.  Courses for everyone!</b></p> <p>We are the largest language school in West London. We teach English to overseas students at all levels. You can choose between our summer courses, computer courses or teacher training courses – all of them in English...</p>
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2. Show your pupils a set of options made up of incorrect answers. Let them read the text extract to which the item relates to prove that all of the options are incorrect, e.g.:

<p><b>How does Sandra Bullock feel about the success of her new film?</b></p> <p>a) she doesn't like it;  b) she thinks it is strange;  c) she finds it funny;  d) she feels nervous.</p>	<p><b>About the Stars.</b></p> <p>Sandra Bullock is pleased with the success of her new film, Hope Floats, with Harry Connick, Jr. The romantic comedy was made by Bullock's own production company, and she is the film's executive producer as well as its star...</p>
---	--

3. Give your pupils an item in which two of three incorrect answers are ticked. Ask them to read the text extract and then to find the third distractor and the key in the list, e.g.:

<p><b>Trendy tea is introduced in order to:</b></p> <p>a) <u>stop people drinking coffee;</u>  b) <u>improve people's health;</u></p>	<p><b>Just My Cup of Tea.</b></p> <p>As coffee invades British cafes, clever marketers have found a new concept with which to fight it:</p>
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<p>c) help tea become as popular as coffee; d) help tea become England's national drink.</p>	<p>trendy tea. They want to contemporize tea for a young generation. While tea is still the national drink in Britain, it lacks modern qualities needed to attract young customers.</p>
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4. Give your pupils a test item, which includes a key and three distractors, all unticked. After they read it propose them the proper text extract in which all the essential information is underlined, e.g.:

<p><b>Janet has been to France for _____ now.</b> a) one week; b) two days; c) one day; d) a few hours.</p>	<p><b>Dear Robert,</b> I hope you are well. I arrived here <u>last night</u>. The time in the train was long but quite interesting.</p>
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5. Give your pupils a multiple choice test.

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**Classroom Assessment:  
Developing Critical Reading and Other Skills  
Thomas Tasker**

Alternative assessment defined:

- “Alternative assessment refers to procedures and techniques which can be **used within the context of instruction** and can be easily incorporated into the daily activities of the school or classroom” (Hamayan, 1995)

*Overview*

- The external test: source of tension
- US testing culture
- Developing critical readers using alternative assessment practices

- Performance-based testing
- Portfolios
- Implementation: professional development
- Discussion

### ***External Testing: Source of Tension***

- Change from oral testing and essays to multiple-choice, fill-in-the-blank items
- From speaking and writing to (mainly) reading comprehension and some writing
- From local control to state control of testing
- Move to standardized testing

*Where should we focus our efforts?*

Should teachers

- Focus on getting students to **practice the kind of items** they can expect on the test, e.g. multiple-choice, fill-in-the-blank?
- Focus on helping students develop the **critical reading skills** they need to perform well on this type of test?

### ***US testing culture: 'No Child Left Behind'***

- The stated focus of NCLB “is to see every child in America— regardless of ethnicity, income, or background—achieve high standards” (U.S. Department of Education, 2003).
- Funding tied directly to test performance.
- Schools must “ensure that **all students** learn the essential skills and knowledge defined by the state using grade-level standards and benchmarks”.
- NCLB must “describe the **learning journey of each student** and the effectiveness of every school in that effort”. (Jorgensen & Hoffmann, 2003)

[http://www.pearsonassessments.com/NR/rdonlyres/D8E33AAE-BED1-4743-98A1-BDF4D49D7274/0/HistoryofNCLB\\_Rev2\\_Final.pdf](http://www.pearsonassessments.com/NR/rdonlyres/D8E33AAE-BED1-4743-98A1-BDF4D49D7274/0/HistoryofNCLB_Rev2_Final.pdf)



“Today you're going to learn the meaning of 'irony.'”

### NCLB: Testing Schedule

- Testing
  - Grades 3-8: Reading and math annually
  - Grades 10-12: reading, math and science at least
- Example: 3<sup>rd</sup> Grade Reading Comprehension  
From The Pennsylvania System of School Assessment  
<http://www.montroseareasd.k12.pa.us/pssa/>

#### READING

Read the passage "The Secret Message."

Then do Numbers 1 through 6.

#### ***The Secret Message*** ***by May R. Kinsolving***

*Owl sat at the top of an oak tree. He watched the wind chasing the leaves this way and that. Suddenly something white fluttered by. Owl swooped down and caught it with his beak. It was a scrap of paper. On it was written "CC - BW - RR."*

*"This must be a secret message<sup>3</sup> Owl said to himself.*

*Frog hopped out from behind a rock. "A secret?" he said. "I love secrets."*

*Owl showed Frog the scrap of paper.*

*"CC - BW - RR," Frog read. "Whatever can that mean?"*

*"CC," Owl muttered. "Aha! CC must mean Careful, old chap. Someone is warning me to be careful. I'm in some kind of danger. I'm in terrible danger. Oh, woe is me! What shall I do?"*

*"Calm down, Owl," Frog said. "Maybe the letters BW will explain what to do."*

*"BW. BW." Owl muttered, running about in circles. "I've got it!" he screeched. "BW means Beware. Someone is telling me to beware. I'm in terrible danger. Oh, woe is me! What shall I do?"*

*"Wait a minute," Frog cried. "Maybe that's a message for me. Maybe someone is telling me to be careful. Maybe someone is telling me*

to beware."

Owl didn't listen. "I'm in terrible danger," he screeched, flapping his wings. "I'm in dreadful, terrible, horrible danger."

"I'm the one in danger," Frog croaked, hopping up and down. "Oh, woe is me! What shall I do?"

"What to do? What to do?" Owl moaned. "Wait! There's more to the message. RR."

"RR? I know," Frog shouted. "RR means .Run! Run! I must run away from here."

"Run!" Owl screeched. "I must run. I must run."

They started to run at the very same moment and ran right into each other. They fell to the ground and lay there moaning.

Just then Hen came waddling down the path carrying a shopping basket.

"What in the world is the matter with the two of you?" she asked. "Why are you lying on the ground moaning?"

Owl handed the scrap of paper to Hen.

"Why, thank you," Hen said. "You've found my grocery list. The wind blew it from my basket, and I've been looking for it everywhere."

"Your grocery list!" Owl screeched.

"Your grocery list!" Frog croaked.

"My grocery list," Hen said. "CC means cracked corn, of course. And BW means bag of worms. There's nothing tastier than a dish of corn and worms."

"What about RR?" Frog asked.

"Red raspberries," Hen said. "My favorite dessert."

Owl looked at Frog. Frog looked back at Owl. They began to chuckle. Then they began to chortle. Then they rolled from side to side chuckling and chortling.

Hen waddled off shaking her head. "I wonder what's so funny about a tasty supper of corn and worms," she clucked. "With red raspberries for dessert."

### **B. 1.1.1**

#### **What is the main problem in the passage?**

Owl is trying to make new friends.

Owl and Frog fall to the ground.

Frog is trying to explain a message to his friends.

Owl and Frog think they are in danger.

### **A. 1.2.2**

#### **Read the sentences from the passage.**

"Someone is telling me to beware. I'm in terrible danger."

**What does the word beware mean in the first sentence?**

- make noise
- watch out
- read loudly
- walk quickly

**A.2.4.1**

**What is the main idea of the passage?**

- Two friends try to keep a secret to themselves,
- Two friends misunderstand the meaning of a note.
- Two friends make a secret shopping list.
- Two friends look for someone who left a note.

**A.1.3.1**

**Why do Owl and Frog chuckle at the end of the passage?**

- They learn about the shopping list.
- They like to eat corn and worms for supper.
- They learn to make their own message.
- They like to go shopping.

**B.1.1.1.**

**Which word best describes Hen at the end of the story?**

- silly
- worried
- puzzled
- angry

**A.1.5.1**

In your own words, summarize the passage. Be sure to include at least one important event from the beginning, the middle, and the end of the passage.

*Optional college and post-graduate entrance tests*

- 11<sup>th</sup> year of high school:
- PSAT: math, critical reading, and writing
- 12<sup>th</sup> year of high school:
- ACT: English, mathematics, reading, and science; writing optional
- SAT: math, critical reading, and writing
- Post-graduate programs: GRE, MCAT, LSAT, etc.

*How do we prepare US students for these kinds of test?*

US students take these kinds of tests from an early age.

- A lot of classroom time spent doing practice tests.
- US teachers: How do I prepare my students for these high-stakes

tests and still meet the goals of my syllabus?

- Some alternative assessment practices US teachers are using can be applied here

Focus on the alternative assessment tools US teachers use to help mediate the development of their students' critical reading skills.

#### *Alternative assessment definitions*

“Alternative assessment refers to procedures and techniques which can be **used within the context of instruction** and can be easily incorporated into the daily activities of the school or classroom” (Hamayan, 1995)

An important means of **gaining a dynamic picture** of students' academic and linguistic ability.

The aim is to “gather evidence about how students are approaching, processing, and completing **real-life tasks** in particular domain” (Huerta-Macias, 1995)

#### *Kinds of alternative assessment tools*

- **Shift from teacher *explanation* to student *exploration***

#### **For reading comprehension**

- Graphic organizers
- K-W-L charts
- Reading prompts

#### **For speaking: performance testing, speaking portfolios**

#### **For writing: writing portfolios**

#### *Graphic organizers*

- One way to help teachers to mediate critical reading skill development in their students
- Using these tools help students dig deeper into the texts
- Used mainly outside of class
- Class time reserved for discussion of reading.
- [http://www.everythingsl.net/in-services/graphic\\_organize\\_rs.php](http://www.everythingsl.net/in-services/graphic_organize_rs.php)

Storyboard



Date: \_\_\_\_\_ Period: \_\_\_\_\_

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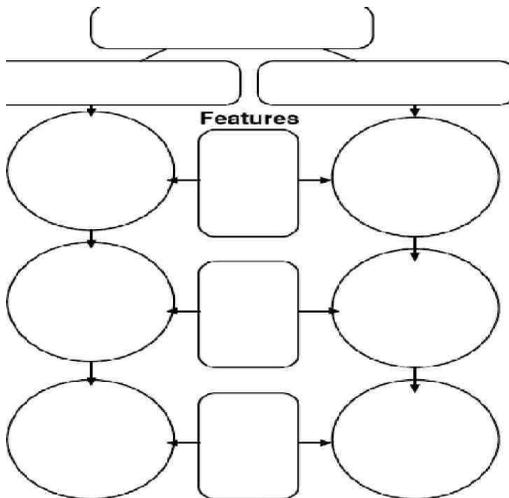
freeology.com - Tree Teaching Resources

**Story Plot Graph**

Directions: List the events of the story in the correct boxes

Freeology.com - Free Teaching Resources

**Compare and Contrast**

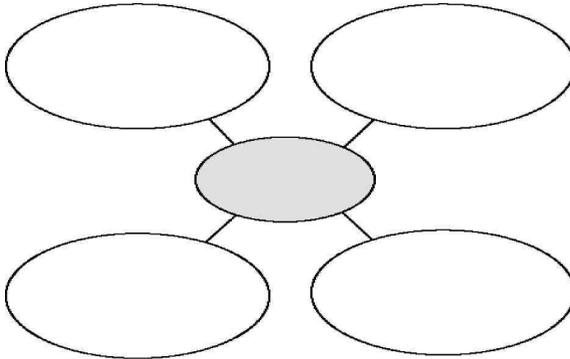


Judie Hayres, everythingESL.net, 2005

**Characterization**

Directions: One way in which an author develops characters is through what is said about them. As you read, consider what is said about the main character. First, write his or her name in the center. Second, in one of the satellite bubbles write what that character says about himself or herself.

Third, in the remaining bubbles, record what other characters say about the main character.



Freeology.com

- You can adapt / create graphic organizers that place greater demands on your students
- Eventually, students can do them on their own outside of class
- Ultimately, they won't need these 'aids' to be more critical readers, and they will be better equipped to handle comprehension reading questions on any exam.

*K-W-L charts for reading and content-based instruction*

- What I *know* / what I *want* to know / what I've *learned*
- Works best with content-based texts
- Before the reading, students fill out the K and W parts of the chart; afterwards, the L part.

The KWL strategy serves many purposes:

- "Elicits students' prior knowledge of the topic of the text. Sets a purpose for reading. Helps students to monitor their comprehension. Allows students to assess their comprehension of the text. Provides an opportunity for students to expand ideas beyond the text."

<http://www.indiana.edu/~1517/KWL.htm#Purpose%20for%20Using%20Anticipation%20Guides> (Conner, 2006)

**KWL Chart**

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic		
What I Know	What I Want to	What I Learned

	Know	

**What I know [K]:**

- Have questions ready to help students brainstorm their ideas.
- Encourage students to explain their associations. Ask, “What made you think of that?”

**What I want to know [W]:**

- Ask an alternative question for generating ideas for the W column. “What do you think you will learn about this topic from the text you will be reading?”
- Choose an idea from the K column and ask, “What would you like to learn more about this idea?”
- Come prepared with your own questions to add to the W column. You might want students to focus on ideas in the text on which the students’ questions are not likely to focus them.

(Jennifer Conner)

**What I learned [L]:**

- Have students read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading.

**L Column Suggestions**

- In addition to answering the If column questions, encourage students to write in the I column anything they found especially interesting. Have students consult other resources to find out the answers to questions that were not answered in the text.
- Using K-W-L charts helps students dig deeper into texts by asking and answering the questions they themselves ask.
- The more students interact with texts critically, the better readers they will become.

**One more mediation tool**

**Characters**

**Before class:** As you read the story, choose one character you find interesting. In the margins of the book, write down (or underline) 6

interesting facts about the character (role in the story, personality, job, age, relationship with another character, etc.).

**In class:** Don't tell your group who your character is. Read the facts you found to your group and ask them to guess who the character is. Then ask them **either** to talk about other facts they remember about the character **or** tell you their opinion of the character.

### Setting

**Before class:** Pick a setting from the story (house, city, countryside, etc.), and then think of 5 interesting adjectives you would use to describe the setting. You might need to use your dictionary. Using those adjectives, **either** compare the place you selected to another place in the story, **or** compare a place in the story to a place you've been to.

**In class:** Compare the two places for your group. Then ask the group for their opinion of the places you compared, or other differences / similarities between the two places.

### *Developing critical readers*

#### **How do we develop critical reading skills in our students?**

- By asking them to read many (adapted) authentic texts outside of class;
- By asking them to explore the texts they read using tools that focus their attention to the most important elements of the story;
- By increasing the difficulty of the tasks as they become more proficient readers;
- By giving them autonomy over the kinds of texts they read

#### **Students who can read critically will be better test-takers**

### *Speaking: performance-based assessments*

Performance-based assessments "represent a set of strategies for the . . . application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students" (Hibbard, 1996, p. 5).

(Brualdi, 1998) <http://pareonline.net/getvn.asp?v=6&n=2>)

Performance-based assessments include interviews, presentations, role plays, storytelling, narrative writing

### *Performance-based assessments*

<i>Skill</i>	<i>Function</i>	<i>Language Focus</i>	<i>Task</i>
<i>Speaking</i>	<i>Leading a</i>	<i>Discourse</i>	<i>?</i>

	<i>Discussion</i>	<i>Markers</i>	
<i>Speaking</i>	<i>Presenting Information</i>	<i>Discourse Markers</i>	?
<i>Writing</i>	<i>Telling a Story</i>	<i>Elements of Structuring a Narrative Text (clear beginning, middle, end)</i>	?

*Performance task: leading a discussion*

<i>Skill</i>	<i>Function</i>	<i>Language Focus</i>	<i>Task</i>
<i>Speaking</i>	<i>Leading a Discussion</i>	<i>Discourse Markers</i>	<ul style="list-style-type: none"> <li>- Student selects a short story, reads the article, and writes (opinion-seeking questions at the bottom of the text)</li> <li>- The teacher distributes the text to the other students. They have one week to read the article and respond to the questions.</li> <li>- The student receives the answers to her/his questions.</li> <li>- The student leads a discussion of the story class.</li> </ul>

*Defining performance criteria*

- Identify the overall performance or task to be assessed, and perform it yourself or imagine yourself performing it
- List the important aspects of the performance or product.
- Try to limit the number of performance criteria, so they can all be observed during a pupil's performance.

(Airasian, 1991 in Brualdi, 1998)

*Performance criteria: leading a discussion*

The student being assessed should:

- choose questions which provoke discussion (avoids reading comprehension-type questions).

- be able to use the phrases associated with leading a discussion.
  - give a good, but brief, summary of the story at the beginning.
  - need minimum or no help from the teacher in keeping the discussion going.
- involve everyone in the discussion.

*phrases used in leading a discussion: the main criteria to be tested*

To introduce a topic

Today I'm going to talk about...

Today I'm going to...

In class today we're going to consider

/ look at / discuss...

To conclude

Ok, we're just about out of time, so I'll finish there. Any questions?

This is a good place to stop today. Are there any questions?

To provide background

The main points from the story we'll cover today are...

I'll start with a summary of the story.

The story we read for today discusses...

To encourage participation

Jon, what do you think?

Frank thinks that... Jon, would you agree with that?

Ok we haven't heard from Jon yet. What's your opinion?

Jon, you said that... Does anybody agree or disagree with that?

*Performance-based testing*

- Qualitative testing approach
- Useful for evaluating real-world tasks
- Time consuming to create and administer!
- Difficult to standardize
- However, performance-based testing can also be **informal**.

*Other written and oral assessment*

- **Reading logs** are for student reactions to literature. Student responses can be teacher directed or independent.
- **Writing** motivated by content themes, e.g. narrative stories from character's perspective.
- **Audio / video recordings** can be made of student interviews, role plays, presentations, etc. These recording can be transcribed and analyzed by students to investigate the kinds of errors they might not be conscious they're making.

*Cloze and corpus tools*

<http://l.georges.online.fr/tools/cloze.html>

- Simple cloze creator  
<http://www.lex tutor.ca/>
- Interactive vocabulary learning (by word level)
- Cloze creation
- Many other tools for materials creation and research  
<http://corpus.byu.edu/>
- Corpora of American and British English

*Portfolios: a process approach*

- Portfolios are development.
- A portfolio should contain samples used to collect samples of student work over time to track student
- of a student's work and teacher and student reflection of that work.

*Portfolios for writing*

- Writing samples such as dialogue journal entries, book reports, essays, reading log entries, etc.
- All versions of the writing (1<sup>st</sup> draft, 2<sup>nd</sup> draft, final)
- Graphs and charts, pictures, art work
- Interview notes
- Peer-editing notes; teacher comments
- Writing checklists (by student, peers and teacher)
- **A reflective report about the student's writing development - written by the student**

*Portfolios for speaking: podcasts*

- Audio recordings can be made of student interviews, role plays, presentations, etc.
- Real-time tasks:
  - High anxiety
  - Limited or one-shot opportunity
  - Feedback limited
  - 'Product approach'
- Creating podcasts are relatively easy and free.
- Students can create and evaluate their speaking portfolios in similar ways to their written portfolios.
- Students are in charge of their own evaluations.

*Implementing alternative assessment practices*

- Some of these ideas can take a long time to develop
- Collaborate to create lessons using alternative assessment tools
- Share the lesson plans you have developed using alternative assessment with your colleagues
- Share your ideas with teachers outside your institutions.
- Teachers can (and should) contribute to the professional knowledge base.

*Implementation: professional development***Lesson Study: teacher professional development**

- Collaborative teacher-driven professional development activity to investigate gaps in student learning
- A group of teachers meet to explore gaps between where their students are now, and where they would like them to be
- Teachers create a lesson that begins to address their overarching goal
- Example overarching goals: We want our students to be more critical, autonomous readers of English. We want our students to have the test-taking skills they need to pass the external exam

**In the Lesson Study cycle, teachers**

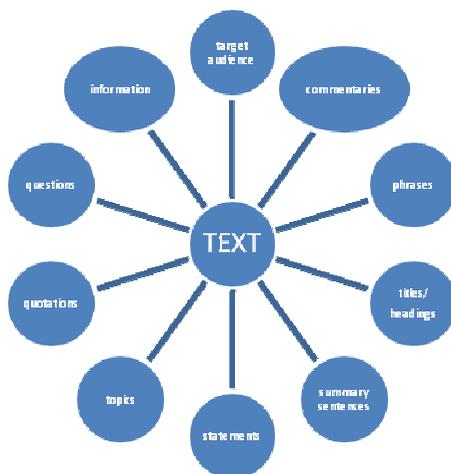
- Identify gaps between what the students are currently achieving and what they are capable of achieving;
- Select one general area to focus on (this is the overarching aim);
- Consider their collective experience, collaborate with content area experts, talk to other teachers, examine tests, textbooks and student work, refer to expert knowledge in an effort to identify a specific language feature that can be addressed in one lesson
- Collaboratively create a 'research' lesson that begins to address the overarching goal;
- Teach the research lesson (one teaches, the others observe, focusing on critical points in the lesson);
- Critically reflect on and revise the research lesson;
- Teach and observe the research lesson again;
- Critically reflect on and revise the research lesson once more;
- Write an evaluation of the entire lesson study cycle.
- Share the results with colleagues

Thank you!

This presentation available at:  
[www.personal.psu.edu/tct118/assessment.pdf](http://www.personal.psu.edu/tct118/assessment.pdf)

**Matching Tasks:  
Matching Tests to Classroom Activities**  
**Anna Voloshchuk**

Multiple matching tests are widely used in checking the levels of reading and listening comprehension competences formation. This kind of tests consists of a text, either graphic or recorded, and various elements that should be matched with it:



Multiple matching tests are aimed at developing a number of reading skills, among which are:

- ◆ reading for a gist;
- ◆ basic reference and information finding;
- ◆ understanding communicative type and functions of the text (part);
- ◆ understanding conceptual meaning of the text;

- ◆ understanding explicitly stated ideas and information in the text;
- ◆ understanding ideas that are not explicitly stated;
- ◆ skimming reading;
- ◆ scanning reading.

In order to develop these skills, there are five basic types of exercises that should be used to prepare the learners for multiple matching tests:

1. Preliminary analysis of the tasks and texts to match.
2. Excluding word combinations and sentences that do NOT belong to the text.
3. Matching the tasks with several texts.
4. Selecting the elements that belong to TWO different texts.
5. Defining the text addressee.

### Ways to Succeed in Passing Multiple Matching Tests

Multiple matching tasks are solved through matching different elements (titles, phrases, questions, commentaries, statements, etc.) with the text. Each element has its own technique peculiarities:

- ◆ *titles / headings, topics and phrases* – try to define quickly the main idea of the text or its parts;
- ◆ *questions* – search in the text for the part / place to which the question belongs;
- ◆ *statements and information* – search in the text the information expressed in other words;
- ◆ *commentaries* – try to define the communicative type of the text and its function. If you are matching, for instance, short commentaries with different text parts, try to define the communicative type of the text and the function of each text part.

Before you start solving this task, define which element you have to match with the text and then select the corresponding technique.

- ❖ Sometimes multiple matching tests may deliberately contain one or more additional tasks that do not suit the given text. In this case, the first thing to do is to define which tasks are suitable to the text and which are not.
- ❖ There are such kinds of test where you have to group the tasks and match them with several (two or three) different texts. Start with reading the task questions and grouping them by meanings.

Then proceed with text reading. Understanding the content and style of the task questions will help you match them faster with the corresponding texts. For instance, elements that belong to sports competitions or theatrical review always differ in the topic and style. Try to match the elements that seem suitable for various texts. After such preselection, it will be easier to read the text and make sure that your choice was right.

- ❖ In multiple matching tasks sometimes you need to match different texts with the information on the target audience peculiarities. In this case, focus on the image of the “perfect” reader of each text and find the confirmation to your assumptions.

Below are the samples of each exercise type. The first two exercises will be based on **Text A**:

*I spent two years at a boarding school where I was one of only a few black teenagers. I felt that I didn't really belong. For many years I was too afraid to sing in public.*

*When I was little I had this really funny voice. Every time I talked, the kids laughed – so I stopped talking. If I wanted to say something to someone, I wrote a letter to them.*

*If you are successful, then maybe people will like you. You look at all the famous people and everyone likes them. I wanted to be famous because I felt so lonely.*

*I took classical piano lessons for seven years, but I also listened to rock music. I learnt to like and understand all kinds of music just by listening to them.*

*One day in Los Angeles I was asked to sing and people told me I was great! Important people started calling me, but I still couldn't believe they really liked me.*

*/adapted from: ‘How life is for Macy’, Club/*

- 1) **Task: Read the following text and questions (a – c). Choose the question(s) the answers to which you can find in the text.**
  - a) When did the girl feel different from others?
  - b) Why is the girl musically talented?
  - c) What kind of person is Macy?
  
- 2) **Task: Match the interview parts (1 – 5) with the corresponding topics (a – f). There is an odd topic**

**here – prove that it doesn't correspond to any of the parts.**

- a) Favourite music
- b) Need for success
- c) Becoming famous
- d) Being different from others
- e) Feeling lonely
- f) Being afraid of talking

- 3) Task: Match the questions (a – e) with the texts (1 – 4). One question is odd. Define which text characteristics helped you make the right choice.**

Let's work now with **Text B**:

*1 A cold and frosty day, although it will stay mostly dry with sunny periods and just a few isolated snow showers. A light westerly wind.*

*2 In a saucepan, cook the chopped apple with the cinnamon and 100g of sugar until the fruit has disintegrated and is completely smooth.*

*3 In early August, Saturn, the planet of order and achievement, moved into Gemini, and you began thinking again about many areas of your life.*

*4 Departure of flight 0784 to Geneva. Passengers are kindly requested to proceed to Gate 16.*

Which of these texts:

- a) instructs us how to prepare something to eat?
- b) explains why eating apples is important?
- c) describes what the stars say about our life?
- d) informs us where to go in the airport?
- e) tells us what the weather will be like?

- 4) Now let's work with both of our texts, treating Text B as a single piece for now.**

**Task: Read both texts (A – B) and match the questions (a – e) with these texts. There is an odd question here.**

- a) How old was the girl when she was at a boarding school?
- b) What should be done to become successful?
- c) Who should go to the Gate?
- d) What are the ways to learn to sing?
- e) Why is it necessary to wear a jacket?

- 5) Task: Read text B and the items (a – f) that define the target reader. Choose the items that match the text and explain why you'd like to exclude other items.**

This text will be interesting to someone who:

- a) follows the stars
- b) has got a special sense of humour
- c) is looking for a job
- d) enjoys travelling
- e) wouldn't mind preparing a meal
- f) pays attention to weather forecasts

**[E. H. Соловова, И. Е. Солокова. State Exam Maximiser:  
Английский язык. Подготовка к экзаменам: Pearson  
Education Ltd., 2007 – Pg. 110 – 114]**

It is important for teachers to know not only how to make up exercises to prepare the learners for multiple matching tests, but also master basic rules for making this type of tests. So get acquainted with a list of hot tips for constructing multiple matching tests:

- Make the items homogeneous:
  - ✓ Don't mix dates and names
  - ✓ Don't associate things which are not associated
- Generally write the questions/premises on the left, options – on the right
- Put the shorter words/phrases in the second column (options)
  - ✓ Students read longer the first column, then search quickly through a shorter group for the match
- Arrange items alphabetically or numerically: it will speed reading, especially with longer lists
- Generally have more options than questions/premises
  - ✓ Try to have 10 options and 6 questions/premises. If it's more than this, it'll be difficult for student to sort through them. If it's fewer, guessing becomes a problem
  - ✓ Alternatively, set it up so they can use particular option more than once
- Provide clear directions:
  - ✓ whether it is possible to use an option more than once
  - ✓ how to answer:
    - drawing lines to connect
    - numbering in front of column A or in front of column B
- Whole question has to be on same page
- Assess higher thinking skills same way as with multiple-choice

- ✓ Present new data and ask what it illustrates  
[/http://www.uleth.ca/edu/runte/tests/matchingtests.html](http://www.uleth.ca/edu/runte/tests/matchingtests.html) ]

**Gapped Text – Not Gapped Competence**  
**Yulia Zhylyayeva**

I. Do the test and specify what kind of problems your students could encounter while doing it.

Some sentences are missing from the text. Choose the best sentence (A-F) for each gap (1-4) in the article and write its letter in the box. There is one extra sentence that you do not need to use. There is one example (0) at the beginning.

**School Deal**

There are authorities that take care of many schools. They make decisions for lots of people. (0)\_\_\_\_\_.

In some of their schools, they sold drinks. (1)\_\_\_\_\_. These authorities wanted to have Pepsi Cola the only soft drink in these machines.

The authorities knew that the selling of soft drinks would bring in a lot of money for them. They would also sell bottled water. (2)\_\_\_\_\_.

But some parents did not like the plan. They thought that ads would be allowed in the schools. (3)\_\_\_\_\_. They were worried that the drinks had too much sugar and no good calories.

Both sides wanted to keep talking about it. (4)\_\_\_\_\_. The authorities would switch from Coca Cola to Pepsi Cola very soon.

- People were not interested in their decisions at all.
- They also thought that students who drank the soft drinks would not be very healthy.
- These were soft drinks that were sold from a machine.
- They were getting together to study the problem more.
- One decision they made was not liked by all of the people.
- There would also be fruit juices.

0	1	2	3	4
E				

II. Read one of the most important tips in test construction.

*Have a clear idea what skill and subskills you intend to test and select the task and text/prompts accordingly.*

What reading skills do you think gapped texts test?

Read the general list of reading skills. Tick off those which are tested by gapped texts.

**Reading sub skills**

1. Basic reference and information-finding skills [e.g. title, using contents page, index, footnotes, bibliography, chapter headings and sub-headings, chapter summaries]	
2. Deducing meaning and use of unfamiliar lexical items through understanding word formation and contextual clues	
3. Understanding grammatical [syntactic and morphological] relationships at the sentence level	
4. Understanding relationships between parts of text through cohesive devices [especially grammatical cohesion such as noun-pronoun reference]	
5. Understanding relationships between parts of text through discourse markers [especially for introduction, development, transition and conclusion of ideas]	
6. Understanding communicative functions of sentences with and without specific markers [e.g. definition and exemplification]	
7. Understanding conceptual meaning in text [e.g. comparison, cause & effect, audience & purpose]	
8. Understanding explicitly stated ideas and information in text	
9. Understanding ideas and information in a text which are not explicitly stated	
10. Separating essential and non-essential content in text: distinguishing main idea from supporting detail [e.g. fact & opinion, statement & example, proposition & argument]	
11. Transferring information or knowledge from one context to another [e.g. from science to engineering]	
12. Skimming text [surveying to obtain gist]	
13. Scanning text [reading for specific detail]	
14. Note-making from text <ul style="list-style-type: none"> <li>• Extracting salient points for summary of specific idea or topic in text</li> <li>• Selectively extracting relevant and related points from text for summary</li> <li>• Reducing text by rejection of redundant or irrelevant items or information</li> </ul>	

### III. *Understanding relationships between parts of text through cohesive devices*

*Understanding relationships between parts of text through discourse markers [especially for introduction, development, transition and conclusion of ideas]*

#### **Cohesion – network of lexical, grammatical and other relations which provide links between various parts of the text.**

- Linking words
- Temporal sequencing
- Reference: personal pronouns, comparatives, the article “the”, demonstratives
- Substitution and ellipsis
- Conjunctions (words which join phrases or clauses together)
- Reiteration - same word, synonym, subordinate, general word
- Words from the same lexical field
- Discourse markers

Useful Exercises:

- Cutting (short) texts up and asking learners to order them is a good way of drawing attention to the way that they are linked.

Read the third paragraph from the composition about capital punishment. Put the sentences into the correct order.

*This is a dangerous message. Finally, there have been many occasions throughout history when innocent people have been executed. However, there are many arguments against capital punishment. Secondly, the evidence suggests that most people punished by death are the weakest members of the society. Firstly, it is said that capital punishment sends a message to society that murder will not be tolerated, but it also clearly sends the message that killing is acceptable in certain circumstances. For instance, the majority of people executed for murder in the United States are black.*

Make a list of discourse markers: how do they help doing the gapped text tests?

- You'll read some sentences from different texts about education. For each of these sentences, decide what kind of point the writer was making in the previous sentence.

Write in the gap:

**A** for a point which **CONTRASTS** with the point made in the second sentence.

**B** for a point which **SUPPORTS** the point made in the second sentence.

**C** for a point which gives the **CAUSE** for something happening

Example:

  B   *Moreover, many educational psychologists argue today that strict classroom discipline is actually a disincentive to effective and efficient learning.*

       *As a result, more and more graduates are leaving university with bank balances deeply in the red.*

       *On the other hand, school uniforms do instill in pupils a sense of belonging.*

       *In addition, society has to recognize that schools can never totally replace the role of the parent.*

Underline the words that helped you make your decision.

Write them in the appropriate column below.

Introducing Contrast	Introducing a supporting argument	Introducing a result

- After raising students' awareness of the grammatical and stylistic devices employed in the model text, students should begin to organize their mind maps into a linear format, i.e., the text structure of the model text. This provides students with an opportunity to further sift and/or logically connect their ideas, to focus them on the precise function of each paragraph, which will help to clarify their writing.
- Read the text and fill in the linking words.
- One way of raising awareness of the key function that pronouns play within a text is to ask students to circle all the pronouns, then to use arrows to connect them to their referent. This shows students that pronouns can be found by looking back or forwards in the text.
- What is coming next?

***Why do People Become Vegetarians?***

*Anyone who has visited a grocery store or restaurant has probably seen food items labeled “vegetarian”.*  
*\_\_\_\_\_.* *Many different people of all ages are vegetarians and everyone has his or her own reasons for refusing to eat meat.* *\_\_\_\_\_.*

*Some people do not eat meat because they believe it is unhealthy.*

\_\_\_\_\_ *Too much fat in your diet can cause health problems like heart attacks and cancer.*

- Completing sentences: It was a lovely day so/ but \_\_\_\_\_.
- What part of speech has been removed?

***Kid's Café.***

*Every morning, kids from a local school are working hard. They (1) \_\_\_\_\_ special coffee at a coffee café. They are also making a lot of money. These students can make up to twelve hundred dollars a day. They are selling (2) \_\_\_\_\_ to airplane passengers. These (3) \_\_\_\_\_ use a space in the Oakland airport. It is very crowded. Many people who fly on the planes like to drink the special coffee.*

1. and worth it
  2. high school students
  3. their special coffee
  4. while they learn
  5. are making and selling
- Add word combinations to the text for it to look original  
*What's your opinion about English grammar? Do you find it difficult to learn? What particular aspects have you had trouble with? Have you found a solution that could help other students or teachers?*
    1. of the language
    2. has helped you and
    3. the best way to learn
    4. or easy?
  - Why do the following sentences NOT fall in with the text?
  - Which gaps are not gaps?
  - Fill in the stylistically relevant words and word-combinations

Unit  
12

DEVELOP YOUR WRITING SKILLS



Dear Dr Brown,

\_\_\_\_\_, which I saw in today's 'Daily News'. \_\_\_\_\_ receptionist. I am sixteen years old and attend secondary school in St. Petersburg. \_\_\_\_\_ the Cambridge First Certificate in English and the DELF2 in French. \_\_\_\_\_

I like to meet new people and have a good telephone manner. It is my intention to go on to study to be a doctor when I leave school. \_\_\_\_\_ learn what is involved. \_\_\_\_\_ working for my uncle, who is a dermatologist, last summer, and would like to find out more. \_\_\_\_\_, which gives more details and the addresses of two referees. If you require more information, interview \_\_\_\_\_, I am available for \_\_\_\_\_

\_\_\_\_\_

Fedor Tomsk

- a This post would be a very useful opportunity to
- b I believe I have the personal qualities necessary for the position because
- c I look forward to hearing from you.
- d My qualifications include
- e please do not hesitate to contact me
- f Yours sincerely,
- g at your convenience
- h I am writing in response to your advertisement
- i I would like to apply for the post of
- j I gained some experience while
- k Please find attached my CV



**Study the model**

Read model composition 12 on page 217.

Underline any set phrases that you think you could use when writing a letter of application. Discuss your answers with the class.

Which exercises do YOU find most helpful as

Pre-reading activities	
While-reading activities	
Post-reading activities	
Writing	
Listening	

**Way to Success Tips**

**Tip 1**

The first thing students should always do is cross off the missing sentence that has been given as an example. It's amazing how often students waste time trying to fit this in elsewhere.

**Tip 2**

Students should always remember that there is an extra sentence that does not fit anywhere. If they have time, the last thing they should do is check that the part they have left over really doesn't fit in any of the gaps.

**Tip 3**

As well as the referencing and linking devices mentioned in the lesson plan, it can also be useful for students to look at how the topics change over the length of the text and whether the text follows a chronological order.

**Tip 4**

Teachers should insist that students get into the habit of underlining the language that helps them complete the task (e.g. expressions like 'after that'), and then underline the language that it refers/ links to (e.g. 'the birthday party'). Being strict on this in class and for homework will make it much easier on the students during the exam, and also makes it easier to discuss students' answers as a class.

**Tip 5**

A great activity for referencing devices is to write out some dialogue selected from a TV program, radio play or clip from a film, underline some of the pronouns etc. in it, and get students to watch/ listen for what is being referred to. For example, if a character says 'You can take it or leave it', students should listen for what 'it' refers to. You will need to make sure that the sentences you choose are not too densely packed in the text, maybe only one per minute of film/ tape. It can also be useful to choose sentences with difficult vocabulary, as you can then pre-teach this before they watch/ listen. The combination of this pre-teaching and a fairly straightforward task can really help the students understand the text, so it provides great motivation as well as perfect exam practice

**Tip 6**

As always, if students don't know they should guess, as a blank space is always zero points and there are no deductions for guesses.

**Tip 7**

There is nothing really to be gained from filling in the missing sentences in the same order as the text, so it is always best to start with the one students feel most sure about after having read through all of the gapped text and the missing bits (and having underlined the relevant parts, of course).

**Sources:**

1. Е.Н. Соловова, И.Е. Солокова. State Exam Maximiser: Английский язык. Подготовка к экзаменам. Pearson Education Ltd. – P.

131-132

2. Збірник тренувальних завдань з англійської мови для підготовки до зовнішнього незалежного оцінювання / Я.В. Довгополова, М.Ю. Бабенко. – Харків: ТОРСІНГ ПЛЮС, 2008. – 96 с.

## Getting Digital on Testing

Olena Zymovets

### 1. Warming-up.

We live in the age of great changes, high speed and new technologies. Our pupils were born in this age and sometimes they feel the demands of the day much better than we do. It is much easier for them to get used to this new reality and except the rules of our changing world. In the methodological literature we sometimes meet such terms as *digital natives* and *digital immigrants*. Digital native is "someone who grows up using technology and who thus feels comfortable and confident with it – typically today's children. Their parents, on the other hand, tend to be digital immigrants, who have come late to the world of technology, if at all. In many cases, teachers are the digital immigrants and our younger students are the digital natives" [1: 8-9].

So, comment on the meaning of these terms. Think about yourselves and say if you are digital natives or digital immigrants and how confident you feel about using information and communication technologies (ICTs) in your professional activity.

### 2. Presenting the Material.

Testing is an essential part of foreign language teaching, and ICTs can help us in this sphere as well. With the help of technology testing can be modern, interactive and exciting. To illustrate the different ways of making tests with the help of ICTs let me tell you a short story "The Adventures of a Small Test". So, listen to the story and tell what types of tests were mentioned in the story, what programs were used for producing them and what kinds of tests you can produce yourselves.



Once upon a time there lived an English teacher. She worked at school and liked her work very much. One day she was preparing for her lesson in the 9<sup>th</sup> form. The lesson was devoted to Christmas. In one of the newspapers she found a wonderful letter of a girl teenager who was writing to Santa Claus about her emotions caused by listening to Christmas music. Though she was 15 years old she felt this mysterious spirit of Christmas as if she were a small child [2: 14]. The letter was really amazing, and the teacher wanted to discuss it with her pupils during the lesson. As there were no tasks to this letter in the newspaper, she decided to create some tasks herself. But her handwriting was not so good. Besides she was in a hurry. So, she wrote the tasks with her pen, made some photocopies and they looked in the following way:

**A Letter to Santa** 

Dear Santa,  
My name is Amy. I am 15 years old and I love Christmas.  
I just thought I'd write you a letter and tell you how we celebrate Christmas in our house and the absolute joy and togetherness you bring into our lives every December. Even though I have long outgrown the innocence and excitement that I once possessed, I still feel a great happiness at Christmas time.  
I am a teenager. I play volleyball for my high school, have tons of friends who I go out with every weekend, I live as any normal teenager does. Perhaps the one quality that separates me from the rest of them is the fact that almost everyday I listen to Christmas music. There's something about it that makes me feel like home. With all the pressures I can feel with everyday, it's the sound of that heavenly music that makes me remember what it was like not so many years ago.  
We lived in an old house that was built in 1928. I lived there until I was 9. An old Victorian house, the ones you see in Connecticut and Virginia.  
Every Christmas, my mom, dad, two sisters and brother would be home for Christmas. We all went together and picked out a tree. My mother always wanted the biggest one, but my father was more sensible. We spent hours preparing the house for all our family members.  
I can still smell the warm (bauns) bread baking in the oven the whole week before Christmas.  
The weather was never so cold you couldn't stand it, but cold enough to make it feel like a traditional Christmas.  
The old house sure sparkled when my daddy would put up those Christmas lights. I always tried to help, but the only thing I could do was help keep the lights in order.  
My parents would play Johnny Mathis while I kept playing A Disney Family Christmas on my little Sony tape player. I must have worn that tape out by the time I was 8.  
Presents of all kinds were wrapped under the tree but I knew the good stuff would come on Christmas Eve. When Santa came, I had my list ready for weeks. I had my ideas

2. On Christmas Eve Amy was waiting for the presents from Santa  
3. Amy made her mother check for grammatical errors in the list of presents in fear that Santa may not understand  
4. Match the parts of the sentences

1. Santa always knew what Amy wanted	a) that burned all Christmas Eve
2. It was a tradition in Amy's house	b) to make peanut butter cookies
3. Our stockings were hung over a fireplace	c) and never disappointed her

1. \_\_\_\_\_ ; 2. \_\_\_\_\_ ; 3. \_\_\_\_\_

V. Fill in the gaps

We'd go \_\_\_\_\_ church. I'd sing \_\_\_\_\_ (great, greater, the greatest) songs in the world and I'd feel like an angel \_\_\_\_\_ (com has come had come) and jumped into my body. I \_\_\_\_\_ so full of Christ-mas spirit and the sheer happiness and joy. I felt then can never \_\_\_\_\_ (taken, be taken, take) from me

**A Letter to Santa**

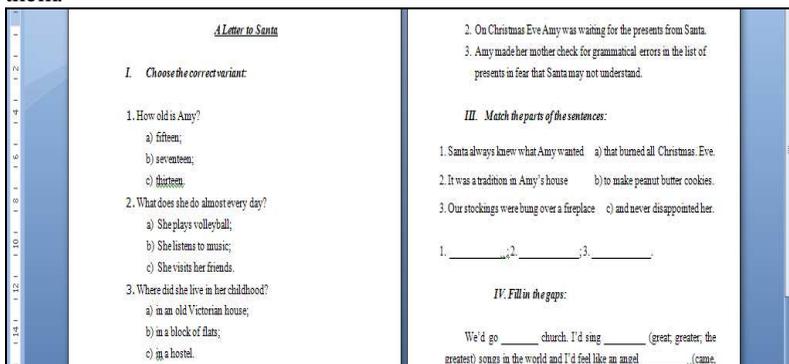
I. Choose the correct variant.

- How old is Amy?  
a) fifteen; b) seventeen; c) thirteen.
- What does she do almost every day?  
a) She plays volleyball;  
b) She listens to music;  
c) She visits her friends.
- Where did she live in her childhood?  
a) in an old Victorian house;  
b) in a block of flats;  
c) in a hostel.
- Who wanted the biggest tree on Christmas?  
a) Amy; b) her mother; c) her father.

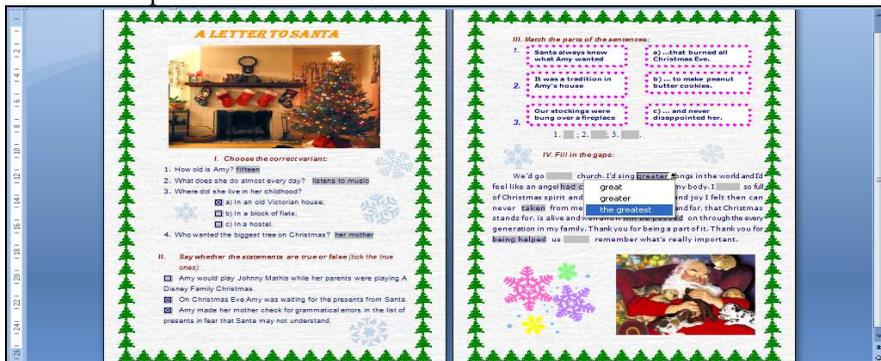
II. Write whether the statements are true or false (T or F)

- Amy would play Johnny Mathis while her parents were playing A Disney Family Christmas.

Certainly, she saw that the way she presented the tasks was far from perfection. So, next time she decided to use a computer and print them.



They looked much better than the previous ones but were too traditional. So, the teacher decided to use additional options of the program MS Word and improve the tasks in such a way that they could be done not in a printed variant but in an electronic one.



But the program Microsoft Word did not allow checking the results automatically. This could be done by another Office program Microsoft Excel.

	A	B	C	D	E	F	G	H	I	J	
1											
2		<b>WHAT DO YOU KNOW ABOUT SANTA?</b>									
3			<b>ANSWER</b>								
4	Santa Claus comes through		chimney	2							
5	He puts the presents into		stocking	0							
6	What animals are there in Santa's harness?		deer	2							
7	What tree is the symbol of Christmas?		fir-tree	2							
8	What colour is Santa's hat?		red	2							
9											
10											
11	<b>YOUR MARK</b>			8							
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											

Then she found special authoring programs which could make different types of interactive exercises and add our own feedback. Especially she liked the program "Hot Potatoes" and created the following tests based on "A Letter to Santa".

**Matching exercise**

Match the items on the right to the items on the left.

I play volleyball for my high ...

We lived in an old ...

We all want together and picked out ...





Back

Your score is 10%.  
Sorry! Try again. Incorrect matches have been removed.

OK

C.  fifteen

D.  seventeen

Oh no, she is a well-bred girl.

OK

---

2. What does she do almost every day?

A.  She plays volleyball.

B.  She listens to music.

C.  She visits her friends.

D.  She fights with boys.

In order to use such electronic materials at your English lesson you should install the corresponding program to your computer, create the tasks, save them and upload these files to all the computers in the computer lab. So, such lessons need special preparation beforehand. But one day there appeared a problem in the computer lab of our teacher (maybe, it was a virus), and some necessary files were deleted from the computers. The teacher was rather upset because she had to change the plan of the lesson. She thought that it would be very nice if she had some place where she could store her materials and the pupils could also find and make the exercises from any place: school, their homes, even from the street. The only way to do it was to save them in the Internet. So, the teacher created one more Christmas test with the help of an online program on the web-site <http://www.tolearnenglish.com>.

★★ Intermediate  
 English exercise "Funny Christmas Quiz" created by zimolena (01-10-2009) with [The test builder](#)  
[Click here to see the current stats of this English test](#)

- In England and America Santa Claus comes through the .
- He puts the presents into the .
- There are  in Santa's harness.
- Santa's hat is .
- The name of Santa's reindeer is .
- On Christmas Eve people decorate .
- At Christmas dinner British people traditionally eat  for dessert.
- They also exchange kisses beneath a sprig of .
- The traditional Christmas song is .
- In the song "The Twelve Days of Christmas" on the fifth day "my true love sent to me" five .

[CLICK HERE TO CHECK YOUR ANSWERS](#)

---

RESULTS

- In England and America Santa Claus comes through the CHIMNEY ✓.
- He puts the presents into the WARDROBE & SOCK.
- There are HORSES & DEERS in Santa's harness.
- Santa's hat is RED ✓.
- The name of Santa's reindeer is ROGINANTE & RUDDLE.
- On Christmas Eve people decorate A FIR-TREE ✓.
- At Christmas dinner British people traditionally eat PUDDING ✓ for dessert.
- They also exchange kisses beneath a sprig of MISTLETOE ✓.
- The traditional Christmas song is JINGLE BELLS ✓.
- In the song "The Twelve Days of Christmas" on the fifth day "my true love sent to me" five KISSES & RINGS.

> ATTENTION: CE TEST EST EN ATTENTE DE VALIDATION. IL PEUT DONC CONTENIR DES ERREURS AU NIVEAU DES QUESTIONS, DES REPONSES OU DE SA CONCEPTION.  
 Les notes de ces tests ne sont pas prises en compte sur le livret scolaire. [Rel. a question](#) [Report an error](#)

😊

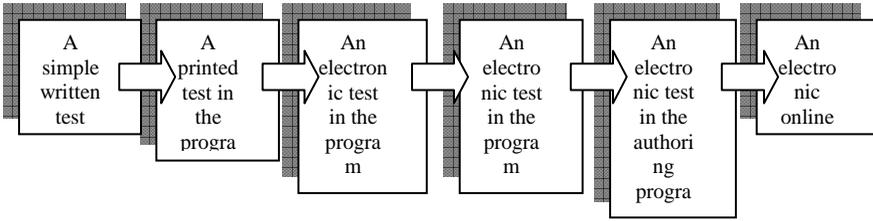
**Your mark: 60 / 100** [Publish on Facebook](#)

[Twitter](#)

Results of the 2 people who have taken this test:  
 Average mark: 81.5 / 100

<25/100:	10%
25 - 49.99/100:	10%
[100]50 - 74.99/100:	50%
75 - 99.99/100:	10%
Perfect:	50%

So, our small Christmas test had an exciting adventure along the road of perfection and it passed the following "checkpoints":



To sum it up, let's recollect the main ways of producing tests using ICTs.

**Software for Producing Tests:**

- > Office Programs
- > Authoring Tools
- > Online Resources



**Office Programs**

- Microsoft Word
- Microsoft Excel



**Authoring Tools**

- Hot Potatoes
- Quandary  
<http://www.halfbakedsoftware.com/>





This story is to be continued because modern technologies are being developed with a very high speed and maybe tomorrow we'll be able to learn about an entirely new way of creating such materials.

### 3. Laboratory Work.

Now let's try to create some tests with the help of the software mentioned above. We'll be using the materials of the book "Your English Self" [3]. While making a test we should mind that there are different types of exercises which can be included into the test: *multiple choice* exercises, *matching* exercises, *true/false/no information* exercises, *sequencing* exercises, *gap-filling* exercises, *open-cloze* exercises, *sentence transformation* exercises, *word formation* exercises, etc [4: 73-133]. A test may include the exercises of one type or it may be mixed. Anyway, we should analyze the software we're working with from the point of its possibilities to create different types of exercises.

#### 1) Creating Tests with the Help of Office Programs.

a) The program Microsoft Word allows you to create all types of exercises which can be presented in a printed or electronic form. To create an electronic test with help of this program we should use the toolbar "Forms".

- ◆ Click on "View", then "Toolbars" and finally "Forms". You will see a new toolbar.
- ◆ Write an easy question, for example "What's the capital of Great Britain?"
  - Click on "Text Form Field" and a grey space will appear. Then click on "Protect Form" and you'll be able to write in this space.



- Text Form Field



Protect Form

What is the capital of Great Britain? London

- Click on "Check box Form Field" and you'll get a "tick" sign. Then click on "Protect Form" and you'll be able to put the cross in it.



Check Box Form Field

What is the capital of Great Britain?

London

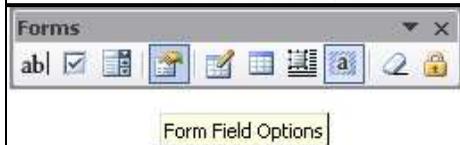
Glasgow

Manchester

- Click on "Drop-Down Form Field" and you'll see a grey space again. Then click on "Form Field Options Field", insert the possible variants of answering your question and click "OK". Then press the "Protect Form" button and you'll be able to choose the correct variant.



Drop-Down Form Field



Form Field Options



The advantage of creating tests using this program is that it is simple. The disadvantage is that the answers cannot be checked automatically.

To get more information about creating tests using forms see the references [1:15-19], [5:28-31] (Module 7).

b) Creating tests in the program Microsoft Excel is more difficult and time-consuming. You should have some skills of working with the table redactors and inputting formulae into the cells. To learn how to create tests using this program see the references [5:36-48] (Module 8).

Here is the sample of a gap-filling test created with the help of the Office program MS Word and based on the extract from the text "Time Capsule" [3:105-106].

**Fill in the blanks.**

Buzz-buzz. The telephone **is ringing**. Pick up the receiver, please. You are on the phone now. You can  to a relative or friend who is far away. It was Alexander Bell who **made** it possible for you by inventing an apparatus  sending or receiving sound in 1876. The telephone was big and immobile  of  time, but today there  cell-phones, that is small gadgets which you can carry  in  ywhere. But **don't** take it for a children's game "Telephone" which is popular in many countries.

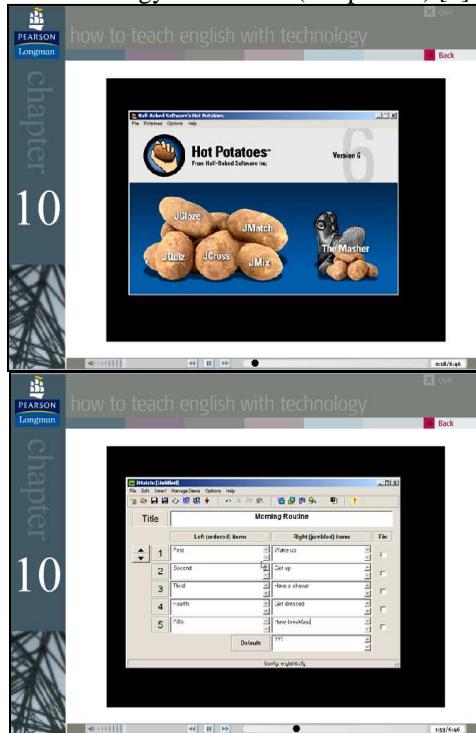
## 2) Creating Tests with the Help of Authoring Tools.

Authoring tool is "an installable program that allows you to create materials in electronic format which can then be distributed on a CD-ROM, DVD, USB pen drive, floppy disk or via a web page to your learners" [1: 129]. One of the most popular authoring programs is "Hot Potatoes" which can be downloaded freely from <http://hotpot.uvic.ca/>, installed on your computer and used for educational purposes free of charge. It allows you to create *multiple-choice* exercises, *short-answer* exercises, *hybrid* questions (short-answer questions that turn into multiple-choice questions after several attempts),

gap-fill exercises; jumbled-sentence exercises, matching exercises etc. To get started you should use the Help Contents and the tutorials of the program. Let's create a simple matching exercise.

1. Load the program Hot Potatoes from your computer.
2. Watch the video tutorial to the program from the "How to Teach English with Technology" CD-ROM (Chapter 10) [1].

3.



4. Follow the instructions in the tutorial and create a short matching exercise (instead of the video tutorial you may use a text tutorial in the "Help" menu of the program).

The advantage of creating tests using the programs "Hot Potatoes" is that we can create interactive tests with our own feedback, add multimedia to the tests and make different types of exercises, which can be put into one unit with the help of the additional program Masher. The disadvantage is that it is a little bit time-consuming.

To get more information about creating tests using authoring tools see the references [1:129-135], [6:59-61].

Here is the sample of a matching exercise created with the help of "Hot Potatoes" and based on the text "Talking about TV Programmes" [3:115-116].

**Talking about TV Programmes**

**Matching exercise**

---

Match the parts of the dialogue on the right to the corresponding items on the left.

---

Hooray! It's Friday. We can enjoy ourselves to our hearts' content. What are your plans?	Why? Are you expecting guests?	I am going to a football match at 4.30 p.m. and then I am going to listen to my favourite FM radio station.
I've got a lot of to do about the house first: cleaning my room, ironing my clothes, and food shopping. Importantly, I'll have to cope with all that by 5 o'clock.	It's a general knowledge quiz show "Mastermind".	
What kind of quiz-show is it?	Oh? You mean that funny guy who almost never speaks and fails at everything he tries to do?	
If I'm not mistaken, there will be a humorous TV show called "Mr. Bean" around 7 p.m.		

Sorry! Try again. Incorrect matches have been removed.  
Your score is 75%.

## 2) Creating Tests with the Help of Online Resources.

Online resources can help us to create tests online. Some resources suggest only printable tests, for example <http://www.easymaker.com>, some of them – interactive tests, for example <http://www.tolearnenglish.com/>. To make an interactive test you need more time than we have at this lesson. So, let's create a simple printable test with the help of an online program at <http://www.easytestmaker.com>. This test builder allows us to create different types of tests such as *multiple choice* tests, *true/false* tests, *short answer* tests, *matching* tests and *fill in the blank* tests. You can also create a mixed test which includes different types of exercises.

5. Visit the website <http://www.easytestmaker.com> and login (now you may use the presenter's login and password but later register yourselves).
6. Press the "Click here" button to read the text tutorial to the test builder.

7.

**Get Started – easy as 123!**

- 1) [Click here](#) to learn how to manage your tests with EasyTestMaker.
- 2) [Click here](#) to learn how to add questions to your tests.
- 3) [Click here](#) to learn how to print your test.

**Adding and editing questions on your test.**

On each test you create you can add as many or as few questions of each type all on the test could be all multiple choice or half multiple choice and the rest fill in the blank. You can add any number of test questions or how you mix the test with different question types.

Click the question type below to see it's features:

- [Multiple Choice](#)
- [True and False](#)
- [Matching](#)
- [Fill-in-the-blank](#)
- [Short Answer](#)

8.

The screenshot shows the EasyTestMaker website interface. At the top, there's a navigation bar with 'Home', 'Get Started', 'Support', and 'Contact Us'. Below that, the user is logged in as 'Krause's' with a link to 'Go back to test'. The main content area is titled 'True and False' and contains a text editor with the text 'Alaska is one of the 50 states in the US?'. Below the text, there are two radio button options: 'a) True' (which is selected) and 'b) False'. There is also a checkbox for 'Start question on a new page.' and a 'Save Question' button. A 'Check to continue adding questions.' checkbox is also present.

The screenshot shows the EasyTestMaker website interface for a 'Matching' test. The navigation bar is similar to the previous screenshot. The user is logged in as 'Scott's Test' with a link to 'Go back to test'. The main content area is titled 'Matching' and includes instructions: 'Instructions (leave blank if no special instructions are required.)'. Below the instructions is a text editor with the text 'Match up the colors with the type of object they generally belong to.'. At the bottom, there are two tables for matching. The first table has columns for 'Option', 'Order', 'Answer', and another 'Order'. The second table has columns for 'Option', 'Order', 'Answer', and another 'Order'. The options are: sun, grass, sky, sun, tree trunk. The answers are: yellow, green, blue, yellow, brown.

Option	Order	Answer	Order
Xsun	1	yellow	1
Xgrass	2	green	2
Xsky	3	blue	3
Xsun	4	yellow	4
Xtree trunk	5	brown	5

- Click on "Create a new test" and choose the type of the test.
- Follow the instructions step by step, create a short test and print it.

The advantage of creating tests using online test builders is that we can save all our tests in our personal "box" at the web site and we can work with them in any room which has at least one computer connected to

the Internet. The disadvantage is that you should have the access to the Internet and be careful with copyrights especially if your test is published for everybody’s usage.

To get more information about creating tests using online resources see the references [1:126-129], [6:57-59].

Here is the sample of a multiple choice test (in an electronic variant) based on the text "Save Rare Animals" [3:87-88].

Test Preview					
Edit	Save Rare Animals!				
Up					
Down	Perhaps the most famous rare animals is the panda. Twenty years ago it was nearly extinct. It's even become a symbol for wildlife conservation.				
Delete	There is a serious habitat problem because of number of reasons.				
	1. After pollution or destruction (the natural home of plant or animals) habitats takes it many years (sometimes hundreds or even thousands) to grow again.				
	2. Pollution and destruction change the balance of nature. Each species in a habitat (for example, wood, jungle, marsh or forest needs and helps the rest). If one animal, bird or insect disappears, all the others suffer too.				
	Habitats and animals are disappearing in Africa, Asia and Europe. Since 1947 in Britain, for example:				
	50% of the woods have disappeared;				
	50% of the marshes have disappeared;				
	95% of meadows have disappeared.				
	And what has taken the place of these green, natural places? Houses, farms, cities, streets, roads and factories. Because of this rare species are dying.				
	There's only one way to save wild animals and wild habitats – conservation, that means protecting animals in danger by law, creating necessary conditions for their life. If this doesn't happen, many rare wild animals will soon have just one habitat – the zoo.				
Insert New>>	True/False	Multiple Choice	Short Answer	Matching	Fill in the blank
Section Heading Copy questions from another test...					
-----					
Insert New>>	True/False	Multiple Choice	Short Answer	Matching	Fill in the blank
Edit	1) What is the most famous rare animal?				
Up	a) Cheetah				
Down	b) Panda				
Delete	c) Elephant				
Insert New>>	True/False	Multiple Choice	Short Answer	Matching	Fill in the blank
Edit	2) What is a habitat?				
Up	a) A set of individual habits of a person				
Down	b) A resident of some area				
Delete	c) The natural home of plants or animals				
Insert New>>	True/False	Multiple Choice	Short Answer	Matching	Fill in the blank
Edit	3) What happens with many species of rare animals?				
Up	a) They are disappearing				
Down	b) They are propagating				
Delete	c) They are killing each other				

In conclusion it’s worth saying that testing is not an easy process both for the teachers of foreign languages and the pupils. But integrating ICTs into this process can really help us to make it interesting, less difficult and more successful.

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## PART II

### Unit 1. Remembering Summer.

To p.8-9

*Ann: I enjoyed every minute of my holiday time. I had nothing special to do and I gave as much time as I wanted to my hobby – reading. I borrowed many books from the library. You won’t believe it, but about ten good books were read by me.*

*Taras: I didn’t waste time on my holidays. I went to the sports camp with my friends and had lots of opportunity for doing sports. I’m very proud that I went scuba diving. Now I know that it is the most exiting sport.*

*Helen: As I was fond of travelling, I used my holiday time for adventures and discoveries. I’ve been to many new places, seen and learned much new. I spent nearly a month at the Red Sea. It was the most memorable adventure. Many photos were taken by me and even one video film was made. Do you want to see?*

*Andrew: I went on a visit to my granny in summer. She has been living in Odessa for ten years and knows her city and its sights very well. So she was my guide and we had many sightseeing tours round Odessa. Many museums and exhibitions were visited, lots of souvenirs were bought. I got many of them for my friends.*

#### I. Multiple choice task:

1. What was Helen fond of?

- a) travelling;
- b) sport;
- c) reading;
- d) drawing.

2. Where did Helen spend nearly a month?

- a) at the Black Sea;
- b) at the Mediterranean Sea;
- c) at the Red Sea;
- d) at the Sea of Azov.

*Shcherba N.*

II. Read the text. For sentences 1-10, complete the second sentence, so that it has a similar meaning to the first sentence, using a given word. Do not change the given word.

1. I enjoyed every minute of my holiday time.

**Like**

I liked every minute of my holiday time.

2. I went to the sport camp with my friends and had lots of opportunity for doing sports.

**Playing**

I went to the sport camp with my friends and had lots of opportunity for playing sports.

3. It was the most memorable adventure.

**Unforgettable**

It was the most unforgettable adventure.

4. Many museums and exhibitions were visited, lots of souvenirs were bought.

**We**

We visited many museums, we bought lots of souvenirs.

5. I didn't waste time on my holidays.

**In vain**

I didn't spend time in vain on my holidays.

6. I'm very proud that I went scuba diving.

**Feel**

I feel very proud that I went scuba diving.

7. Now I know that it is the most exciting sport.

**Fascinating**

Now I know that it is the most fascinating sport.

7. Do you want to see?

**Would**

Would you like to see?

8. I went on a visit to my granny in summer.

**Stay**

I stayed at my granny's in summer.

9. I got many of them for my friends.

**Bring**

I brought many of them for my friends.

To p. 19

<u>Words</u>	<u>Phrases</u>
<i>Dreadlocks</i>	<i>To focus on sth</i>
<i>Punk hairstyle</i>	<i>To be shell-shocked</i>
<i>ponytail</i>	<i>To feel lack of privacy</i>
<i>hangout</i>	<i>To be up to</i>
<i>to nag</i>	<i>To dress down/up</i>
<i>greasy</i>	<i>To rock with laughter</i>
<i>scruffy</i>	<i>To be dead trendy</i>
<i>ill-fitting</i>	<i>To have to do with sth</i>
<i>recognizable</i>	<i>To feel confident about oneself</i>
<i>mate</i>	<i>To control the purse</i>
<i>matter</i>	<i>To know much about fashions</i>
	<i>To capture the essence of sth</i>

Make compounds:

dread	tail
hair	fitting
pony	out
ill	locks
hang	style
shell	shocked

*Kateryna Kulchitska,  
Maryna Dobrynina*

To p. 24-25

I. Form new words from the ones below by adding suffix *-ly*.

Define their part of speech.

casual – \_\_\_\_\_

formal – \_\_\_\_\_

bright – \_\_\_\_\_

normal – \_\_\_\_\_

bad – \_\_\_\_\_

usual – \_\_\_\_\_

real – \_\_\_\_\_

II. Define how many changes are done to form the following words.

Mark the affixes.

privacy, socialize, impossible, appearance, trainers, personality,

comfortable.

*Kropachova O.P.*

III. Read the text and find all the compounds in it, underline them, define their part of speech.

IV. Form new words from the ones on the right and fill in the gaps.

<ul style="list-style-type: none"> <li>➤ My friends mean a lot to me and I like to _____ with them.</li> <li>➤ Of course I feel lack of _____ like many teenagers as my parents also want to know what I'm up to.</li> <li>➤ It's _____ to keep anything in secret!</li> <li>➤ _____ for guys, it's not so important, but for me my _____ does matter.</li> <li>➤ In the end, though, I think the most important thing is _____; when you meet girls that's what shines through.</li> </ul>	<p>SOCIAL PRIVATE</p> <p>POSSIBLE USUAL APPEAR</p> <p>PERSON</p>
---	--

*Galina Laputko,  
Tatyana Gryban*

V. In the following sentences find and underline adjectives. Form the opposite words from the underlined ones.

1. Probably, if I'm honest, it has more to do with what my mates are wearing.
2. The main thing is to be confident about myself.
3. If you are not comfortable with what you are wearing, you don't feel confident, so I'd only wear what makes me feel good.

*Irene N.*

VI. Paraphrase the underlined word-combinations using word formation, keep the meaning of the sentence.

1. My fashion style isn't dictated, and no girl is going to tell me what to wear.
2. Probably if I'm honest, it has more to do with what my mates are wearing.
3. The main thing is to be confident about myself.

4. If you are not comfortable with what you are wearing, you don't feel confident.

*Helen Antonyukova,  
Ninel Misevytch*

VII. Choose the right variant:

1. My friends mean a lot to me and I like to ..... with them.  
a). socialize  
b). socializing
2. I feel lack of ..... like many teenagers as my parents also want to know what I'm up to.  
a). private  
b). privacy
3. .... for guys, it's not important, but for me my ..... does matter.  
a). usual  
b). usually  
a). appearance  
b). appear
4. I think the most important thing is .....  
a). personal  
b). personality

VIII. Find words with the following suffixes. What other words with these suffixes do you know?

-ous, -ian, -able, -er, -ive, -al.

*Olga Horcharova,  
Tanya Spivak,  
Natalia Khotsaya*

IX. Do the multiple choice tasks.

1. The boy says that his parents are always nagging him. What does it mean?  
a) they are always asking him about his school;  
b) they are criticizing him about his friends;  
c) they are bothering him about what he should do;  
d) they are telling him not to keep secrets.
2. Which statement would the boy agree with?  
a) it is not how you look, it is how you feel!  
b) you should dress well all the time;  
c) it is better to have nice clothes than a nice personality;  
d) personality is more important than how you dress.

3. What is the first name of the comedian described in the text?
  - a) Kevin;
  - b) Harry;
  - c) Enfield;
  - d) George.
4. How did his manner of speaking change after his 13-th birthday?
  - a) it became animated;
  - b) it became proper;
  - c) it became bad;
  - d) it became hard to understand.

*Shcherba N.*

- X. Fill in the correct form of the words in brackets:
- It was a \_\_\_\_\_ (popularity) British \_\_\_\_\_ (comedy) Harry Enfield who \_\_\_\_\_ (perfect) captured the essence of those \_\_\_\_\_ (difficulty) teenage years in his character “Kevin the Teenager”. I rocked with \_\_\_\_\_ (laugh) reading how on the eve of his 13<sup>th</sup> birthday, Kevin and his parents were counting down the seconds till midnight, when the birthday boy began to change before everybody’s eyes. His hair became long and \_\_\_\_\_ (grease); his skin broke out in spots; his clothes became \_\_\_\_\_ (scruff) and ill-fitting and he lost his ability to speak \_\_\_\_\_ (proper). “I hate you. You are ruining my life” – that’s what he shouted. Quite a \_\_\_\_\_ (recognize) character, I should say.

*Larisa Amrakhova,  
Svitlana Smetannikova,  
Victoria Sapronova*

- XI. Form nouns from the underlined words.
1. I thought I was really cool.
  2. A shop in the Kings Road in Chelsea was dead trendy at the time.
  3. My mum showed me the photo of me wearing the top and jeans and I was really shocked.

*Irene N.*

To p.27

### ***Across Cultures: Great Britain***

***Harry Enfield*** – a famous British comedian who writes and appears in his own television programmes and has invented many humorous

*characters that are stereotypes of people in British society.*

**Kings Road** – a road in London which is known for its fashionable expensive shops

**Chelsea** – an area in the south-west of central London.

**Doc Martens DMs** – trademark of plain practical shoes which are very fashionable with young people.

- I. Form adjectives or adverbs from the words in brackets:
  1. Kings Road is a road in London which is known for its ..... (fashion) expensive shops.
  2. Chelsea is an area in the south-west of ..... (centre) London.
  3. Doc Martens (DMs) is a trademark of plain ..... (practice) shoes which are very ..... (fashion) with young people.
- II. What are the ways of forming words with the opposite meaning?  
Write the opposites of the following words:

*Korniychuk Lyudmila*

To p. 37-38

### **Sharing Impressions**

*I applied for the Students Exchange program a year ago because I wanted to have an opportunity to compare what I really know about the USA with what the nation is really like. My expectations were confirmed: I got an incredible experience which promoted a better understanding of the people in general and youth culture in particular.*

*As teenagers everywhere, American teens are interested in music, movie stars, dancing, avoiding parents and schoolwork and concerned about being liked by other teens. As I like music I socialize more with those who didn't mind my likes. American teens tend to be very specific about the kind of music they like and divide themselves into small groups, depending on their taste in music. For example, right now in the US they can choose between pop, jazz, modern or classic rock, heavy metal, punk, rap, hip-hop, R&B and many other kinds of music. Teenagers identify themselves with the type of music they like, by the clothes they wear, the radio station they listen to and even sometimes by things they buy.*

*In contrast with us, most teens 17 or older own a car so they have to get a job to afford it. Going to the movies, clubs or fast food restaurants by car is very popular for teenagers but also quite costly. A common place for teens to walk or to hang out in America is a shopping mall. They stick up*

*for their mates and cheer each other up (inviting) and having fun together. I like their attitude to friends. If a friend is feeling a bit down by being bullied then his / her mate is always there for him/her as a shoulder to cry on. I appreciate it felt a bit jealous about it, because I don't have such a friend.*

*Other activities popular with teenagers in the US include playing video and computer games. Boys especially can spend tremendous amount of time doing this. They are so addicted to playing them, that got the name of the "thumb generation".*

*Talking to friends on the phone or being involved in school clubs or activities such as sports teams, journalism, to produce both a weekly newspaper and a yearbook, to design a school journal, band which plays at sports events and local parades, cheerleading student government, drama ant theatre are also widely spread.*

*I envied them heir music bands. They are really gorgeous and their music is simply beyond all expectations. It gave me the energy for many days afterwards. I really enjoyed my stay with them.*

- I. Read the article «Sharing Impressions». Circle all the pronouns, then use arrows to connect them to their referent.

*Zhylyayeva, Yulia*

II. Multiple-choice task:

1. Among the given activities choose only those that American teens are interested in:

- a) dancing;
- b) being liked by others;
- c) hitch-hiking;
- d) doing schoolwork;
- e) avoiding parents.

2. What places do American teens usually attend to have fun?

- a) movies, clubs, fast-food restaurants;
- b) schools, hospitals, factories;
- c) schools, homes, fancy restaurants;
- d) banks, supermarkets, sport centers.

*Shcherba, Natalia*

- II. Decide what part of speech has been removed, and then choose the right variant from the ones below.

As teenagers everywhere, American teens are interested in music,

\_\_\_\_\_, dancing, avoiding parents and schoolwork and concerned about being liked by other teens. I socialized \_\_\_\_\_ with those who didn't mind my likes. American teens tend to be very specific about the kind of music they like and divide themselves into \_\_\_\_\_ groups, depending on their taste in music.

- a) more
- b) movie stars
- c) play
- d) small

III. Try to decide what kind of point the writer was making in the previous sentence.

\_\_\_\_\_. My expectations were confirmed.

\_\_\_\_\_. For example, right now in the USA they can choose between pop, jazz, modern or classic rock, heavy metal, punk, rap, hip-hop, R&B and many other kinds of music.

\_\_\_\_\_. I appreciate it.

\_\_\_\_\_. Boys especially can spend tremendous amounts of time doing this.

What helped you make your choice?

IV. Read the text and put arrows between words which link sentences together. Mark the type of link:

**DM** – discourse markers (e.g. However, For example, On the contrary)

**RI** – reiteration (when the same word is repeated in two sentences, or its synonym)

**R** – reference (personal pronouns, comparatives, the article “the”, demonstratives)

**S** – substitution (the same idea is expressed in different words)

e.g. ...

I wanted to have a opportunity to compare what I really know about the USA with what the nation is really like. My expectations were confirmed.

(S)

*Zhylyayeva  
A.G. Mokina  
O.A. Zymovets  
E.M. Karpenko*

To p. 44

*At the age of 10 my mother brought me to a sports school ... I*

*met my future friends. I was not much of an athlete ... I came there. I was very shy and my parents decided that I should be involved in some sport activities and chose the basketball school for me ... experienced sportsmen started their career. It was the time ... basketball was dead trendy. I still remember my first trainings ... all members of my group laughed at my poor efforts. But I liked that place ... I felt I could share my interests with others.*

I. Multiple-choice task:

1. Where did the girl meet her future friends?
  - a) at sports school;
  - b) at the secondary school;
  - c) at the stadium;
  - d) at the restaurant.
  
2. Why did the girl's parents decide that she should be involved in some sport activities?
  - a) because she was friendly;
  - b) because she was shy;
  - c) because she was physically fit;
  - d) because she was cruel.
  
3. What age was the girl brought to the sports school?
  - a) 4;
  - b) 6;
  - c) 8;
  - d) 10.

*Shcherba, Natalia*

To p. 47

*I love companies, because I love to be in the center of attention. Some people think that I'm a show-off. But it's not true. I just love being with people, all dressed up and having a good time. At parties I sing rap and I'm always in good mood. I'm a real party person.*

*I can't stay away from discos and parties, because it's my idea of a great evening out. I tend to be very specific about dancing music and I put on clothes I feel confident about. Since the last party was, I have been learning how to dance waltz. And now I'm quite good at it. I feel I can be a real hit as a dancer.*

*I hate being on my own, that's why I spend a tremendous amount of time with my friends. We hang out in the park or elsewhere and make the most of our time. Being together is a great fun!.*

I. Multiple-choice task:

1. To be in the center of attention means:

- a) to be a show off;
- b) to be a leader of the company;
- c) to be in a good mood;
- d) to be good at something.

2. To 'hang out' means:

- a) to be in the center of attention;
- b) to be in a good mood;
- c) to spend time together with friends;
- d) to hate being on one's own.

3. To dress up means:

- a) to be dressed in a costume for a masquerade;
- b) to be officially dressed;
- c) to be dressed nicely when going out;
- d) to be untidily dressed.

*Scherba, Natalia*

To p.48-49

*1. They are opposed to values, norms and materialism in the society. They express in loud and violent music, lyrics which frequently contain oppositional themes (anti-romantic love songs, anti-parents, anti-police etc.), strange clothing and hair of unusual colours. This movement in music and fashion became popular mainly in Britain with groups such as “The Sex Pistols” and “The Clash. Their music expressed anger against society and fashions. They introduced torn clothes, safety pins and striking brightly colour hair.*

*2. They don't confirm to society's, standards, showing this by dressing in unusual clothes, having long hair and living in groups together like families called “communes”.*

*For them living means accepting others as they are, giving freedom to do as one pleases and to go where the flow takes you. They were also called “flower children”, because they believed in peace and love. They were well spread all over Europe, but their centre was in San Francisco, which they found more important than military or commercial activities.*

*They strongly believed that if enough people shared their ideas, wars would stop and the world be a better place.*

*As punk faded they became a subculture in their own right. With startling white make-up, black or purple hair, black lipsticks and fingernails, these young people certainly stand out in the crowd. They see the world as a dark place and like it that way.*

*4. They are unhappy with the society in which they are growing up. But they don't want to follow the usual routes of teenager rebellion. Instead they have chosen a clean healthy approach to life to better themselves and the world in which they live. Originally, being a member of this group means that you don't drink, smoke or take drugs. They participate in animal rights protests, follow a vegetarian diet and are involved in environmental and political issues and protest. A tidy appearance is popular with baggy trousers and T-shirt. Tattoos are a popular statement of their membership. As are pierced ear lobes with large holes.*

I. Multiple choice task:

1. How do young people described in extract 1 express themselves?

- a) in loud and violent music;
- b) in hair of black colour;
- c) in speaking foreign languages;
- d) in a low voice.

2. Why have teenagers described in extract 4. chosen a clean healthy approach to life?

- a) to avoid illnesses;
- b) to become better;
- c) to be active;
- d) to express themselves.

II. Look at the pictures next to the articles about various youth subcultures. In which of the texts do you expect to find the following sentences?

- A. As are pierced ear lobes with large holes.
- B. This subculture supported healthy way of life and celebrity.
- C. Instead they have chosen a clean healthy approach to life to better themselves and the world in which they live.
- D. They were also called “flower children”, because they believed in peace and love.
- E. They introduced torn clothes, safety pins and strikingly bright colour hair.

III. Restore the article. Underline the words which helped you do it.

Instead they have chosen a clean healthy approach to life to better themselves and the world in which they live.
They are unhappy with the society in which they are growing up.
A tidy appearance is popular, with baggy trousers and T-shirt.
Originally, being a member of this group means that you don't drink, smoke or take drugs.
As are pierced ear lobes with large holes
But they don't want to follow the usual routines of teenage rebellion.
Tattoos are a popular statement of their membership.
They participate in animal right protests, follow a vegetarian diet and are involved in environmental and political issues and protest.

IV. Read the articles. Choose the sentences (A-E) for each gap. There is one extra sentence that you do not need to use.

*Gordeyeva A.V.*

V. Form as many derivatives as possible from the words in the chart:

interest	contribute	differ
organize	active	
appear	dress	move

VI. Which parts of speech do the following words belong to? Mark all the affixes.

movement –	violent –
frequently –	oppositional –
materialism –	mainly –
strikingly –	safety –

VII. Use the word in brackets to form a new word with which to fill the gap.

They are ..... (happy) with the society in which they are growing up. But they don't want to follow the usual routes of teenage ..... (rebel). Instead they have chosen a clean ..... (health) approach to life

to better themselves and the world in which they live. .... (origin), being a member of this group means that you don't drink, smoke or take drugs.

*Kateryna Kulchitska,  
Maryna Dobrynina*

VIII. Find in the text derivatives, define their parts of speech.

IX. Find in the text words:

- with the prefix *un* \_\_\_\_\_
- with the suffix *-ly* \_\_\_\_\_

Give your examples of words with the prefix *un-* and the suffix *-ly*.

*Oleg Sukmanjuk,  
Sergey Ndorenko*

X. Make up antonyms with the help of prefixes:

- romantic –
- usual –
- popular –
- accountable –
- important –

XI. Choose the right ending to form a new word. Define part of speech of the new words.

◆ popular	a). <i>-er</i> b). <i>-y</i> c). <i>-ity</i>	_____
◆ origin	a). <i>-al</i> b). <i>-tion</i> c). <i>-ful</i>	_____
◆ free	a). <i>-ment</i> b). <i>-dom</i> c). <i>-ate</i>	_____

XII. Substitute the odd form of the word by its correct derivative.

1. They expression themselves in loud music, lyrics which frequent contain opposition themes.
2. This move in music became popularity in Britain.

3. But they don't want to follow the usually routes of teenage rebellion.

*Victoria Baklanova,  
Oxana Dzhygyrey*

XIII. Make up antonyms to the given words:

- freedom –
- frequently –
- unusual –
- important –
- popular –

XIV. Form as many derivatives as possible from the following words:

- commercial –
- cloth –
- accept –
- act –
- move –
- political –

*Alla Logvinova,  
Liudmila Stotska*

XV. Determine which part of speech is needed for the gap in each sentence. Look at the words on the right (typed in capital letters), add appropriate affixes to these words and fill in the gaps.

<p><i>Text 4</i></p> <ul style="list-style-type: none"> <li>➤ They are _____ with the society in which they are growing up.</li> <li>➤ Instead they have chosen a clean _____ approach to life to better themselves and the world in which they live.</li> <li>➤ They _____ in animal rights protests, follow a vegetarian diet and are involved in _____ and _____ issues and protest.</li> </ul>	<p>HAPPY</p> <p>HEALTH</p> <p>PARTICIPATION</p> <p>ENVIRONMENT</p> <p>POLITICS</p>
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XVI. In Text 1 find nouns and adjectives which were formed from the following verbs:

to move – \_\_\_\_\_  
 to save – \_\_\_\_\_  
 to strike – \_\_\_\_\_

Gordeyeva,  
 Hretchuho

**Unit 2. We and the Environment**

To p. 60 – 61

<u>Words</u>	<u>Phrases</u>
Nuclear power station	To cut down
Rainforest	To throw waste
To pollute (air, land, water)	To become environmentally educated
Acid rain	To emit smoke into the air
Deforestation	To unite efforts against sth
Global warming	To disturb the natural balance
Glacier	To be to blame for sth
To contaminate	To protect sth from sth
Poisonous substance	
Mammal	
Unrestricted	
Water vapour	
To threaten	

I. Define the part of speech of the following words:

	<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
pollution	+		
deforestation			
warming			
unrestricted			
threaten			
global			
environmentally			
education			
natural			
educate			
protect			

II. Define the suffixes and prefixes which were used for the word-formation of the following words:

	<i>Suffix</i>	<i>Prefix</i>

pollution	– tion	
global		
poisonous		
unrestricted		
threaten		
education		
environmentally		
natural		

III. Find mistakes. Write the words correctly.

- |                   |                    |
|-------------------|--------------------|
| pollution –       | threaten –         |
| globalness –      | educationer –      |
| poisonous –       | environmentalful – |
| disunrestricted – | naturally –        |

*Aliona Omelchenko,  
Lysianyuk Olena*

To p. 63-64

*Most of the talk these days is about global warming. A major report on global warming has warned that average world temperatures may rise by several degrees in the next century, due to the build-up of “greenhouse gases” in the Earth’s atmosphere. As the Earth gets hotter, the ice caps and glaciers may melt and sea levels may rise. It’s time for action before we’re all sunk! Let’s become environmentally-educated.*

*(the National Geographic)*

*Every year more and more plants and animals disappear never to be seen again. In many lakes and rivers fish are dying and some lakes have no fish at all.*

*Trees are also in serious danger. This new danger attacks all trees like oak, beech and birch as well as fir tree and pine. First the branches turn yellow and brown. Then the trees’ needles or leaves fall. The roots and the trunk shrinks. Finally the trees die.*

*What is killing fish and trees? The problem is acid rains. Factories, power stations and cars emit tons of smoke into the air. The smoke contains substances which mix with water vapour in atmosphere and form acid. Sunlight turns these acids into poisonous oxidants which fall in rain. The wind carries the poisonous substances from one country to another. It must be stopped. If people of the world don’t unite their efforts against acid rains, trees and fish will die and we will too.*

*(The Times)*

*Are the trees threatened only by pollution? Is deforestation caused by pollution? In many parts of the world people are to blame for that. The great rainforests of Asia and South America are being destroyed for firewood and building material. People do not realize that a forest is more than a collection of trees. It's a complex community of plant and animal life. Trees are important because they provide home for many other plants and animals too. They protect the flowers which grow on the forest floor, provide food for insects, reptiles, birds and mammals. They protect the soil from the wind and the rain. Most important of all – the forests are the lungs of the planet. They produce the oxygen which we breathe.*

*Man's unrestricted cutting of trees disturbs the natural balance. Something must be done.*

*(The Mirror)*

**(The Times)**

I. Multiple choice task:

1. In many lakes and rivers \_\_\_\_\_ are dying at all.
  - a) plants;
  - b) bacteria;
  - c) animals;
  - d) fish.
  
2. The sunlight \_\_\_\_\_ these acids into poisonous oxidants.
  - a) turns;
  - b) gets into;
  - c) makes;
  - d) dries.

II. Use the word at the end of each gap to form a new word with which to fill the gap. Make sure to take into consideration forms using various prefixes and suffixes, as well as negative forms.

1. Every year more and more plants and animals ..... (APPEAR).
2. Trees are also in serious ..... (DANGEROUS).
3. .... (FINAL) the trees die.
4. Sunlight turns these acids into ..... (POISON) oxidants which fall in rain.
5. It must be ..... (STOP).

III. Write all possible derivatives to the words in the circles, use the prompts given:

IV.

1.

.....ous in.....ed

dance

.....ly

2.

dis..... ..ance

appear

.....ly

3.

..... ..

build

..... ..

4.

noun

noun

noun

produ

adverb

adjective

adjective

*Vyzhak Iryna,  
Kolesnyk Olga*

V. Complete the chart. Form as many derivatives as possible.

noun	verb	adjective	adverb
		warm	
environment			
	act		
			finally

VI. Determine which part of speech is needed for the gap in each sentence. Fill in the gaps with the right derivatives from the words on the right.

1. Are the trees threatened only by .....	POLLUTE
2. It's time for ..... before we're all sunk!	ACT
3. What is ..... fish and trees?	KILL
4. The Earth gets .....	HOT

*Stepanenko O.V.,  
Fetisova O.V.*

VII. Find derivatives in the text, define their parts of speech and analyze the affixes' meaning.

Text 1, pg 63.

e.g.: *environmentally* – *adverb*, *suffixes -al, -ly*.

VIII. Suggest as many adjectives as possible with the help of the suffixes given.

-ful	→ joyful	-less	→ helpless
	→ helpful		→ speechless
	→		→
	→		→

IX. Define parts of speech of the following words:

disappear	environmentally	sunlight
deforestation	hotter	firewood
important	produce	rainforest

X. Form opposites with the help of prefixes and suffixes:

- appear →
- important →
- breath →
- balance →
- windy →

XI. Form as many words as possible with the help of suffixes and prefixes:

***Forest, appear, environment, fire, balance, power.***

XII. Make up new words from the ones below, as in example:

e.g.: popular → (verb) → popularize

- forest (adj.) →
- environment (adj.) →
- (adv.) →
- disappear (noun) →
- produce (adj.) →
- (adv.) →
- balance (noun) →

Trokhymchuk Tetyana,  
Diana Svintsitska,  
Eugenia Karpenko,  
Yulia Ishchenko

XIII. Change the part of speech using the instructions below:

forest	→ (noun, the process of forests' extinction) →
contaminate	→ (noun) →
pollution	→ (verb) →
poison	→ (adjective) →
restrict	→ (negative adjective) →
threat	→ (verb) →
environment	→ (adverb) →
education	→ (adjective) →
protect	→ (noun) →
emit	→ (noun) →

XIV. Paraphrase the following sentences, include the words given on the right, but keep the meaning of the sentence.

1. Global warming seriously threatens our planet. _____	THREAT
2. The level of air contamination is growing every year. _____	COMTAMINATE
3. We have proof that human activity poisons the environment. _____	POISONOUS

*Natalia Lapyuk,  
Liubov Blin*

To p. 70-71

<b>Words</b> To take out recycling To separate out garbage To preserve environment To be scared of sth To get away from it all To be a great fun of nature To bring more environmental awareness	<b>Phrases</b> To enjoy every minute of sth To become environmentally friendly To be in the piece and quiet of nature To live in harmony with nature To become green To rescue the Earth from disaster
---	--

- I. Divide the following words into groups as shown in the chart.  
Mark suffixes and prefixes.

+ suffix	+ prefix	suffix + prefix
environ <u>ment</u>		

*Environment, environmental, environmentally, recycling, awareness, friendly, greatness.*

*Kropachova O.P.*

- II. Give the original word of the following derivatives:  
recycling  
environmental  
awareness  
friendly  
relaxing

*Galina Laputko,  
Tatyana Gryban*

To p.74

### ***A Recycling Pick-up Day***

**Tim:** *Good morning, Ben. Taking out your recycling, I see?*

**Ben:** *Yes, it's a recycling pick-up day. Where are your recycling containers?*

**Tim:** *Oh, well, separating out all that garbage is such a headache, I just don't bother with it. I'm not an environment-conscious person as you are, Ben.*

**Ben:** *Tim! It's not that difficult. Even my teenage son separates his trash and you know what a lazybones he is. Recycling programs are very important for the preservation of our environment. We can't continue to pollute our country; otherwise we will have no clean areas left. We must become environmentally friendly.*

**Tim:** *Okay, okay – so much pressure! We'll start recycling this week. You can see how well we have done next Saturday. I know recycling programs have brought more environment awareness and the environmental movement has become so popular and strong in the USA.*

**Ben:** *Oh, that’s just it! But I won’t be here next weekend, we’re going on vacation.*

**Tim:** *Really? Where are you going?*

**Ben:** *We are taking a camping vacation in Yosemite National Park.*

**Tim:** *I’ve been to Yosemite. I didn’t like it. It was too crowded.*

**Ben:** *Which part did you visit?*

**Tim:** *We stayed two nights in one of the campgrounds in the valley near Half Dome. There were big crowds and a bear stole our food one night.*

**Ben:** *Well, the bears have become pretty bold in Yosemite lately. They are not afraid of cars or people anymore.*

**Tim:** *Boy, was my wife afraid! We ended up leaving a day early because she was so scared of the bears.*

**Ben:** *Well, I think you should try going some place further outside of the valley next time. Then you’ll enjoy every minute of your stay. I think it is worth it to really get away from it all sometimes and enjoy nature with nobody else around.*

**Tim:** *I guess I am just not a big fan of nature and the “great” outdoors! I hope you enjoy yourself, being in the peace and quiet of nature.*

**Ben:** *Me, too. We’ll tell you all about it when we get back and you’ll share your “recycling” experience with me.*

1. Read the text. For sentences 1-5, complete the second sentence, so that it has a similar meaning to the first sentence, using a typical sentence beginning phrase. Do not change the phrase.

1. Recycling programs are very important for the preservation of our environment.

**To**

**recycle** \_\_\_\_\_

To recycle is very important for the preservation of our environment.

2. I know recycling programs have brought more environment awareness.

**Due to** \_\_\_\_\_

Due to recycling programs, more environment awareness has been brought.

3. We can’t continue to pollute our country; otherwise we will have no clean areas left.

**It is advisable not to** \_\_\_\_\_

It is advisable not to continue to pollute our country; otherwise we will have no clean areas left.

4. I guess I'm just not a big fan of nature and the "great" outdoors!

**In my opinion** \_\_\_\_\_

In my opinion, I am not a big fan of nature and the "great" outdoors!

5. We'll tell you all about it when we get back and you'll share your "recycling" experience with me.

**On coming back** \_\_\_\_\_

On coming back, we'll tell you all about it and you'll share your "recycling" experience with me.

II. Read the text. For sentences 1-5, paraphrase the second sentence, so that it has a similar meaning to the first one, according to the given tip.

1. Even my teenage son separates his trash.

**Change the noun "trash" into a synonym.**

Even my teenage son separates his garbage.

2. We can't continue to pollute our country.

**Change the word combination "can't continue" into an antonym.**

We should stop polluting our country.

3. We must become environmentally friendly.

**Use nouns instead of the adjectives "environmentally" and "friendly".**

We must become friends with the environment.

4. Which part did you visit?

**Make the sentence Passive.**

Which part was visited by you?

5. Then you'll enjoy every minute of your stay.

**Use a synonym of the verb "enjoy".**

Then you'll love every minute of your stay.

*Kulchytska K.,  
Korniychuk L.,*

Kropachova O.,  
Karpenko E.

To p.86-87

### **Save Rare Animals!**

*Perhaps the most famous rare animals is the panda. Twenty years ago it was nearly extinct. It's even become a symbol for wildlife conservation.*

*There is a serious habitat problem because of number of reasons.*

- 1. After pollution or destruction (the natural home of plant or animals) habitats takes it many years (sometimes hundreds or even thousands) to grow again.*
- 2. Pollution and destruction change the balance of nature. Each species in a habitat (for example, wood, jungle, marsh or forest needs and helps the rest). If one animal, bird or insect disappears, all the others suffer too.*

*Habitats and animals are disappearing in Africa, Asia and Europe. Since 1947 in Britain, for example ...*

*50% of the woods have disappeared;*

*50% of the marshes have disappeared;*

*95% of meadows have disappeared.*

*And what has taken the place of these green, natural places? Houses, farms, cities, streets, roads and factories. Because of this rare species are dying.*

*There's only one way to save wild animals and wild habitats – conservation, that means protecting animals in danger by law, creating necessary conditions for their life. If this doesn't happen, many rare wild animals will soon have just one habitat – the zoo.*

*(Adapted from National Geographic)*

#### **I. Multiple choice tasks:**

1. Panda is a symbol for wildlife conservation because:

- it is nearly extinct;
- it is quite cuddly;
- it has serious problems of survival.

2. If one animal disappears, the others should\_\_\_\_\_:

- suffer too;
- leave the place;
- change the habitat.

3. What has taken the place of these green natural territories?

- houses, farms, cities;

- b) pollution and destruction;
- c) rare species that are dying.

To p.105

***Steam Iron******IMPORTANT***

- *Read the instructions for use and look at the illustrations before you start using the steam iron.*
- *Remove any sticker from the soleplate before you use the appliance for the first time.*
- *To prevent damage: check if the voltage indicated on the appliance corresponds to the local conditions.*
- *Use an earthed wall socket.*
- *Never use the appliance if it is damaged in any way.*
- *When you have finished ironing, always put the iron on its heels...*

I. Read the text and questions. Define the questions the answers to which you can find in the text.

- a) What precautions should be taken while using a vacuum cleaner?
- b) Can the appliance described be used when doing household chores?
- c) Should the instructions be followed unconditionally?
- d) Can the appliance described work on a rechargeable battery?
- e) Should the soleplate be clean before ironing?

II. Read the text and match the statements with the paragraphs in the instruction. Find the odd statements and explain why you find them odd.

- a) Check the voltage
- b) Check the socket
- c) It's safe to use the appliance outdoors
- d) The appliance is portable
- e) Study the illustrations carefully

III. Read the text and define the text addressee.

This instruction could be interesting to somebody who is:

- a) fond of labour saving devices
- b) looking for a job at home
- c) neat and tidy
- d) fond of rock-n-roll
- e) fond of house pets

Nataliya Lapyk,  
Liubov Blin

IV. Read the text and match instructions (a – d) with the text. Find the odd instruction and account for your choice.

- a) Check if your gadget has no stickers
- b) Read all the rules before using the gadget
- c) Touch the surface of your gadget to check if it’s warm enough to work
- d) Find a suitable socket

V. Read the text and match the beginning in column A with its ending in column B.

A	B
1. After reading the instructions look at...	a) ... earthed
2. Avoiding damage you should...	b) ... after ironing
3. Wall socket should be...	c) ... check if the voltage corresponds to the local conditions
4. Put the gadget on its heels...	d) ... the illustrations

Tetyana Gryban,  
Oxana Dzhygyrey,  
Victoria Baklanova

### Unit 3. Your Knowledge about the World

To p.105

#### *Time Capsule*

*Look around. I wonder what things are part and parcel of your life? What is it that you can't do without in the 21<sup>st</sup> century? I bet you'll make a long list of things which were once somebody's great inventions but by now, have become your bare necessities.*

*Buzz-buzz. The telephone is ringing. Pick up the receiver, please. You are on the phone now. You can talk to a relative or friend who is far away. It was Alexander Bell who made it possible for you by inventing an apparatus for sending or receiving sound in 1876. The telephone was big and immobile for a long time, but today there are cell-phones, that is small gadgets which you can carry and use anywhere. But don't take it for a children's game "Telephone" which is popular in many countries.*

*Have you got a travel bug? Do you feel like taking a trip? Don't*

*leave your digital camera behind. It will help you to catch the best moments of your journey to remember it by. Scientists invented the good old camera sensitive to light to make photos of people and places.*

*What is your favourite FM-radio station? Please tell me what helps you to enjoy listening to music the best – the radio, your walkman or your IPOD. They all came from an apparatus for receiving sounds broadcast through the air. Thanks to them, we have a chance to get entertained wherever we go.*

*You won't believe it, but some of the inventions were made by accident! Penicillin, for instance, the first type of antibiotic. It was Alexander Fleming, a Scottish scientist who was doing experiments with bacteria. One day one of the dishes where he was growing bacteria, got soft and green. He was about to throw it out when he noticed that the soft and green material had killed the bacteria. This discovery made him a Nobel Prize winner in 1945. I'm dead sure Fleming's invention will live far into the 21<sup>st</sup> century...*

- I. Fill in the gaps in the speech bubbles. In every bubble only one part of speech is missing.

Gliders are aeroplanes \_\_\_\_ no engines.

We \_\_\_\_ to fly and studied all the flying books.

In 1903 the \_\_\_\_ for the world's first \_\_\_\_ was designed by Orville

- II. Read the first paragraph of the text and fill the gaps. In each sentence a part of an expression is missing.

Look around. I wonder what things are part and \_\_\_\_\_ of your life? What is it that you can't do \_\_\_\_\_ in the 21<sup>st</sup> century? I bet you'll make a long list of things which were once somebody's great inventions but by now, have become your bare \_\_\_\_\_.

- III. Read the paragraph from the text and fill in the gaps with the

words from the box.

Have you got a \_\_\_\_ bug? Do you \_\_\_\_\_ like taking a trip? Do not \_\_\_\_\_ your digital camera behind. It will \_\_\_\_\_ you to catch the best moments of your journey to \_\_\_\_\_ it by. Scientists invented the good old camera sensitive to light to \_\_\_\_\_ photos of people and places.

travel make help leave feel remember go see take
--

IV. Read the paragraph from the text and fill in the gaps by translating the words.

What is your улюблена FM-radio station? Please tell me what helps you насолodжуватись listening to music the best – the radio, your walkman or your iPod. They all came from an apparatus for receiving звук broadcast through the air. Thanks to them, we have шанс to get entertained wherever we go.

V. Read the paragraph from the text and fill in the gaps. Then check your answers with the partner, who has different gaps to fill in.

You won't \_\_\_\_\_ it, but some of the inventions were made by \_\_\_\_\_! Penicillin, for \_\_\_\_\_, the first type of antibiotic. It was Alexander Fleming, a Scottish scientist \_\_\_\_\_ was doing experiments with bacteria.

You won't believe \_\_\_\_\_, but some of the inventions \_\_\_\_\_ made by accident! Penicillin, \_\_\_\_\_ instance, the first type of antibiotic. It was Alexander Fleming, a Scottish scientist who was doing experiments \_\_\_\_\_ bacteria.

*Karpenko, Eugenia*

VI. Multiple choice task:

1. When was the apparatus for receiving or sending sound invented?
  - a) 1876;
  - b) 1884;
  - c) 1902;
  - d) 1926.
2. Who invented the first type of antibiotic?
  - a) Alexander Fleming;
  - b) Alexander Bell'

- c) Alexander Popov;
  - d) Alexander Penicillin.
3. To listen to some music you can use:
- a) a washing machine;
  - b) a walkman;
  - c) a cooker;
  - d) a table lamp.

Shcherba,  
Natalia

To p. 115

### ***Talking about the TV Programme***

*The school day is over. Paul and Lucy are walking home. They are discussing the TV programme for Friday afternoon.*

**Paul:** *We are free at last! School is over. Now, it's time to play.*

**Lucy:** *Hooray! It's Friday. We can enjoy ourselves to our hearts' content. What are your plans?*

**Paul:** *I am going to a football match at 4.30 p.m. and then I am going to listen to my favourite FM radio station. And you?*

**Lucy:** *I've got a lot of to do about the house first: cleaning my room, ironing my clothes, and food shopping. Importantly, I'll have to cope with all that by 5 o'clock.*

**Paul:** *Why? Are you expecting guests?*

**Lucy:** *Not that. A new quiz show starts at 5.00 on Channel Four. I am going to watch it with my sister. I'm sure we'll both be glued to the screen.*

**Paul:** *I bet you will. What kind of quiz-show is it?*

**Lucy:** *It's a general knowledge quiz show "Mastermind". Every time it deals with different areas, you know. It is going to be about great inventions and inventors today.*

**Paul:** *That reminds me. I haven't got the TV guide for this week. What else is on TV today?*

**Lucy:** *If I'm not mistaken, there will be a humorous TV show called "Mr. Bean" around 7 p.m.*

**Paul:** *Oh? You mean that funny guy who almost never speaks and fails at everything he tries to do? I often see him on TV when I'm switching from channel to channel.*

**Lucy:** *That's him. I can't help laughing every time he gets into an*

embarrassing situation. You can almost hear people say “Well, say something! Don’t just stand there like Mr. Bean.”

**Paul:** Thanks for telling me about the show. Perhaps I’ll be back home by this time.

- I. Read conversation between two teenagers and statements below. Match the statements to the corresponding character and prove your choice.

He / She:

- a) has a lot of duties
- b) is keen on sports
- c) has a good sense of humour
- d) prefers radio to TV
- e) likes to learn from TV quizzes
- f) enjoys spending time with his/her sibling

*Anna Voloshchuk*

To p. 119

BBC1	ITV
<b>6:00</b> Business Breakfast 44343 <b>7:00</b> BBC Breakfast News (T) 66492 <b>9:00</b> Children’s BBC: Postman Pat 4791879	<b>6:00</b> Star Trek: The Next Generation Starship Mine (T) (S) (R) 258121
<b>9:15</b> Blue Peter Special (T) (S) (R) 680492 <b>9:45</b> Total Eclipse: Live (S) 55041X21 <b>11:30</b> Telequest (S) 2891	<b>6:45</b> International Athletics (S) Live coverage of the one-day Weltklasse meeting in Zurich, fifth in the season’s Golden League series, presented by Roger Black. 81378817 <b>6:00</b> GMTV 4213072 <b>9:25</b> Trisha Gold (T) (S) (R) 9888633 <b>10:30</b> ITV News Headlines (T) 1600188 <b>10:35</b> FILM: Lost In Yonkers (Martha Coolidge, 1993) (T) (S) 40s-set comedy drama ably adapted from Neil Simon’s Pulitzer prize-winning stage play, with Richard Dreyfuss. 93402140 <b>12:20</b> Central News 011952409 <b>12:30</b> ITV Lunchtime News (T) 6862275
<b>12:00</b> BBC News: Regional News And Weather (R) 7352445 <b>12:05</b> Alley’s Barbecue Bible (T) (S) (R) 8756695 <b>12:35</b> Lion Country (S) (R) 6836850 <b>1:00</b> BBC News (T) 76879 <b>1:30</b> Regional News And Weather (T) 51045362 <b>1:40</b> Neighbours (T) (S) 59385782 <b>2:05</b> Ironside (R) 6683966 <b>2:55</b> Can’t Cook, Won’t Cook (T) (S) 6949188 <b>3:25</b> Children’s BBC: Little Bear 8680904 <b>3:45</b> Starhill Ponies (S) 5196343	

- I. Read this fragment of a TV guide and define the target audience of each channel. Find the statements that could match both channel guides. Account for your choices.

The programs of this channel will be interesting to those who:

- a) are interested in current news
- b) enjoy watching TV series
- c) appreciate classic movies
- d) are fans of sports events
- e) wouldn’t mind watching cartoons

Larysa Amrakhova,  
Svitlana Smetannikova  
Anna Voloshchuk

То р. 128

*Are you tired of switching from channel to channel? Looking for sometimes special? Wishing to see a programme to your taste? Then, here is what you need to know before you become a couch potato:*

*Soap opera is the most popular form of television programming in the world today. It is a story about the lives of ordinary people who live in the same street or town. It is on TV three times or more each week. It comes in half-hour episodes. We call them soap operas (or soaps) because in the US they were first paid for by companies who made soap. Viewers are glued to the screen because they can feel real worries and hopes of real people. This week you get an excellent chance to enjoy the BBC's EastEnders.*

*Animated cartoon is a film made by photographing a series of pictures, clay models, etc. It can be short or long. It was Walt Disney who made the first long cartoon film - "Snow White and the Seven Dwarfs". It's a traditional children's story about a beautiful princess and seven very small people who saved her life in a forest. You 'll be hypnotized by Dopey, Doc, Sneezzy, Bashful, Sleepy, Grumpy and Happy on Saturday afternoon.*

*American musical is a unique form of a TV music programme. It combines song, dance, comedy and drama. Among the most successful musicals ever written is CATS by Andrew Lloyd Webber. It has been seen by millions of people. Don't miss your TV chance on Friday evening. We are sure that no daily routine will drag you away from the screen. We wish you to enjoy every bit of it.*

*Video workout is a series of fitness programmes on TV produced by stars, such as Jane Fonda and Cindy Crawford which you can watch and take part in at home. Do your parents complain about you being a couch potato? Then jump at the opportunity to spend time watching television usefully for your health. Do join us in the "fitness craze" every morning!*

I. Read the text and questions. Define the question(s) that can't be answered.

- a) Why are soaps and cartoons popular?
- b) Can you watch soaps and cartoons on TV?
- c) Who made the first cartoons and soaps?

II. Read the text and statements (a – e). Exclude the statements that do not belong to the text.

- a) Many people are crazy about soaps
- b) Cartoons are for children
- c) Soap operas are about historical events
- d) Cartoons can be made with the use of different techniques
- e) Different channels broadcast soaps.

III. Read the texts and match the questions (a – d) with these texts

- a) How many times a week can you watch soap operas?
- b) Who made the first cartoons?
- c) What are soap operas about?
- d) What is a traditional children's story?

*Tamara Voznyuk,  
Iryna Sykhorukova,  
Anna Voloshchuk*

To p. 131

*Dear Editor,*

*After February 17, 2009, all fuel-power TV stations must switch to broadcasting only in digital. I would like to suggest how residents need to prepare for the digital TV transition.*

*If an individual uses a rooftop antenna with their analog TV, they must take action to be prepared for the digital TV transition. They have options including buying a converter box; connecting the TV to cable, satellite or other pay service; or getting a TV with a digital tuner.*

*In closing, I encourage your readers to learn more about the digital TV transition by visiting [www.DTV2009.gov](http://www.DTV2009.gov).*

*Sincerely,*

*John Glew*

*Thornbrough, Buckingham*

I. Read the letter and fill in the table:

content items	language items
greeting	Dear Editor,
reason for writing	
describing a problem	
pre-closing	
closing	

II. Compile the table to write your own letter to the Editor after reading a review of your favorite TV show.

content items	language items
greeting	Dear Editor,
reason for writing	
describing a problem	
pre-closing	
closing	

*Zhylyayeva Yulia*

To p. 139

<b>Words</b>	<b>Phrases</b>
Vet	To follow one's dream
Mechanic	To follow sb's profession
Technician	To get training and certification
Hairdresser	To get a certificate
Barber	To be better suited as ... than
Minimum wage job	To make a good salary
Lawyer	To make a good doctor/teacher
Account	To reach a goal
Salary	

I. Make up new words from the ones below, as in example:

*express* → (noun) *expression*

*popular* → (verb)

technique → (adjective)  
 account → (adjective)  
 law → (noun)  
 importance → (adjective)  
 profession → (adjective)

Victoria Baklanova,  
 Oxana Dzhygyrey

II. Use the word in bold to form a noun which means a profession.

<b>hair</b>	→	<b>account</b>	→
<b>law</b>	→	<b>technic</b>	→
<b>music</b>	→	<b>novel</b>	→

Trokhymchuk Tetyana,  
 Diana Svintsitska,  
 Eugenia Karpenko,  
 Yulia Ishchenko

Unit 4. Preparing for the Future

To p. 157

<p><b>Name:</b> Lisa Varden  <b>Education:</b>                  completed the 5<sup>th</sup> form  <b>Work experience:</b> I haven't any except babysitting for my mum I'd like to work as I want to contribute to my family income.  <b>Skills:</b> I'm not very advanced academically, but my friends say I'm quite sociable.</p>	<p><b>Name:</b> Phil Brown  <b>Education:</b>                  completed the 5<sup>th</sup> form  <b>Work experience:</b> I have repairing my dad's car but I haven't got a driving license.  <b>Skills:</b> I like working with machines and have good knowledge of cars.</p>	<p><b>Name:</b> Roy Collins  <b>Education:</b>                  completed the 5<sup>th</sup> form  <b>Work experience:</b> I've been helping at my dad's office: received telephone calls, made photocopies.  <b>Skills:</b> Good knowledge of Microsoft Word and Excel.</p>
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I. Read the text. For sentences 1-7, complete the second sentence, so that it has a similar meaning to the first sentence, using a given phrase. Do not change the given phrase.

1. I haven't any except babysitting for my mum.

**I have** \_\_\_\_\_

I have none except babysitting for my mum.

2. I'd like to work as I want to contribute to my family income.

**My dream** \_\_\_\_\_

My dream is to work as I want to contribute to my family income.

3. I'm not very advanced academically, but my friends say I'm quite sociable.

**Studies** \_\_\_\_\_

I'm not very advanced in studies, but my friends say I'm quite sociable.

4. I've been repairing my dad's car but I haven't got a driving license.

**My dad's car** \_\_\_\_\_

My dad's car has been repaired by me but I haven't got a driving license.

5. I like working with machines and have good knowledge of cars.

**Crazy about** \_\_\_\_\_

I'm crazy about working with machines and have good knowledge of cars.

6. I've been helping at my dad's office: received telephone calls, made photocopies.

**Great assistance** \_\_\_\_\_

I've been of great assistance at my dad's office: received telephone calls, made photocopies.

7. Good knowledge of Microsoft Word and Excel.

**Obtain** \_\_\_\_\_

I obtain good knowledge of Microsoft Word and Excel.

*Radyshyevska Maria*

- II. Read the text and questions (a – c). Choose the question(s) the answers to which you can find in the text.

- a) Does Lisa do well at school?  
b) Does Lisa have a big family?

c) Does she have a pet?

III. Read the text and topics (1 – 4). Match the pieces of information with the corresponding topics.

- 1) Communication with friends
- 2) Earning money
- 3) Work experience
- 4) Excellent babysitter

IV. Read the 3 texts and match the questions (a – e) to them. Define the odd question and say which text characteristics helped you make the right choice.

Which of these texts:

- a) deals with office work
- b) gives the reason for applying for the job
- c) tells about one’s likes and dislikes
- d) explains why education is important
- e) describes one’s academic achievements

V. Read the 3 texts and match the characteristics (a – e) with the corresponding applicant. Define the odd characteristic and give your reasons for it.

This person:

- a) loves children
- b) is interested mainly in money
- c) cares about friends
- d) helps the family
- e) enjoys studying

VI. Read the 3 texts and items (a – e) that define the target reader. Match each item with the corresponding text and account for your choice.

This text is addressed to someone who:

- a) is fond of car racing
- b) is an HR manager
- c) works as a teacher
- d) is looking for a job
- e) wants to hire a teenager

*Anna Voloshchuk*

To p.158

*I don't have high "A" levels to go to a good university and I also don't think my family can afford the fees. My parents really need me to contribute to the family income. My teachers recommended trying a job in a company which may want me to do certain courses for my position so I could develop and get a promotion. I think it's a good idea. If my job doesn't offer any training or opportunities for me to study and work, at least I will get experience. Hopefully, I will be able to save up some money so that I could then go to university. And if the worst comes to worst and I really don't enjoy my work and want to get back to studying, I can always get a student loan that I pay back later.*

*... I went to college until I was 18. I passed my A-levels, then went surfing around the world on what they call a "gap year". You are allowed to do it – in fact you are told that future employers love it because it means you have done something interesting, shown your independence and have something original to talk about in your job interview. But once the gap year is over, you must start serious work – start earning money and making plans for the future.*

*I'm now on my fourth "gap year" and I'm happy. Every summer I work as a beach lifeguard in Cornwall where thousands of people go for their summer holidays. I don't earn a fortune but my life is rich. I wake up every morning and see the ocean. I can surf every day, if there are waves. Surfing is the one thing in my life that truly makes me happy. So that's what I'm going to do. I'll base my life around it in every possible way. I want to do exactly what I'm going right now. I don't want to see the world in the movies or read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow in anyone's footsteps.*

*... Having been a fan of detective stories, I was keen on learning more and had an ambition to become a lawyer. After my GCSEs I didn't know which way to turn but I suppose I really wanted to find out if I was suited to this profession.*

*To begin with, I started looking for a job in a law firm. I put my CV together, made lots of copies and posted them to as many law firms as I could find. I knew that all I could do was basic office duties, such as what an office junior or a runner would do, but at least I would be getting experience and finding out if I liked this working environment. So I was accepted as an office junior at a law firm only a 15-minute bus ride from my house.*

*I loved it. I was seeing for real how cases were solved, how evidence was gathered in the whole process. I learnt it was very hard*

*work but the rewards were worth it. I could see that this job answered all the traditional requirements: job satisfaction, career possibilities, good working conditions and stability. This assured me that I wanted to go into this profession.*

I. Read the text and statements (a – e). Match the statements that contradict the text content with the text and explain your choice.

- a) He has high grades and can go to a good university
- b) His family can afford the education fees
- c) His teachers recommend him going to the factory
- d) He is interested in getting job experience
- e) He doesn't want to go back to studies

*Anna Voloshchuk*

II. Put the sentences into the correct order. Underline the words which helped you make your choice. Find one case of reiteration, reference, conjunction, discourse marker as means of linking the sentences in the text.

*My teachers recommended trying a job in a company which may want me to do certain courses for my position so I could develop and get a promotion.*

*And if the worst comes to the worst and I really don't enjoy my work and want to get back to studying, I can always get a student loan that I pay back later.*

*I don't have high A-levels to go to a good university and I also don't think my family can afford the fees.*

*I think it's a good idea.*

*My parents really need me to contribute to the family income.*

*If my job doesn't offer any training or opportunities for me to study and work, at least I will be able to save up some money so that I could then go to university.*

*Oksana Dzhygyrey  
Victoria Baklanova*

III. Some sentences are missing from the text. Choose the best sentence for each gap in the text.

I can surf every day, if there are waves. (1)\_\_\_\_\_.  
So that's what I'm going to do. I'll base my life around it in every possible way. (2)\_\_\_\_\_. i don't want to see the world in the movies or read about it in books.

(3)\_\_\_\_\_.

- a. I really wanted to find out if I was suited to this profession.
- b. I want to see it myself, smell it, hear it and feel it.
- c. Surfing is the only thing in my life that truly makes me happy.
- d. I want to do exactly what I'm going right now.

*Nesvirska Tetiana*

To p. 160

***Across Cultures: Great Britain***

***GCSE*** – *General Certificate of Secondary Education; a school examination*

*in any of a range of subjects, usually taken at the age of 16 in British schools.*

***“A”-level*** – *an examination in a particular subject which students in England and Wales take when they are 18. Students usually need to pass at least three “A levels” in order to go to University.*

***student loan*** – *a method of paying or education in which students at universities and colleges borrow money from banks and repay it when they begin work after completing their studies.*

***Cornwall*** – *a country in SW England which is a popular place for tourists and for people who enjoy surfing.*

***Gap year*** – *a year between finishing school and starting university*

I. Read the 5 texts and match the questions (a – f) to them. Define the odd question and give your reasons.

Which text:

- a) advertizes a place of tourists' attraction?
- b) is about a certain period of time?
- c) offers a way to pay for the education?
- d) explains the exam type?
- e) reports on recent public events?
- f) suggests the ways to make good money?

II. Match the 5 texts with the items (1 – 6) that define the text addressee. Find the odd item and account for your choice:

This text could attract the attention:

- a) sportsmen
- b) students
- c) pupils
- d) school graduates
- e) bankers

*Lyudmyla Korniychuk,  
Anna Mokina,  
Anna Voloshchuk*

To p.173-174

**Family Traditions      The Career Choosers      Live and Learn**

*I always wanted to work. I had dreams of earning my own money and I had ambition. When I left school I didn't think about higher education. All I wanted was to go out into the world, feel independent and start working. I compiled my CV and sent about 20 copies to local super markets, coffee shops, offices, restaurants, etc.*

*I got a part-time job in a coffee shop. I stocked the shelves with food products, washed up. It wasn't backbreaking, but challenging either. It was monotonous, so after 2 weeks I was bored and was not getting any satisfaction. I tried about 6 other jobs but I didn't fit in. Then my dad offered me a job to help him out at the newspaper office. He is an editor, you know, and was getting very busy and needed some extra help. When I started out I was a runner, but I learned quickly how to make a paper. I helped to take pictures and deliver films, made some designing of web-pages and I realized I was enjoying the job. I was helping the staff, making friends and feeling useful. Now that's job satisfaction. I've got a promotion.*

*Now I am a newspaper photographer now and feel proud to follow in father's footsteps.*

*As you can see, it took me a while to find and understand what I really wanted for a career. For some people choosing a career is the easiest choice. My younger brother knew he wanted to be an architect at the age of 10*

*In today's job market you need to take these same steps for your professional development. Take a fresh look at your skills, determine your many talents, examine your personal values, polish your skills. Try to see where you need to make improvements.*

*Here are some tips for you.*

**- Learn more through studying.** College, university, continuing education course, on-line course — this will help you add to your skill set and illustrate that you are a life-long learner.

- **Help others and help yourself.** Offer to help out: social action committee, hospital, social service organization, school, work with children, museums. This will help you develop a broader network of friends and acquaintances and an opportunity to give back to community.

- **Read and learn.** Visit the library, look on-line, study a subject and research an area to improve your knowledge of a subject. Read journals, books, poetry, magazines, newspapers. By reading those specific articles you become better informed.

- **Experiment!** It is fun to try something different that you haven't ever done before. It opens your mind and gives you a chance to learn and laugh. Remember how it was for the first time you mastered riding a bike.

I. Read the text. For sentences 1-10, paraphrase the second sentence so that the meaning is similar to the first one, according to the given tip.

1. Then my dad offered me a job.

**Make the sentence Passive.**

Then I was offered a job by my dad.

2. I compiled my CV and sent about 20 copies to local supermarkets, coffee shops, offices, restaurants, etc.

**Use a synonym of the verb "compiled".**

I designed my CV and sent about 20 copies to local supermarkets, coffee shops, offices, restaurants, etc.

3. I realized I was enjoying the job.

**Change the past tense into the present.**

I realize I am enjoying the job.

4. All I wanted was to go out into the world, feel independent and start working.

**Use a noun phrase "my desire" instead of the verb phrase.**

My desire was to go out into the world, feel independent and start working.

5. I've got a promotion.

**Use the noun "promotion" as a verb.**

I've got promoted.

6. For some people choosing a career is the easiest choice.

**Use the verb “to think” with the noun phrase “some people”.**

Some people think choosing a career is the easiest choice.

7. Here are some tips for you.

**Use a synonymic phrase to replace the noun “tips”.**

Here are some pieces of advice for you.

8. Learn more through studying.

**Use “Better” as a key word.**

You’d better learn more through studying.

9. Help others and help yourself.

**Use “should” as a modal verb.**

You should help others and yourself.

10. As you can see, it took me a while to find and understand what I really wanted for a career.

**Use an opposite time phrase instead of “a while”.**

As you can see, it didn’t take me short time to find and understand what I really wanted for a career.

*Radyshevska Maria*

## **Unit 5. Touring Britain**

To p.186

### ***The Glory of the Garden***

*Our England is a garden that is full of stately views,  
Of borders, beds and shrubberies and lawns and avenues,  
With statues on the terraces and peacocks strutting by;  
But the glory of the Garden lies in more than meets the eye...*

*Our England is a garden, and such gardens are not made  
By singing: “Oh, how beautiful!” and sitting in the shade,  
While better men than we go out and start their working lives  
At grubbing weeds from gravel-paths with broken dinner-knives...*

*(Rudyard Kipling)*

I. Read the poem. For sentences 1-5, complete the second sentence so that it has a similar to the first one, using a typical sentence beginning phrase. Do not change the phrase.

1. With statues on the terraces and peacocks strutting by...

**There is some truth** \_\_\_\_\_

There is some truth in statues on the terraces and peacocks strutting by...

2. But the glory of the Garden lies in more than meets the eye...

**To put it mildly** \_\_\_\_\_

To put it mildly, the glory of the Garden lies more than meets the eye...

3. Our England is a garden ...

**It should be noted that** \_\_\_\_\_

It should be noted that our England is a garden.

4. ...and such gardens are not made by singing: "Oh, how beautiful!"

**It worth bearing in mind** \_\_\_\_\_

It is worth bearing in mind, such gardens are not made by singing: "Oh, how beautiful!"

5. While better men than we go out and start their working lives...

**In the meantime** \_\_\_\_\_

In the meantime, better men than we go out and start their working lives...

II. Read the poem. For lines 1-5 paraphrase the second sentence, so that the meaning is the same to the first one, according to the given tip.

1. With statues on the terraces...

**Change the word "statues" into a synonym.**

With monuments on the terraces...

2. ...and peacocks strutting by;

**Begin your sentence with "One can see".**

One can see peacocks strutting by.

3. But the glory of the Garden...

**Use the Possessive Case with the noun "Garden".**

But the Garden's glory...

4. Our England is a garden...

**Use a synonymic verb phrase instead of “is”.**

Our England looks like a garden...

5. ... and such gardens are not made ...

**Change Passive construction into Active.**

...and they don't make such gardens...

To p. 191

1. *Each one of England's counties has its own special flavour. This comes from England's landscape, its resources and its history. There has always been something of a divide between the industrial North and the wealthier South. Every region is full of stately views, and there is a rich variety of scenery to be found in every corner of this green country.*

2. *The Downs and Channel Coast embrace Hampshire, Surrey, East Sussex, West Sussex and Kent. This is “The Garden” of England”, green and rural, with rolling Downs. It is ideal for walking: there is a network of long-distance paths through the North Downs and the South Downs. For shorter walks, this south-eastern corner of the country is full of signposts showing public footpaths across common or private land. Some signs have an acorn symbol and a yellow arrow marking public footpaths. They appear on posts, trees and stiles.*

3. *The liveliest resort on the southern coast is Brighton. It is known as “London-on-Sea”, with its famous must-sees – Palace Pier and the Royal Pavilion. The former is Palace Pie, built in 1899 out into the sea, with small buildings on it where people eat and amuse themselves. The latter is the Prince Regent's fantastic Oriental palace. If you look at its photo you will see Brighton's principal attraction today. Opposite the Royal Pavilion is Brighton Dome, an Indian-style building that once used to be George IV's stables and now is a major arts scene.*

4. *In the West County you can find Europe's most famous prehistoric monument, Stonehenge. It's a group of very large, tall stones arranged in circles. Stonehenge was built in several stages from about 3000 BC. We can only guess at the rituals that took place here, but the position of the stones leaves no doubt that the circle is connected with the sun and the passing of the seasons, and that its builders had a deep understanding of both arithmetic and astronomy. Despite popular belief,*

*the circle was not built by the Druids, before the Christian religion, - more than 1,000 years after Stonehenge was completed. Anyway, Stonehenge is a popular tourist attraction. Particularly large groups of people come every year on Midsummer Day to celebrate the summer solstice.*

5. *As you move away from London, you soon reach the countryside immortalized by the landscape painter John Constable – East Anglia. Its name comes from the Angles, the people from Northern Germany who settled here during the 5<sup>th</sup> and 6<sup>th</sup> centuries. In modern times, the area has become an important agricultural centre, and today East Anglia grows about a third of Britain's vegetables. Its town life, though, dominates the region as East Anglia is home to one of Britain's top universities: Cambridge. Cambridge University has 31 colleges, the oldest being Peterhouse (1284!) and the newest being Robinson (1979). The college buildings are generally grouped around squares and offer a superb mix of over 600 years of architecture. This is the photo of King's College Chapel I took while I was punting on the River Cam. Work on the chapel took 70 years to complete. Henry VI, who founded King's College in 1441, gave specific instructions about its size: 88m long, 12m wide and 29m high. He also decided that a choir should sing daily at services there. And you know what? This still happens in term time!*

6. *When going North, you can't miss the city of York, where Roman and Viking relics exist side by side. York is second only to London in the number of visitors that tread its streets. Indeed, walking into its centre is like entering a living museum. The glory of York is the minster (by the way, the word "minster" means a church served by monks). It was begun in 1220 and completed 250 years later. Now York Minster houses the largest collection of medieval stained glass in Britain. Jorvik, the Viking City, is built on the site of the original Viking settlement uncovered by archeologists. It is most famous for recreating the lifestyle of the Viking world of the 10<sup>th</sup> century. Interestingly, York's tiniest street has the city's longest name – "Whip-ma-whop-ma-gate" – which dates from Saxon times and means "neither one thing nor the other".*

I. Decide which part of speech is missing from the text. For gaps 1-4 choose the answers a-e.

1. Each one of the England's counties has \_\_\_\_ own special flavour. This comes from England's landscape, its resources and its history. There has always been something of a divide \_\_\_\_\_ the industrial North and the

wealthier South. Every region is full of \_\_\_\_\_ views, and there is a rich variety of scenery \_\_\_\_\_ in every corner of this green country.

- a. stately
- b. between
- c. developed
- d. its
- e. to be found

II. The Downs and Channel Coast embrace Hampshire, Surrey, East Sussex, West Sussex and \_\_\_\_\_. This is «The Garden of England», green and rural, with rolling Downs. It is ideal for \_\_\_\_\_: there is a network of long-distance paths through the North Downs and the South Downs. For shorter walks, this south-eastern corner of the country is \_\_\_\_\_ signposts showing public footpaths across common or private land. Some signs have an ancorn symbol and a yellow arrow marking \_\_\_\_\_ footpaths. They appear on posts, trees and stiles.

- a. full of
- b. etc.
- c. public
- d. Kent
- e. walking

*Zhylyayeva Yulia*

To p. 193

**Hampshire**

**Surrey**

**East Sussex**

**West Sussex**

**Kent**

*counties of South Englan*

**The Prince Regent** – the son of George III of Britain who acted as king from 1811 to 1820 because his father was mad. The Prince Regent later became King George IV.

**The Druids** – ancient Celtic religious group that flourished in Britain around 250 BC.

**Constable, John** (1776-1836) – an English painter known especially for his paintings and drawings of East Anglian scenery. His landscape “The Haywain” is one of the most famous British paintings.

**Henry VI (1421-1471)** – an English king. During his rule there was great dissatisfaction with the government. This led to the Wars of the Roses, in which Henry was finally murdered.

**Viking** – a man belonging to a race of Scandinavian people who attacked, and sometimes settled along, the coasts of Great Britain from the 8<sup>th</sup> to the 10<sup>th</sup> century. The Vikings are known for their skill in building ships and their sense of adventure.

**Saxon times** – the time period in the 5<sup>th</sup> century when Saxons, members of the German group, came to live in England.

I. Read all the texts and match the questions (a – i) with each of them. There are 2 odd questions. Define them and give your reasons for your choice.

- a) What were Scandinavian people good at?
- b) Who acted as king in the 19<sup>th</sup> century?
- c) What British religious organization was famous in ancient times?
- d) Who was fond of landscape painting?
- e) What was the division of counties of South England?
- f) Why didn't Englishmen like Romans?
- g) What were the reasons for the Wars of the Roses?
- h) Who came to England in the 5<sup>th</sup> century?
- i) What was the name of Henry's VI father?

*Iryna Vyzhak,  
Olha Kolesnyk*

To p.205

### **Dialogue**

**Tourist:** Excuse me, Sir, can I take a picture with you, please?

**Douglas:** Sure. That's what I'm here for.

**Tourist:** Really? Do you mean you come here for people to take photos with you?

**Douglas:** Exactly. I'm Scottish, you know, and I live in Newcastle from where I drive here every day, put on my kilt, sporran and feileadh-mor and wait for tourists. That's my self-created job.

**Tourist:** Incredible! What a stroke of luck it is to see someone

*dressed as a Highlander! What part of Scotland do you come from?*

**Douglas:** *My Scottish ancestors belonged to the McDonalds, the most powerful of all the clans. They lived in the northern parts of Scotland.*

**Tourist:** *So, your heart’s in the Highlands, am I right?*

**Douglas:** *Right you are. The famous Scottish landscape has a diversity without parallel in Britain. We are in the Lowlands at the moment, it is the region of Scotland closest to the English border, further North lies Edinburgh, for your information – one of Europe’s most elegant cities.*

**Tourist:** *That’s where I’m going. I have heard so many nice things about the capital of Scotland. When an opportunity presented itself, I decided to attend the world’s largest art festival there.*

**Douglas:** *Good choice! The city was once known as “the Athens of the North”. It truly has much to offer – first and foremost, Edinburgh Castle. By the way, now it possesses the so-called Stone of Destiny, a relic of ancient Scottish kings which was seized by the English and not returned until 1996.*

**Tourist:** *Wow! I definitely plan to explore the whole Royal Mile, as the guide book puts it – “to sense the city’s medieval past”.*

**Douglas:** *And you will be on your way to the Palace of Holyroodhouse, another major attraction in Edinburgh. Now it is the Queen’s official Scottish residence.*

**Tourist:** *I hope I’ll have time for sightseeing among performers at every street corner. I’ll be staying in Edinburgh for five days and then I’ll make my way to Glasgow.*

**Douglas:** *You won’t regret it! It’s completely different from the capital. It’s a model of the industrial past, with its ironworks, cotton mills and shipbuilding. Though its Celtic name, Glas cu, means “dear green place”.*

**Tourist:** *In spite of that, Glasgow rivals Edinburgh in the arts.*

**Douglas:** *True, true. Then, make sure the Kelvingrove Art Gallery and the Burrel collection are on your visitors’ checklist.*

**Tourist:** *Wait a second, I’ll take a note of that... Thank you very much indeed. It was a real pleasure talking to you.*

**Douglas:** *Same here. Have a wonderful trip!*

I. Read part of the dialogue and fill in the gaps with words given.

- \_\_\_\_\_, Sir, can I take a picture with you?
  - \_\_\_\_\_. That's what I am here for.
  - \_\_\_\_\_? Do you mean you come here for people to make photos with you?
  - \_\_\_\_\_. I'm Scottish, you know, and I live in Newcastle from where I drive here every day, put on my kilt, sporran and feileadh-mor and wait for tourists. That's my self-created job.
  - \_\_\_\_\_. What a stroke of luck it is to see someone dressed as a Highlander!
- a) exactly
  - b) sure
  - c) incredible
  - d) are you
  - e) excuse me
  - f) really

Karpenko, Eugenia

To p.220

### **A Portrait of Wales**

1. *Long popular with British holidaymakers, the many charms of Wales are now becoming better known internationally. They include spectacular scenery and a rich original culture. Visitors come to pursue outdoor activities and experience Welsh male-voice choirs, poetry and a passionate love of team sports. Finally, there are many fine castles, ruined abbeys, and cities full of magnificent architecture.*

2. *Much of the Welsh land is covered by the Cambrian Mountains which act as a barrier from England. Wales is warmed by the Gulf Stream and has a mild climate, with more rain than most of Britain. It is ideal for climbing dramatic mountain peaks, walking in the forests, fishing in the broad rivers, and enjoying the miles of unspoilt coastline. One of Wales's splendid National Parks, the Snowdonia National Park, is the most popular tourist destination. Its main focus is Snowdon, the highest peak in Wales, whose scenery ranges from the mountainous country to sandy beaches.*

3. *Welsh cultural heritage is rich in song, music, poetry and legend. The well-known Welsh love of music comes from the ancient bards:*

*minstrels and poets, who were associated with Druids. The male-voice choirs found in many towns, villages and factories compete in eisteddfods: festivals that celebrate Welsh culture. Those who happen to be staying in Wales in the first half of July are welcome to Llangollen, a pretty town on the River Dee. Llangollen is best known for its annual international Eisteddfod. Musicians, singers and dancers are drawn there from around the world.*

**4.** *Another famous Welsh place, St. David’s, is officially known as Britain’s smallest city. Yet, it has the largest cathedral in Wales, built in the 12<sup>th</sup> century. The city has a telling name, as St. David, the patron saint of Wales, founded a monastic settlement in this remote corner of South Wales in about 550. So it was an important site of pilgrimage. Three visits here equalled one to Jerusalem.*

**5.** *Exploring big cities in Wales, such as Cardiff and Swansea, can be rewarding, too. Interestingly, Cardiff is the capital city with two focal points. The centre, with its Gothic castle, the Millenium Stadium (the house of Welsh rugby) and indoor shopping malls, is the first of these. To the south of the centre, the docklands are now being transformed into a boom-town, the second focal point. Swansea, Wales’s second city, has a traditional Welsh atmosphere. You can feel it particularly well if you decide to try Welsh food delicacies such as laverbread made from laver, a kind of sea spinach, which is mixed with oatmeal and fried in small cakes, to be served with sausage and bacon for breakfast.*

**6.** *Today tourism is being widespread in the hope that international holidaymakers will help to preserve Wales’s distinct identity.*

I. Read the text, choose the paragraph from it and design a gap fill exercise for your partner. Follow the recommendations:

- do not remove more than one word in each gap;
- it should be understandable from the context which word should be in the gap;
- make 1-2 gaps in the sentence.

Then check the answers of your partner.

*E.g. Another famous Welsh place, St. David’s, is officially known as Britain’s smallest city. Yet, it has the largest cathedral in Wales, built in the 12<sup>th</sup> century. The city has a telling name, as St. David, the patron saint of Wales, founded a monastic settlement in this remote corner of South Wales in about 550. So it was an important site of pilgrimage. Three visits*

here equalled one to Jerusalem.

Another famous Welsh place, St. David's, \_\_\_\_\_ officially known as Britain's smallest city. Yet, it has \_\_\_\_\_ largest cathedral in Wales, built in the 12<sup>th</sup> \_\_\_\_\_. The city has a telling \_\_\_\_\_, as St. David, the patron saint of Wales, founded a monastic settlement in this remote corner of South Wales in about 550. So it was an important site \_\_\_\_\_ pilgrimage. Three visits here equalled one \_\_\_\_\_ Jerusalem.

II. Read the text, try to remember as much information as possible. Then fill in the gaps in the sentences with the proper names from the box.

- The \_\_\_\_\_ act a barrier from England.
- Wales is warmed by the \_\_\_\_\_ and has a mild climate.
- The highest peak of the Snowdonia National Park is \_\_\_\_\_
- \_\_\_\_\_ has a mild climate, with more rain than most of Britain.
- One of the Wales's splendid National Parks is \_\_\_\_\_.

the Snowdonia National Park, Wales, the Cambrian Mountains,  
Gulf Stream, Snowdon

III. Read the text, try to remember as much information as possible. Then correct the information in the gaps of the sentences.

- The Snowdonia National Park act a barrier from England.
- Wales is warmed by the Snowdon and has a mild climate.
- The highest peak of the Snowdonia National Park is the Cambrian Mountains.
- Gulf Stream has a mild climate, with more rain than most of Britain.
- One of the Wales's splendid National Parks is Wales.

*Karpenko, Eugenia*

IV. Fill in the gaps: first think of what part of speech is missing, then suggest your variant, and finally, compare it with the original one in the text.

Many charms of Wales are becoming better known ... .

They include spectacular scenery and a rich original culture.

... come to pursue outdoor activities and experience Welsh male-voice choirs. Finally, there are many ... castles, ... abbeys and cities full of magnificent architecture.

V. Add word-combinations to the text for it to look original.

- beath-taking landscapes
- to take up hiking
- mecca for tourists

VI. Read A Portrait of Wales, part 5. Can you predict the idea of the next sentence after reading the preceeding one?

*Kokhanchuk,  
Logvinova*

**ПРАВИЛА ОФОРМЛЕННЯ СТАТЕЙ,**

що подаються до друку в збірник наукових праць  
“НАВЧАЙ І НАВЧАЙСЯ”

Редакція просить авторів при оформленні статей керуватись наведеними вимогами.

Електронний варіант рукопису подається на дискеті 3,5 дюйма або CD диску, набраний у текстовому редакторі Microsoft Word 97 for Windows чи пізніших версій. Формат файлу – rtf. До дискети додається підписана автором роздруковка тексту. Текст рукопису має бути перевірений коректором (філологом), а роздруковка тексту – ним підписана. Матеріал рукопису на дискеті повинен бути ідентичним роздруківці.

Параметри сторінки: формат А5, поля – 1 см з усіх боків. Сторінки без нумерації (нумеруються олівцем на звороті).

Текст набирається гарнітурою Times New Roman, 10 пунктів, без переносів. Допускається виділення фрагментів тексту напівжирним шрифтом, курсивом та підкресленням. Текст повинен бути виконаний стилем Обычный. Використання інших стилів не допускається. Необхідно використовуват прямі лапки (не парні).

Параметри абзацу: перший рядок – відступ 1,5 см, відступи зліва і справа – 0 мм, інтервал між рядками одинарний, інтервал між абзацами – 0.

Матеріали розташовуються в такій послідовності:

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- текст статті;
- список використаних джерел та літератури.

Список використаної літератури подається у порядку посилань.

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