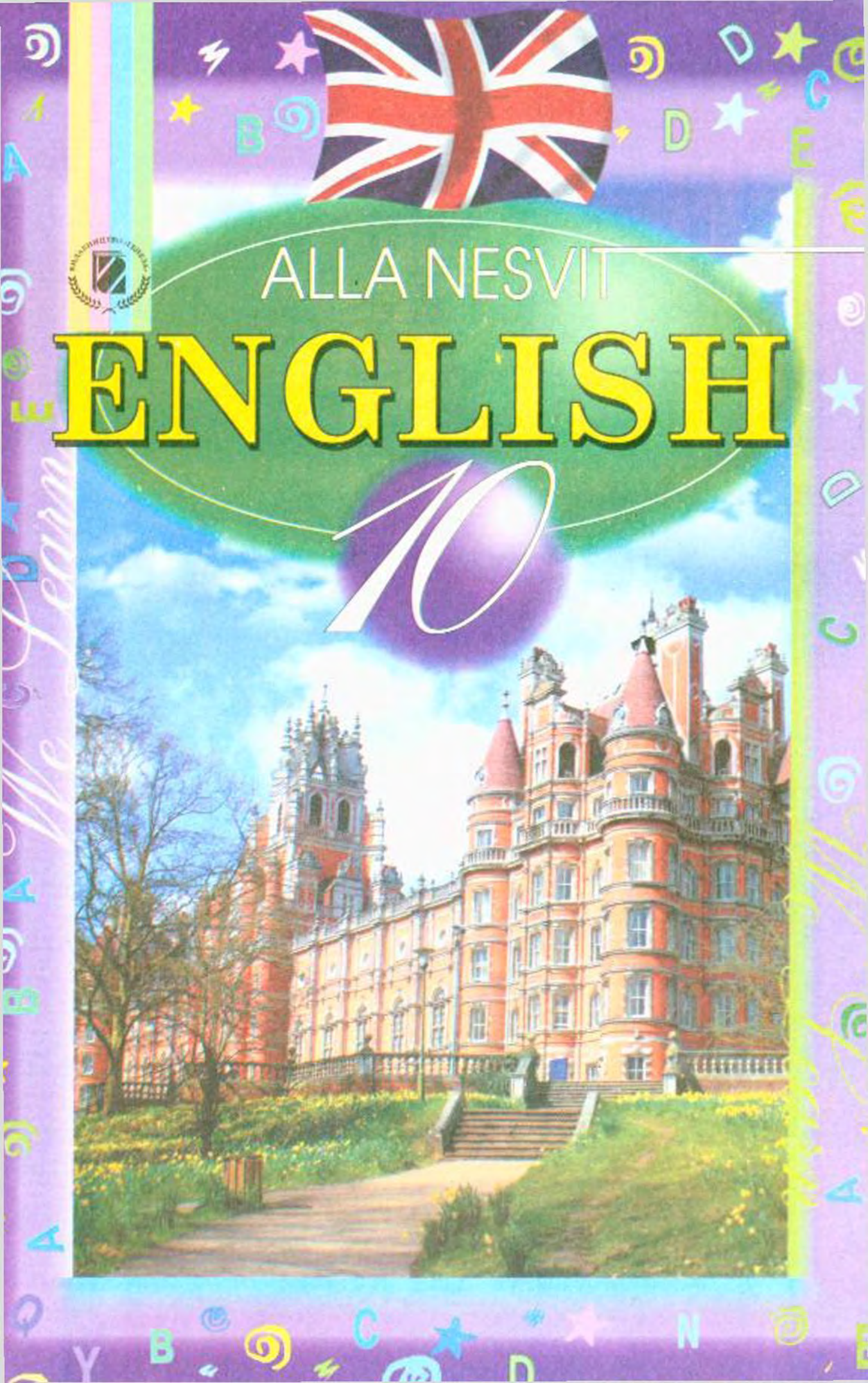




ALLA NESVIT

ENGLISH

10



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Видає за рахунок державних коштів. Продаж заборонено

Наукову експертизу проводив Центр наукових досліджень та викладання іноземних мов НАН України.
Психолого-педагогічну експертизу проводив Інститут педагогіки НАПН України.

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Підручник "ENGLISH: We Learn English" створений відповідно до чинної програми з іноземних мов і продовжує серію навчальної літератури, рекомендованої для оволодіння англійською мовою в загальноосвітніх навчальних закладах на профільному рівні.

Підручник створено на принципах комунікативності, інтегрованого розвитку всіх видів мовленнєвої діяльності: аудіювання, говоріння, читання, письма. У ньому автор дотримується загальнодидактичних принципів доступності, логічності, свідомості, активності та наочності у навчанні.

Яскраво ілюстроване видання складається з восьми розділів, побудованих за тематико-ситуативним принципом, та додатків.

Організація навчального матеріалу в розділах передбачає використання інтерактивних методів навчання.

ББК 81.2АНГ-922



Дорогі десятикласники!

Ви тримаєте в руках підручник для профільного вивчення англійської мови. Він допоможе вам розвинути ваші мовні й мовленнєві навички та вміння, отримані на попередніх етапах навчання.

Підручник складається зі вступу (Introduction) та восьми розділів (Units) основного курсу. Кожен з них присвячений темам, які вивчаються за програмою з іноземних мов. Розділи поділяються на уроки, що висвітлюють окремі аспекти основної теми. Працюючи над матеріалом уроків, приділяйте увагу вивченню нових лексичних одиниць, які подані в таблиці "Vocabulary File". Учїться пояснювати значення слів англійською мовою, використовуючи при цьому вивчені раніше слова. Працюючи над граматичним матеріалом у рубриці "Grammar Lab", звертайте увагу на використання граматичних форм у ситуаціях спілкування.

Рубрики "Listening Lab", "Reading Lab", "Conversation Lab", "Writing Lab" присвячені розвитку вмінь з чотирьох видів мовленнєвої діяльності (аудіювання, читання, говоріння та письма) та пропонують завдання в сучасному форматі. У кожному розділі подано рекомендації щодо виконання різних видів письмових завдань ("Writing Lab") та виконання проектних завдань ("Project Work"). Працювати над проектами розпочинайте на початку вивчення розділу. Оберіть тему, розподіліть ролі у групі, обговоріть зібраний матеріал. Мета підготовки проекту – якомога більше спілкуватися іноземною мовою, що вивчається, тому в процесі роботи використовуйте англійську мову при обговоренні зібраних матеріалів та спілкуванні з товаришами. До кожної теми представлено два проекти на вибір, один з них (Project B) пов'язаний з лінгвістичним дослідженням.

Також у підручник включено рубрику "English Beyond the Classroom", в якій запропоновано завдання на спостереження за англійською мовою, пошук автентичних зразків мовлення, використання вивченого в нових ситуаціях.

Останні уроки кожного розділу допоможуть вам узагальнити вивчене з теми. Тестові завдання, включені в них, подані в сучасному форматі та спрямовані на розвиток ваших умінь з аудіювання, читання, говоріння та письма.

Підручник також містить додатки. Це граматичний довідник та тексти аудіозаписів. Список неправильних дієслів ви знайдете на форзацах.

Якісне знання іноземної мови – крок в успішне майбутнє, можливість відчувати себе справжнім громадянином світу, який відчувається як удома в будь-якому куточку нашої планети, можливість знайти нових друзів далеко за межами нашої країни, дізнатися про їхнє життя і культуру та розказати їм про свою Батьківщину та ваше життя.

Плануйте свою навчальну діяльність, учіться працювати з довідковою літературою та словниками.

Успіхів вам!

З повагою,
автор

These are the signs which will navigate you on your journey:

The Pictogram	Its Meaning
	Develop Your Listening Skills
	Develop Your Reading Skills
	Develop Your Speaking Skills
	Develop Your Writing Skills
	Homework
	English Beyond the Classroom

Introduction

Making Progress

in Learning

English



Parents & Public Schools



Lessons 1-2

Making Progress in Learning English

1. Read the list of activities. Say which of these are essential if one wants to be successful in learning a language (choose at least three).

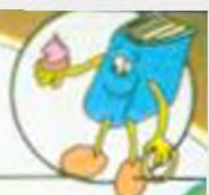
doing homework meeting new people
having an interesting textbook
expanding somebody's vocabulary
understanding your needs and interests
getting valuable communicative practice
working with a teacher/a private tutor
learning about other people's culture
developing useful learning methods
practising grammar
interacting with other people

2. a) Look at the photos and match them to the names of the language skills from the box given below.

speaking listening writing reading



Making Progress in Learning English



1 b) Listen and read the conversation. Say which language skills the teenagers are going to improve this year.

Ann: What are your study plans for this year, Dan?

Dan: I understand everyday English, but my vocabulary needs to expand so that I can understand a wide range of subjects, and express more complex ideas. This year I'm going to work at my vocabulary more. Besides, I'm going to attend a language course during my autumn or spring holidays.

Ann: That sounds great. I'd like to be more fluent when I'm speaking too. I also want to be able to speak about things in more detail. My teacher says I need to get better at using the appropriate language when I speak. What are your plans, Alex?

Alex: I can understand general things when I read or listen, but I want to read texts that are relevant to my future career, and some of these contain quite specialized language. I'm going to learn and practise this.

Ann: We all have lots of things to do, don't we?

3. a) Make notes about your learning goals. Write:

- three things you think you have no problems with;
- two–three things you're going to improve this year.

b) Work in pairs. Discuss your ideas and give reasons for your choices. Use the words combinations given below and Ex. 2b as a model.

Reading Skills

A text, a context, a translation, to recognize familiar words, to go through smth, to guess smth, to understand the general meaning, to understand the details.

Writing Skills

To keep a record of smth, to make a note of smth, accurately, appropriate, to be relevant to smth, in detail, a wide range of subjects, to express complex ideas, to expand vocabulary, to make mistakes.

Listening Skills

A conversation, specialized language, to ask someone to repeat words or phrases, to explain smth, pronunciation, variants of a language (a dialect), to identify a speaker, an opportunity to check if you can understand the native speaker's speech.

Speaking Skills

Enthusiastic, motivated, encouraging, frustrating, effectively, to persuade, to inform, to illustrate, to describe, to be aware of smth, to improve, to express smth, to have a chat with someone.

Introduction

Learning Strategies

Working with a Dictionary

4. Look at the Dictionary page and read notes. Say how a learner's dictionary can help you. These examples are taken from *Longman Exam Dictionary*.

Different meanings of the word are given in the definitions, which are in simple English.

The dictionary helps you avoid making mistakes, and helps with grammar.

It helps you with style: e.g., whether words are formal or informal, slang etc.

65

learner

learn 51 [W1] /lɜːn 5 lɜːn/ *v* past tense and past participle **learned** or **learnt** /lɜːnt 5 lɜːnt/ especially BrE

1 **SUBJECT/AREA** [VT] to gain knowledge of a subject or skills, by experience, by studying it, or by being taught **TEACH** What's the best way to learn a language? | learn (how) to do sth I learnt to drive when I was 17. | Hector spent the winter learning how to cope with his blindness. | The teacher's task is to help the pupil learn. | learn (sth) from sb I learned a lot from my father. | [+about] Kids can have fun and learn about music at the same time. | learn what Youngsters must learn what is dangerous and what is not to be feared. | The students will learn from experience about the importance of planning

STUDY NOTE Common Error

learn sb sth/how to do sth
teach sb sth/how to do sth He taught himself how to play the guitar.

STUDY NOTE Thesaurus

study to spend time going to classes, reading etc to learn about a subject
pick sth up to learn something without much effort, by watching or listening to other people
get the hang of sth informal to learn how to do something, especially by practising it
master to learn something so well that you have no difficulty with it

2 **LEARN OUT** [VT] formal to find out information or news by hearing it from someone else or reading it **DISCOVER** I didn't tell her the truth. She would learn it for herself soon enough. | [+of/about] He learned about his appointment by telephone yesterday. | learn (that) Last week I learned that I was pregnant. | She was surprised to learn that he was a lot older than she had thought. | learn whether/who/why I wanted to learn whether I'd secured a college place. | He has yet to learn who will be the new manager

3 **REMEMBER** [VT] to get to know something so well that you can easily remember it **MEMORISE** The actors hardly had time to learn their lines before filming started.

4 **CHANGE YOUR BEHAVIOUR** [VT] to gradually understand a situation and start behaving in the way that you should: learn (that) They have to learn that they can't treat us whatever they like.

Phonetic symbols help with pronunciation. You can find out which syllable is stressed.

Examples of usage are provided.

It can teach you related words: this helps you build your vocabulary and select the correct word for your needs.


Words that are often used together (collocations) are given in bold.

5. You are going to read about the ways to learn English. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- to enrol on a language course
- English self-study software
- language learning books
- online learning
- to travel abroad
- to make up one's mind
- to advance in smth
- tuition
- valuable practice
- old-fashioned
- to be geared to someone's specific needs and interests
- to soak smth up
- to gain smb's confidence
- to get by in smth



 6. Read the text. Say which way of learning English you have already experienced.

Ways to Learn English

Making the decision to learn a language and actually going about it can be two very different things. Below is what people think about different ways of learning English – remember, you don't have to stick to just one. Choosing a combination of learning methods can often make it easier to fit language learning into your daily routine!

Ann: This year I've **made up my mind to enrol on a language course**. In my opinion, learning a language in a social environment like this opens me up to meeting new people, it encourages me to practise my skills and it gives me motivation to come back the following week. With a couple of hours' tuition per week I cannot expect **to advance** too far without doing some homework, though, I do a few hours' study on my own too.

Steve: I'm a very active and busy person, so it's difficult for me to find time for regular classes. That's why I've chosen a good **English Self-Study Software**. These are made of a few CDs and accompanying books. I can say that they have become a popular way to kick-start language learning, or boost it in between the school terms. These provide **valuable** listening and comprehension **practice**.

Tom: I study English with **language learning books** containing texts, grammar modules, vocabulary lists and practice exercises. These are probably **old-fashioned** but good enough to practise reading and writing skills, and to get a base in essential grammar and vocabulary. But you'll definitely need extra listening and speaking practice.



Steve

Ann

Dan

Jane

Tom



Introduction

Dan: *Online learning* is totally flexible and **geared to learner's own specific needs and interests**. You have your own private tutor, and lessons can take place any time of day, for as little or as long as you want. All you need is a computer, headset and webcam. While learning online results are achieved fast – particularly in listening and speaking. As such it suits people who are short of time.

Jane: In my opinion, *learning a language in the country where it's spoken* is the best way to get results – and have the most fun while you're at it. When you walk out of class the lesson is only just beginning: surrounded by the sights and sounds of your chosen language and culture, you can't help but **soak it all up** and practise what you've learned with everyone from the tour guide to the bus driver. And, most importantly, you will be inspired and **gain confidence** – by being understood for the first time in a real-life situation, by realising that you have the ability **to get by in** a foreign environment.

7. Read the text and say if the statements are true or false.

1. Tom has decided to learn English with the help of a computer.
2. Steve has chosen a method of learning English to suit his busy and active life.
3. Ann would like to learn English in a group of people.
4. Dan finds his motivation in practising a foreign language at every step.
5. Tom enjoys working with printed resources.

8. Complete the sentences given below with the words from the Vocabulary File (Ex. 5). Use the verbs in the correct form.

1. The school's first priority is to of parents in their child's level of knowledge.
2. James agreed to the deal in an effort ... his knowledge of English.
3. Children language incredibly quickly.
4. Many of their ideas ... popular support.
5. This idea seems rather ... now.
6. Sometimes we had to on very little knowledge of English.
7. She has clearly to learn a second foreign language.
8. The course curriculum ... to satisfy everybody's needs.

Grammar Lab

The Gerund

9. Complete the sentences with the Gerund.

1. ... (learn) a foreign language opens everybody up to ... (learn) about another culture.
2. You won't feel comfortable in a foreign country without ... (speak) a foreign language.

Making Progress in Learning English



3. You can improve your listening skills by ... (watch) films in a foreign language.
4. You can hardly advance in ... (learn) a language without ... (do) regular homeworks and ... (correct) your mistakes.
5. After ... (visit) Ireland, she has made up her mind to improve her writing skills by ... (send) emails to all her new friends.
6. We look forward to ... (meet) our friends from a partner school.



10. Look through the text of Ex. 6 and write down the examples with the Gerund into your exercise book.

11. Answer the following questions. Use the Gerund.

1. Why is language learning important?
2. How much time a day do you spend learning English?
3. How often do you have a chance to practise speaking English?
4. What is the easiest (the most difficult) thing for you about learning languages, especially English?



12. Write down as many classroom activities as you can in three minutes. Then decide which of these activities: you would most like to do; you would least like to do; is the most difficult; is the least stressful; takes much preparation time; aims at developing reading (listening, writing, speaking) skills.

Conversation Lab



13. Read and act out one of the situations given below.

1. Sometimes when learning a language you seem to make a lot of progress quite quickly, other times you don't seem to be making much progress at all, and occasionally people even feel as though they're going backwards! Talk about your language learning experience. How do you keep making progress?
2. While learning English you can use a number of different textbooks and other learning materials to avoid getting bored with the same types of lessons all the time. Talk about the books you have worked with. What activities do you consider to be interesting and which ones to be quite boring? What things can turn learning a foreign language into an enjoyable pastime?



Homework

14. Write a few sentences about your learning goals this school year. What language skills are you going to pay more attention to? What ways of learning a foreign language have you chosen for yourself?

15. Comment on one of the quotations in a written form.

• A different language is a different vision of life.

-Federico Fellini

• Learn a new language and get a new soul.

-Czech proverb

Unit 1

My Family and Friends

In this unit you will:

Listen, read and talk about ...

- yourself and your family
- your friend's character and appearance
- youth life and interests
- teen problems

Learn how to ...

- describe people's appearance and character
- find the necessary information quickly

Practise/ Revise ...

- The structures Will/ To Be Going To Do Smth
- Used to + Infinitive

Write/ Make ...

- an email letter



Wise Quotes

● Every father should remember that one day his son will follow his example instead of his advice.

- *Winston Churchill*

● You don't choose your family. They are God's gift to you, as you are to them.

- *Desmond Tutu*

● We see people and things not as they are, but as we are.

- *Anthony De Mello*

● Friendship is the source of the greatest pleasure.

- *Saint Thomas Aquinas*

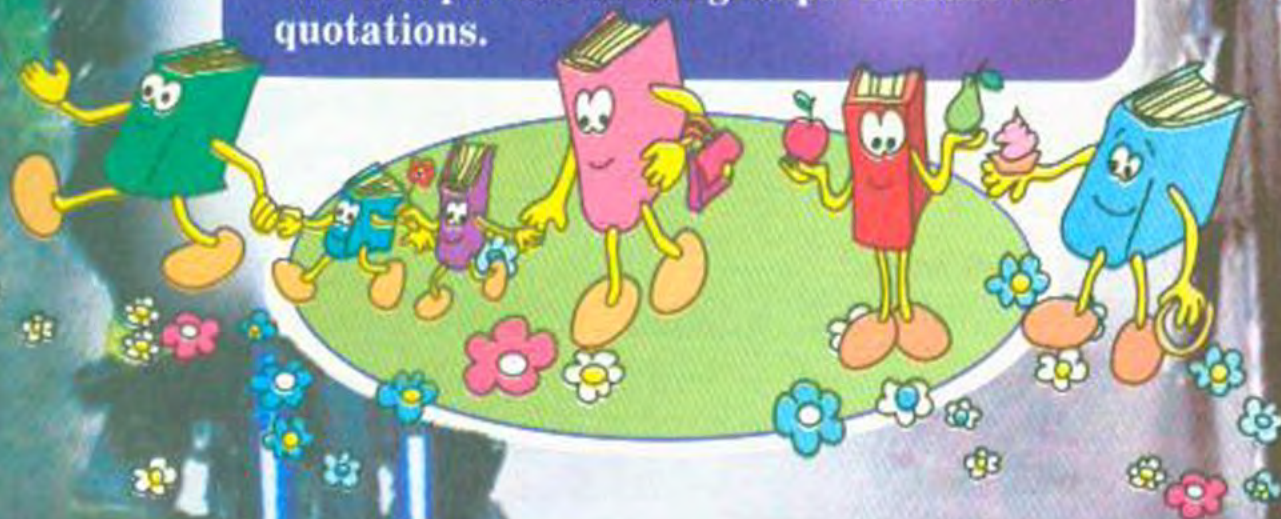
● Kind words can be short and easy to speak, but their echoes are truly endless.

- *Mother Teresa*

● You can't stay in your corner of the forest waiting for others to come to you. You have to go to them sometimes.

- *A. A. Milne*

Work in pairs or small groups. Discuss the quotations.





Lessons 1-2

Friendship Online, Why Not?



1. Look at the photos on page 15. Which words from the boxes given below do you need to describe the people on them?

Age

a baby, a toddler (from 1 to 2 years), a child, in his/her early/late teens, a middle-aged person, in his/her early/late thirties/forties/fifties/sixties..., an elderly person

Appearance

General features

A girl/woman is beautiful, pretty, good-looking, attractive; unpleasant.
A boy/man is smart, well-dressed, handsome; unattractive.

Body and build

Strong, muscular, broad-shouldered, well-built, of average build, of medium build, weak, fragile.

Height

Big, tall, short, of average/medium height.

Character

Positive features: nice, friendly, relaxed, calm, positive, loveable, respectable, lively, strong, complex, original, colourful etc.

Negative features: negative, shady, strange, odd, weak, unpleasant, violent, bad, rude etc.

Relations to others

Positive features: sociable, encouraging, open-minded, sensitive, sympathetic, outgoing.

Negative features: unsociable, indifferent, selfish, self-centred, feels superior, aggressive.

Neutral features: lonely, shy.

Attitude to the world

Positive features: open-minded, interested, curious, enthusiastic, thoughtful, reflective, polite, well-mannered.

Negative features: narrow-minded, short-sighted, ill-mannered, rude, impolite.

Neutral features: meditative, nostalgic, sceptical.



2. Talk about the photos in Ex. 1. What do you think connects them and what makes them different? Express your opinion. Use the questions given below to help you.

- When do you do things together in your family?
- What makes family members feel closer to each other?
- Do you think it's important to spend time together? Why?
- Why do teenagers enjoy spending time with their peers?
- Who do you think influences the teenagers' character more: family or friends? Comment on your answer.
- Where do people usually find friends?

Listening Lab

3. Listen to the text about a social networking site. Complete the sentences given below.

1. *Friendster*, a social networking site, was established...
2. Its headquarters are...
3. The site is appropriate for...
4. It connects people through...
5. The service allows users...
6. The most important and most commonly used features of the site are...



Unit 1

4. Work in pairs. Ask and answer the questions about the kind of communication you find the most effective for yourself.

Example:

Do you prefer meeting someone in person or socializing via the Internet?

5. You are going to read the text about finding friends online. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

sceptical to get acquainted with to exchange to have numerous friends online to be fascinated by to give updates about smth trendy outfits to look forward to (doing smth) to initiate a response



6. Read the story on the Internet blog. Say how the girls support their friendship online.

blog • blog • blog • blog • blog • blog • blog • blog • blog • blog

Friendship Online, Why Not?

By Susan in Relationships, October 14, 20__

I've heard countless stories about making friends via the Internet, but I remained **sceptical** until I **got acquainted with** Elba. She's from the USA. We constantly email each other and **exchange** personal messages through our favourite network. Just imagine: we used to live in the same city! She moved to the USA more than 5 years ago.

I met my friend Elba through Friendster network four years ago. At first, I thought she was just one of the ordinary girls who wanted nothing more than **to have numerous friends online**. But that common notion proves me wrong. I **was fascinated by** her visit on someone's page who paid a visit on her page. We **give updates about** how things have been in our lives like the recent events in the country we live in: pleasant, funny or sometimes dramatic things; anything under the sun. We share our common interests such as school life, music, shopping and most of all, beauty! What is very particular of Elba is her **trendy outfits**. We talk about fashion and would love to shop together one day. I am **looking forward to** visiting her in the USA in future.

There are times we are busy with our daily routine. But what amazes me is that, whenever the two of us **initiate** a thought of communicating through the network, we are sure of **a response**. Every email or the web-page visit is definitely worth it.

That is how me and Elba have been friends for four years now just because of the online technology. That is where our friendship began! And I'm glad, it did!



- 7. a) Find the words in the text to match the definitions given below.**
1. Connected to other computers through the Internet.
 2. Something that is done as a reaction to something that has happened or been said.
 3. The most recent news or information about something.
 4. To arrange for something important, to start such as an official process or a new play.
 5. Extremely interested in something or someone.
 6. A set of clothes worn together, especially for a special occasion.



b) Listen and check your answers.

- 8. Complete the sentences with the words from Ex. 7.**
1. He was ... by her voice.
 2. The site has received a positive ... from the users.
 3. All the city's schools will be ... by the end of the year.
 4. Many companies have ... the development of a social network.
 5. She bought a new ... for a party.
 6. The report provides a brief ... on the progress of the project.
- 9. Read and say if the sentences are true or false according to the text of Ex. 6. Correct the wrong statements.**
1. Susan has always wanted to make friends online.
 2. The girls became friends five years ago.
 3. The girls give regular updates about how things have been in their lives.
 4. The girls share common interests such as school life, music, shopping and most of all, beauty!
 5. Susan would love to visit museums with her friend.
 6. Susan is glad to have a friend in another country.
- 10. a) Look at the verb forms in Ex. 6. Which ones describe: long-term situations, habits and routines, feelings and opinions; actions happened at a specific time in the past; past habits? Consult the Grammar Reference on page 275.**
- b) Write 5–6 questions to interview your friend about people he/she communicates with. What tense forms are you going to use in your questions?**

Conversation Lab



11. 'Friend' is a word that can be related to all generations, age groups, and all types of people. Whether you're young or old, you need friends to survive. Work in small groups. Talk about the way to choose friends for yourself. Is it difficult or easy to be a good friend?

Example:

A: Friends often mirror each other. We choose friends who have thoughts that are similar to ours, who reflect our family values, who think the way we do. The company we keep reflects and helps determine the kind of people we become. So if we want to be more ambitious, we choose a friend who is ambitious, if we want to be less short-tempered, we choose a friend who has a cool head. Friends have an influence on current habits and new habits that one may develop.

B: Though it's important to have friends who are like you, it's equally important to have friends with other positive qualities that will lead you to grow or develop. These friends will help you discover new ways of doing things and help you overcome challenges in a constructive manner.

C: Last but certainly not the least: we have to choose friends we can rely on.

*Homework*

- 12.** Write a few sentences about your friends. Use the words from the table to Ex. 1, p. 14 and the correct verb tenses.
- 13.** Read and complete the text with the word combinations from the box.

- making friends online • searching the Internet • online searching • share interests and ideas • friendship club • similar interests
- a lifelong friendship • to filter your options from among thousand of profiles • meeting in person • a variety of profiles •

Friendship Clubs

Are you (1) ... in the hope of meeting new people online? These days with the Internet it's easy meeting people and (2) Meeting those who are like-minded through a (3) ... is becoming more popular each day as it is the easiest and fastest way of meeting new people to (4) ..., but you have to know where to look and just a little (5) ... and caution is all you need. Using a friendship clubs searching facilities (6) ..., this enables you to find those like-minded people with (7) ... to yours. When searching like-minded people you will discover (8) ... giving you a brief idea about a person's likes, dislikes and hobbies. Using *Friendship Clubs* to initially find a particular person, before embarking on a journey of (9) ... there is nothing like (10)



Lessons 3-4

Our Friends and Their Interests

1. Read the list of different activities. What do you think about them? Decide which ones are trendy now and which ones are not. Then choose one or two you are interested in and say why.

clubbing watching reality shows

chatting on the Internet

travelling text messaging

drawing/painting cooking

collecting different things

camping taking pictures

going to museums/exhibitions

bunjee jumping

modelling/ doing the experiments

reading/writing (e.g. poetry)

going to fitness centres

Examples:

A: I live in a big city that's why I'm lucky to have numerous entertainment possibilities. There is a rich choice of museums and exhibitions in our town where I can see paintings, graphics, watercolours and sculptures. By going to permanent or temporary exhibitions I can keep up with the latest trends in contemporary visual arts. That's why going to museums and exhibitions is my cup of tea.

B: In my opinion, clubbing is really trendy nowadays. Joining a club gives you a chance to rub shoulders with those who have got the same interests as you do. Most towns and villages in Ukraine have clubs or community centres which cater for the cultural requirements of the population. They combine recreation and education and do a lot to help young people develop their talents. They provide entertainment, facilities for amateur science and art activities; organise concerts, shows and theatrical performances. Most cultural centres have their own amateur art groups, folk choirs or even orchestras, who quite often give public performances or concerts.

2. a) Look at the photos and match them to the names of the activities in Ex. 1.
b) Work in pairs. Talk about the photos. Use the prompts given below.



Talking about Likes and Dislikes

Questions	Responses
<ul style="list-style-type: none"> • What do you like doing in your free time? • How do you like ... -ing? • Do you like/enjoy ... -ing? • Is ... popular among your classmates? • Do you do any sports regularly? • What else can you do if you live in a big city? 	<ul style="list-style-type: none"> • I really like... • I really don't like... • I hate it. • I prefer... • It's cool/brilliant/great! • I don't mind it. • It's awful/boring.

3. Read the dialogue. What do the children say about their free time activities?

Jessica: Hi, Brian! Nice to see you! Are you going to the sports centre?

Brian: Yes, my training starts at 5. We are going to participate in the tennis tournament soon.

Jessica: It's great. I'm not into sport, although I go swimming and do aerobics sometimes. I do this just to keep fit.

Brian: But music and singing is your cup of tea. I've heard you singing at the school party. It was amazing! Have you been practising long?

Jessica: Since childhood. I do believe that I'll be able to make it my career in future.

Brian: Music and singing take almost all of your free time, don't they? Or do you enjoy doing anything else?



Jessica: Roller-skating is my passion, but I don't like ball games.

Brian: Then what about roller-skating in the city centre this Sunday?

Jessica: It sounds good. Could you give me a call on Saturday?

Brian: Of course. And hope to meet you! Bye!

Jessica: Bye!

Reading Lab

4. You are going to read the text about teens and their interests. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- jolly
- a pastry cook
- an apron
- to amaze
- to dream of (doing smth)
- loyal
- to attend
- probably
- a psychologist
- the human brain
- the powerful tool
- an initiative

5. a) You're going to read the texts about four teenagers. For questions (A–J) choose from the people (1–4). There are two choices which match each person. There are two statements which you don't need. Follow the recommendations given below.

Learning Strategies

- Skim the instructions, the questions and the opening sentence of each text.
- Find the key words in the question and scan the text searching for key words and information.
- The words in the questions and the texts are not the same, but close in meaning.

b) Comment on the choices you've made. Find the correspondent facts in the texts and read them aloud.

This person ...

- A wants to help people to reach their aims
- B wants to treat other people to tasty things
- C is going to connect his/her life with the studies about the world
- D is ready to find solutions out of the problems
- E is planning to find out more about the unknown areas
- F wants to know more about the hidden secrets of people
- G has already travelled a lot and had wonderful adventures
- H is going to take after his/her grandmother
- I thinks of studying artificial intelligence in future
- J is greatly involved in the activities connected with his/her future career



Unit 1

1.



Ben **dreams of** visiting exotic countries and taking fascinating trips. He likes to read about different scientific expeditions and unexplored territories. He is sure that breathtaking adventures are waiting for him. He'll be ready to meet all challenges on his way to the new discoveries in his future.

2.



Jenny is going to be a journalist and a **psychologist** in future. She likes to go to new places, meet new people and make new friends. She knows that many facts about the life of famous people are still to be discovered. She is sure that **the human brain is the powerful tool** which helps people to achieve success in all **initiatives**. She'll probably make wonderful discoveries about human nature in the future.

3.



Tania is a lively girl. She likes holidays, her family and **jolly** crowds of friends. She is going to become a **pastry cook**, wear a white **apron** and a special cap, and **amaze** everyone by making delicious cakes and cookies as her Granny does.

4.



Fred is a very serious boy. He has a **loyal** friend, his dog Rex. They like to go to the forest and listen to the birdsongs together. Fred has an album with bird pictures which he drew. He **attends** the Nature Study Club at school and knows a lot about birds and animals too. **Probably** his future profession will be connected with animals and birds.

1	2	3	4



Grammar Lab

Talking about Future: *Will* and *Be Going to Do Smth*

6. Listen to the dialogue between Ann and her Aunt Olha. Choose *will* or *be going to*.

Ann: It's my birthday soon. I'm going to/I'll be sixteen next Friday.

Aunt Olha: Oh, really? Are you going to/Will you have a party?

Ann: I'm going to/I'll have lunch in a café with a few friends.

Aunt Olha: That is going to/That'll be nice.

7. Study the information. Match the sentences with *will* and *be going to* from Ex. 5 and examples in the dialogue of Ex. 6 with the uses in the tables.

1. Introduction

WILL	BE GOING TO
<p><i>Will</i> has a neutral meaning. We use it to talk about facts in the future. <i>Will</i> does not usually express an intention. e.g. <i>I'll be sixteen next Friday.</i></p>	<p><i>Be going to</i> states an intention or something we have already decided to do. e.g. <i>We're going to have lunch in a café.</i></p>

It's her birthday. She's going to have lunch with her friends.

Not: *She'll have a meal.*

But we often use *be going to* for an intention and *will* for the details and comments.

e.g. *We're all going to have lunch. There'll be about ten of us. – Oh, that'll be nice.*

As well as *be going to*, we can use the Present Continuous.

e.g. *We're all going to have/We're having lunch next Friday.*

2. Decisions and intentions

WILL	BE GOING TO
<p><i>Will</i> states an instant decision or agreement to do something. e.g. <i>There's a post office, I'll buy some invitations.</i> (Ann is deciding now.)</p>	<p><i>Be going to</i> means that we have already decided. e.g. <i>I'm going out. I'm going to post the invitations.</i> (Ann has already decided.)</p>

3. Predictions

We can use *will* for a prediction about the future.

e.g. *I hope everyone will have a good time.*

We use *be going to* for a prediction, when we see from the present situation what is going to happen in the future:

e.g. *You've bought much food. Are you going to have a party?*

It is often possible to use either form in a prediction. Usually *be going to* is a little more informal and conversational than *will*.

8. Complete the list of collocations with the words from the box.

a DVD a rest bed early at your friends a meal basketball
 dancing the paper

- | | |
|--------------|-------------------------------------|
| 1. To go for | coffee / a walk / ... |
| 2. To go to | the cinema / the park / ... |
| 3. To go | home / shopping / ... |
| 4. To play | football / the piano / ... |
| 5. To watch | TV / the Olympics on TV / ... |
| 6. To read | my notes from class / my book / ... |
| 7. To stay | at home / here / ... |
| 8. To have | something to eat / a shower / ... |

9. Complete the conversations with **ONE** word from Ex. 8 in each space. An example has been done for you. Explain each use of *be going to*.

Example:

A: *What are you doing later?*

B: *I'm just going to stay at home and watch TV.*

1. A: *What are you doing this afternoon?*


B: *Nothing much. I'm just going to sit around and ... my book.*

2. A: *What are you doing tomorrow?*

B: *I'm going to go for a ... by the river with some friends.*

3. A: *What are you doing this weekend?*

B: *I'm going to ... to Oxford with my boyfriend/girlfriend.*

 10. Work in pairs. Make similar dialogues and act them out in class. Use the prompts given below.

1. A: *later?*

B: *go / eat something / my friend*

2. A: *tonight?*

B: *stay at home / bed early / tired / you?*

3. A: *weekend?*


B: *cinema / boyfriend / watch a new film*

4. A: *now?*

B: *much / just / go home / have something to eat / you?*

5. A: *after the class?*

B: *go home / read my notes from class / you?*

 11. Write 3 or 4 sentences about your/your friend's hobbies or interests. Take out every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to supply the missing words.



Learning Strategies

When you come to an unfamiliar word in reading, consider all the sound and the sense clues. Keep that plan in mind as you read the next story. It will help you read the sentences like this.



12. a) Make notes about your own future. Write:

- three things you're going to do with your friends next week;
- three things you think you'll do after you finish school.

b) Work in small groups. Share your intentions and predictions about your future.



Homework

13. Write a few sentences about your free time activities. What are you going to do during the weekends?

14. Comment on the quotation. Use the structures *will* or *be going to*.

☺ You can become blind by seeing each day as a similar one. Each day is a different one, each day brings a miracle of its own. It's just a matter of paying attention to this miracle.

- Paulo Coelho

Lessons 5-6

Family Matters

1. Look at the photos. What can you say about these people? What are their relations?



2. Work in pairs. Discuss the questions.

1. How much do you want to be independent from your parents?
2. Do you often have a heart-to-heart talk with your family members?
3. What is a family everyday moment that you like? Why?
4. What family traditions would you like to keep in the future?
5. Who is a family member you admire?

3. You are going to read the text about the girl's mother. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

an impact an inspiration to ensure remarkable determined to encourage frustrated to put pressure on smb

4. Read the text and say what traits of mother's character the author writes about.

The Person Who Inspires Me

By Ann

Successful people in every field have certain characteristics in common. It is worth our time to analyze the characteristics of a person who is now where we would like to be in future. Some teens turn to pop singers or actors for **inspiration** but many find inspiration much closer to home. I'm one of them. My mum is my role model, a person who has made a major **impact** on my life.

My mum is a tall beautiful fair-haired woman of about 40. She has the kindest greenish-grey eyes and a nice smile. She is easy-going and friendly and we always have a great time together.

My mum works hard Monday to Friday **to ensure** that everyday basic needs are met for our family. She is very successful because she's very **determined** and hard-working. Although she works really hard for our family, she manages to find time for me. She says that the family comes first and then a career.

My mum is a truly **remarkable** person. We often joke in our family that our house has a star in the window to signal a safe place for everyone. My Mum always offers a helping hand to others – a kind word, a joke or a listening ear. Ours is a house where there is always a big, delicious meal and plenty of extra seats for those who would stop by and for those who sometimes come and stay. My mum simply loves people and they love her.

We are very close and we often share secrets. We work together to solve our problems. My mum is very supportive, **encouraging** me to study well. She says I mustn't be so **frustrated** about my failures and cry so much. My mum's photo is on my desk and every time I have to take a serious decision I check as if it were her choice. It helps me in my walks of life.

My mum is my inspiration because she never **puts pressure on** me. Her achievements make me work on my own personality. I try to do my best to be successful in my studies. I've got many friends and they can always rely on me.

It is impossible to become exactly like someone else and there is no need to. We have to remain ourselves but strive to acquire new traits of character to help us achieve our goals.



5. Choose the correct item (A, B or C) to answer the questions (1–4) according to the text.

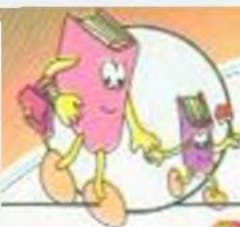
1. What is a great pleasure for the author?
A to write about the beauty of the world
B to write about the person who has made a major impact on her life
C to write about the people who help in life
2. What sentence best describes the mother?
A She's a truly remarkable person.
B She's pleasant most of the time.
C She is too dedicated to her work.
3. How is the girl's mother supportive?
A She encourages the girl to study well and helps her solve the problems.
B She gives her enough pocket money.
C She tells the girl what to do.
4. Why does the girl consider her mother to be an inspiration?
A She always praises her daughter.
B She does all the work for her daughter.
C She never puts pressure on her daughter and she lets her express herself freely.

6. Complete the definitions with the words from the Vocabulary File (Ex. 3).

1. ... is a powerful effect that somebody or something has on another person.
2. ... is unusual or surprising and causes people to take notice.
3. ... means to give somebody the desire, confidence and enthusiasm to do something well.
4. ... means feeling annoyed and impatient because you cannot do or achieve something.
5. ... means to make sure that something happens.
6. ... means to force or strongly persuade somebody to do something.
7. ... means a good idea about what you should do, write, say etc, especially one you get suddenly.
8. ... means having a strong desire to do something, so that you won't let anyone stop you.

7. Complete the sentences with the necessary words.

1. Computers have had a significant ... on the way we study.
2. She ... many young people to take up sport.
3. He gets ... when people don't understand what he's trying to say.
4. Susan has made a ... progress in learning English.
5. Teachers should ... that students understand the work.
6. My father has always been a source of ... for me.
7. Mark was ... to begin playing the guitar by his father.
8. Jack was ... that the same mistakes would not be repeated.



Unit 1



Homework

8. Think of a person you consider to be your role model. Write 10 sentences about his/her character. Use the words from Ex. 3 and the recommendations given below.

Learning Strategies

While describing someone's character:

- Try to avoid using simple general words.

For example, instead of saying that someone is 'kind', you can use such words as **considerate**, **generous**, or **sympathetic**.

- It's good to give a real example of an occasion that shows that what you are saying is true.

For example, instead of just saying that someone is **helpful**, you could say: *Sue is very kind and helpful. When I first started college she made me feel at home and showed me where everything was.*

- If you want to say that someone does something often, and this is an important part of their character, you can say that they are always doing something.

For example:

Margaret's very considerate – she's always helping people.

If you want to say that someone sometimes behaves in a particular way, you use **tend to be** or **can be**, especially when talking about negative qualities:

She tends to be rather impatient. He can be very moody at times.

Taken from *Longman Essential Activator*

Writing Lab

Writing a Composition

9. Work in pairs. Look through the composition of Ex. 4 and discuss the questions.

- Who does the person write about?
- What life situations does she describe?
- Does the author describe her Mum's appearance?
- What does she say about the mum's personality?
- Does the author include any examples?

10. Say in which paragraph the author:

- talks about reasons a teen needs a role model;
- describes her Mum's appearance;
- writes about the mother's success at work;
- writes about the mother's character traits;



- talks about the relationships between her mother and other people;
- explains why the mother is a person who inspires her.

11. You are going to write an essay about your role model.

a) Before you begin, answer these questions:

1. Who is your role model?
2. How many paragraphs will your composition contain?
3. What is each paragraph going to be about?
4. What examples do you need to include in your composition?
5. What are your views about your future?



b) Write an essay plan.

c) Write notes for each paragraph. Think about the details and examples from your personal experience.



Homework

12. a) Write a composition/an essay "The Person Who Inspires Me".

b) When you have finished your composition, proofread it. Make sure you've:

- used the correct language (grammar and spelling);
- used important details (check with your notes);
- added examples from your life;
- written at least five paragraphs;
- written a conclusion/a summary sentence.

Lessons 7-8

One Day in My Life...

1. Look at the photos and answer the questions.

- Where are the people?
- What are they doing?
- What emotions do they have?
- Do you think these events will be kept in their memories?





Unit 1

2. a) Think of one particular day/event in your life: either a good one or a bad one. What made you remember this day? Write notes on the following questions:

- when the event happened;
- who you spent this day with (or you were alone);
- what kind of memories you've kept for years;
- what life lessons you got from it.

b) Work in pairs. Share your experiences with each other. Ask and answer questions to know the details about your friend's experience.

3. Read the following sentences. What do you think the words and phrases given in bold print mean? Work out their meanings from the context. Don't use the dictionary.

1. A special moment in life can sometimes **turn out** to be much more than we initially expect.

Turn out means

A to force someone to leave a place permanently, especially their home

B to happen in a particular way or to have a particular result, especially one that you didn't expect

C to empty something completely by taking out the contents

2. I could always talk to my dad. We've shared so many funny and crazy **memories**!

Memories mean

A the ability to remember things, places, experiences etc

B something remembered from the past about a person, place or experience

C during the time that people can remember

3. Occasionally, I recommend: **step out** of daily habits and challenges, and think about who you'd like to give your most valuable gift of time.

To step out means

A to start doing something new or become involved in a new situation

B to decrease an activity or a process to think and improve a situation

C leave your room or office for a short time

- 4.** You are going to read the text about the role of a family in people's life. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- to turn out
- profound
- long-awaited
- potentially
- snow chains
- a resort
- to recall
- to step out
- a challenge



5. Read the text. Choose from (A–H) the one which best fits each of (1–6). There are two choices you don't need.

One Day in My Life...

A special moment in life can sometimes **turn out** to be much more than we initially expect. This moment can be so **profound**, 1. how important it actually was and how much it meant.

It happened last year during my Christmas holidays. It was a **long-awaited** moment for me. Since we live in Zakarpattia, these days would become one of the Christmas celebrations that we see in films: snow-capped mountains, light snowfall, candles, carols and cold winter days!

I was watching the news on the weather channel with my parents 2. if I would like to go skiing with him the following day. Of course I wanted to go, because I love skiing in the mountains! My mum and my sister did not join us, so it was just my dad and me! What great adventures they were going to be! I almost couldn't sleep that night, 3. . He has always been so busy with his work!

Early in the morning we left our house. It would have taken us about two hours to get there, if there hadn't been so much snowfall; we were forced to install snow chains. If we hadn't installed the snow chains, we would have kept sliding and not going forward. **Potentially**, we could have ended in a car accident. It took us – or better my dad – about 20 minutes to put the chains on the wheels. My dad had such a big smile on his face 4. asking him if he could teach me how to change **snow chains**. He explained it and also started to tell me some ski adventure stories he had as a teenage boy. By the way, my dad used to be a ski teacher about 20 years ago.

When we finally got to the ski **resort**, the sun was shining brightly, 5. . We skied like crazy, nonstop, up and down the hill. We also had a traditional ski lunch together. I could talk to my dad about everything. How many funny and crazy memories we both had to share with each other!

The ski adventure trip brought my dad and me so much closer together. It will always be one of the best memories I ever experienced with him.

As the modern industrial world is mainly focused on money and careers, I strongly believe that the most valuable gift we can give each other is time! We don't always **recall** that it is the time 6. . I recommend to everybody, occasionally **step out** of daily habits and **challenges**, and think about who we would like to give the most valuable gift of time. Time is here to observe, listen, give and change.

- A because I was so excited to go just with my dad
- B because I had dreamt about such a trip
- C that only with time you know
- D that brings people closer together



Unit 1

- E when my dad suddenly asked
- F when I explained what happened
- G when I showed an interest
- H and we put on our skis

6. a) Find the words in the text to match the following definitions.

1. Something that tests one's strength, skills, or abilities, especially in a way that is interesting.
2. Expected hopefully.
3. A place frequently visited by people for relaxation or recreation.
4. To happen in a particular way or to have a particular result, especially something you did not expect.
5. To remember a particular fact, event, or situation from the past.
6. Now and then; from time to time.

b) Complete the sentences with the words from Ex. 6a.

1. You don't happen to ... her address, do you?
2. He now faces the biggest ... of his career.
3. My dad often takes my friends and me to ski ... to France.
4. We only see each other very ...
5. The most ... moment was hearing the test results.
6. It was a difficult time, but eventually things ... all right.

7. Work in pairs. Discuss the text of Ex. 5.

1. When did the events described in the story happen?
2. What fact made the event so important for the author?
3. What feelings did the child have while telling the readers about his/her life experience?
4. What life lesson did he/she learn for himself/herself as a result of that event?
5. What helps us communicate with each other?
6. Have you ever had a similar experience in your life? How did it influence your personality?

Talking about Your Impressions

What...!	How...!
What an exciting trip it has been!	How exciting the trip has been!
What great adventures they will be!	How great the adventures will be!
What a wonderful place it is!	How wonderful the place is!

8. Choose one of the word combinations from the box given below and give a suitable answer.

Example:

We enjoyed the trip greatly. – *What a wonderful trip it was! How wonderful the trip was!*



- a great idea • nasty weather • the breathtaking landscape • a cool disco •

1. The music was perfect and the DJ was really super.
2. This is such a picturesque place.
3. I think it's going to rain again.
4. Let's have a rest in the Crimea!

Grammar Lab

Talking about Past Situations or Past Habits Which No Longer Exist: *Used to*

9. Read the information in the table given below.

<p>(a) I <i>used to live</i> with my sister. Now I live in my own apartment.</p> <p>(b) Mary <i>used to like</i> Japanese cuisine, but now she adores the French one.</p>	<p><i>Used to</i> expresses a past situation or habit that no longer exists. FORM: <i>used to</i> + the simple verb form</p>
<p>(c) <i>Did you use to live</i> in Milan? (OR <i>Did you used to live</i> in Milan?)</p>	<p>QUESTION FORM: <i>did</i> + subject + <i>use to</i> (OR <i>did</i> + subject + <i>used to</i>)¹</p>
<p>(d) I <i>didn't use to eat</i> much at breakfast, but now I always eat much in the morning. (OR I <i>didn't used to eat</i> much.)</p> <p>(e) I <i>never used to eat</i> very much at breakfast, but now I always eat well in the morning.</p>	<p>NEGATIVE FORM: <i>didn't use to</i> (OR <i>didn't used to</i>)¹ <i>Didn't use(d) to</i> occurs in frequently. More commonly, people use <i>never</i> to express a negative idea with <i>used to</i>, as in (e).</p>

10. Read and correct the mistakes.

1. As a teen, Peter used to watching horror movies.
2. Mary used to worked at school.
3. Jean was used to do a research, but now she works in business.
4. What you used to eat?
5. I didn't was used to get up early, but now I do.
6. Were you used to live in Spain?

11. Work in pairs. Take turns to ask and answer the questions using *used to*.

Example:

Where did you use to live?

A: Where did you use to live?

B: I used to live in London. And you? Where did you use to live?

A: I used to live in Beijing.

¹Both forms (spelled *use to* or *used to* in questions and negatives) are possible in American English. (Fundamentals of English Grammar / Betty Schramper Azar. - 3rd ed., Longman, 2003.)



Unit 1

1. What music did you use to listen to when you were a child, and what music do you listen to now?
2. You are a grown-up now. What did you use to do when you were a child that you don't do now?
3. You lived abroad for some time. What did you use to do in that foreign country and what don't you do now?
4. Recall one particular day from your holidays. What did you use to do?

Conversation Lab



12. Speak in class.

1. Compare past and present fashion of men clothing. How are they different?

Example:

Pants used to be wide, but now they are not.

2. Compare the daily lives of people twenty years ago with the daily lives of people today.

Example:

Twenty years ago people didn't use to live in suburbs, but today people prefer to leave big and noisy cities.



Homework

13. Write a plan of the text (Ex. 5). Then write a short summary of the story in 5–7 sentences. Focus on the events and the person's feelings about them.
14. Read and complete the story with *used to* and the verbs from the box given below.

be allowed help lie argue wear be hold ask
be help start tell

I'm 85 now and things have changed a lot since I was young. When I was growing up, people were much more polite. Men always (1) ... doors open for women, people would offer bus seats to old people, but nobody does that any more. Young people never (2) ... with their parents, but many teenagers nowadays do that kind of thing. The families (3) ... much bigger. And the families (4) ... rich by the number of children they had. Young people always (5) ... working at the very early age. Boys (6) ... their fathers in the field or to shepherd the cattle. Girls (7) ... their mother to work in the vegetable garden or around the house. Sixty years ago, young women never (8) ... to go out without someone to watch them. Girls never



(9) ... make-up either. It wasn't allowed. All that has changed. Parents were stricter then, too. My dad always (10) ... me where I was going and he (11) ... me what time he wanted me home. I never (12) ... to him or break his rules. I was too scared! It's probably nicer being young nowadays because parents are more liberal.

Lessons 9-10 Life Challenges

1. a) Work in pairs. Look at the photos (A-G) and discuss the questions given below.

- Where are the teenagers?
- What feelings do they have?
- Do they enjoy their time with the adults?
- What life situations do you think made the teenagers laugh (feel sad, cry...)?



b) Read the dialogue and match it to one of the photos above. Say what helps a boy and a father build a good relationship.

Max: Hello, Dan!

Dan: Hi, Max! Where are you going?

Max: To the Sports Centre. My father and I both have a training session today.

Dan: Your father? Do you train together?

Max: Yes, my father is usually busy with his work but physical training is the quality time that we spend together.

Dan: Does sport help you to get on well with your father?

Max: Of course, it does. My Dad is the person who understands me best. He always gives me sound advice or a helping hand when I need it.

Listening Lab

2. a) Listen to Miss Alison talking about lifestyles. Complete the lecture with the words from the box given below.

cultural symbols in business interact accepted values a lifestyle

What Is Lifestyle



A lifestyle is the way a person lives, which includes patterns of social relationships, entertainment, and dress. (1) ... typically also reflects individual attitudes, (2) ... and opinions.

A lifestyle develops a sense of self-identity and creates (3) The behaviours and practices within a lifestyle are a mixture of customs, or conventional ways of doing things, one's habits, and one's reasoned actions.

(4) ..., a lifestyle refers to life patterns which involve how people live, spend their time and use their money. As a construct that helps consumers (5) ... with their world, a lifestyle is a subject to constant change.

In the environment, a lifestyle is often associated with a particular footprint. Green lifestyles are those lifestyles that consume less of the planet's natural resources.

"Lifestyles", are the (6) ... or partially accepted differences within the majority culture or group.

Taken from *Wikipedia*, the free encyclopedia

- b) Talk about yourself. Use the questions given below as a plan.

- What do you like doing?
- How do you spend your free time?
- Do your friends and relatives support you in all walks of life?
- Do you sometimes face challenges?
- What kind of lifestyle do you lead?

Reading Lab

3. You are going to read the text about adolescence. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.



Vocabulary File

- adolescence ● transition ● adulthood ● dependency ● an adjustment
- to distinguish ● to get through ● an argument ● compromising
- misunderstanding ● from the first sight ●



4. Read the text and talk about teen challenges.

Adolescence and Life Challenges

Children up to the age of fourteen, so up to the end of primary school, are mostly interested in small unimportant things. They don't have much to do and they don't have many responsibilities.

Adolescence is a period of **transition** between childhood and **adulthood**. It is a period when one moves from **dependency** to autonomy. It is the period demanding significant **adjustments** to the physical and social changes which **distinguish** a childhood behaviour from an adult behaviour. It is a period of rapid physiological changes and new social roles.

One can often face a number of challenges and dilemmas. How much the person makes contact with adults depends on the personality. Of course, there are periods when everything seems to be more difficult but one can **get through** them. As a teenager you see the world absolutely differently than the grown-ups. When **arguments** happen, you just have to stop and think, perhaps both you and your parents are right. **Compromising** is very difficult; but this may be the only way to find the right solution.

Relationships among teenagers are stronger than among adults. Your only responsibility is school so you spend more time with friends. This builds stronger relationships.

Sometimes there are **misunderstandings** between you and your close friends. But this is not the end of the Universe. The teen world is not as complicated as it looks **from the first sight**. You just need to learn to make decisions by yourself and become responsible for them.

5. For questions (1–4) choose the correct answer (A, B or C) according to what the text of Ex. 4 says.

1. What are children up to the age of fourteen interested in?

- A playing computer games
- B small and unimportant things
- C communicating with friends

2. What is adolescence?

- A a period of transition between childhood and adulthood
- B the time when you are grown up
- C a term of psychology

3. What changes take place in this period?
 A changes in behaviour and relationships
 B rapid physiological changes and new social roles
 C changes in character
4. What do you need to learn?
 A what to do in conflict situations
 B how to solve problems
 C to make decisions by yourself and become responsible for them

6. Complete the definitions with the words from the Vocabulary File.

- ... means to recognize the difference between two people or things.
- ... is a conversation or discussion in which two or more people disagree.
- ... is an agreement made between two people or groups in which each side gives up something they want so that both sides are happy in the end.
- ... is the time in a person's life when he or she develops from a child into an adult.
- ... means a slight disagreement or argument.
- ... is a change in the way a person behaves or thinks.

Phrasal Verbs

7. Look at the table. Then use the phrasal verbs to complete the sentences.


- to get about – to go or travel to different places
- to get across – to succeed in communicating an idea or piece of information to someone, or to be communicated successfully
- to get ahead – to be successful and do better than other people in a job or work
- to get along – to have a friendly relationship
- to get at – to keep criticizing someone in an unkind way; to discover information
- to get away – to take a holiday away from the place you normally live
- to get back – to return to a place
- to get by – to have enough money to buy the things you need, but no more
- to get out of smth – to avoid doing smth you have promised to do or are supposed to do; to enjoy smth you do or experience
- to get over smth – to become well again after an illness
- to get through – to do an amount of work

- Liz was determined to ... the truth.
- We must ... the simple fact that smoking is dangerous for our health.
- They've got a lot of work to
- My parents don't earn a huge salary, but we




5. It's taken me ages to ... the flu.
6. Tom and I have always ... quite well.
7. My father ... to his office just before lunchtime.
8. They've bought a new car which they are going to use for
9. Why is he always ... me?
10. Will you manage to ... this summer?
11. He soon found that it wasn't easy to ... in the show business.
12. Children can ... a lot ... being involved in community projects.

Conversation Lab

-  **8.** Look, compare and contrast pictures. What do people look like on the photos? Give reasons for family misunderstandings which happen sometimes. Is there a way to avoid them?



-  **9.** Work in small groups. Talk about the life challenges you've experienced. What helped you find the right solutions to them? Who do you usually turn to for advice?



Homework

- 10.** You've found the following letter in the youth magazine *TeenLife* and decided to respond. Write a letter of about 70–80 words to Susan. Tell her how you build relationships with your parents. What helps you to overcome misunderstandings which happen sometimes?

Dear *TeenLife*,

I am a 15 year-old girl and the only child. My problem is that my parents don't let me go out anywhere. I can't go to parties or discos like others of my age. My parents are also suspicious of my friends and keep asking me questions. Even if I am only a few minutes late coming back home, they ask me too many questions which start with Where? Why? Who?

What can I do to help my parents believe me?

Susan

Example:

Hi, Susan,

Though it may not sound like it, you parents really love you and are just being protective. Maybe the fact that you are an only child makes you more special to them. All their questions just reflect their love and concern. This doesn't mean that you should follow everything they say. Make your point clear but do it gently. The best way is to have a heart-to-heart talk with them. They'll surely listen. Maybe they ask you too many questions because they don't know your friends. Why don't you ask a few friends home and let your parents get to know them better? Once your parents are satisfied that you are "hanging out" with good people, they'll surely let you go out. We've asked our readers to tell us about their experiences and we'll publish their letters in the next issue.

TeenLine

11. Put the verbs in brackets into the correct tense form.



We (1) ... (to offer) family rafting trips since 1969. And we (2) ... (to know) that you and your family members (3) ... (to put) many hopes into your vacations. You (4) ... (to expect) to have the time of your lives. You also (5) ... (to want) to be relaxed enough. On our Family Friendly vacations you can feel (6) ... (to be) united and dependent, adventurous and easy-going while (7) ... (to spend) your time together.

We also (8) ... (to know) that you dream of (9) ... (to fill) your family vacation album with meaningful and joyful memories. It could be playing frisbee or volleyball on one of the huge sandy beaches along the Lower Salmon River after a refreshing swim or perhaps rafting on the exciting Main Salmon Rapids before soaking in a natural hot spring. It could also be a lazy breakfast on the Rogue River; or seeing a family of moose as they drink from Wyoming's Snake River.

These are the kinds of lifelong memories your family (10) ... (to carry) away after this family adventure vacation. Only they (11) ... (to be) even better, because they (12) ... (to be) yours.



Lessons 11-12 Project Work

Read the instructions and decide what projects you'd like to do.

Project A.

One Day in Our Life...

Work in groups of four. Write about one day from the life of your class. Describe what you did that day, who was present, what preparations were made, what impressions you had etc. Why do you still remember that day? Illustrate your work with drawings or photos.

Step 1. In groups of four, fill in a placemat with the class activities about which you'd like to write. Each member of the group writes 2-3 events. Agree on one event and write it in the middle.

Step 2. Start collecting information, words and phrases that have to do with your topic. As you go through the unit in your textbook, add more information.

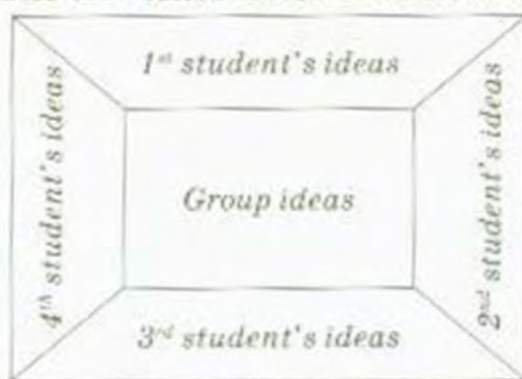
Step 3. Decide how you will present your project – a poster / a powerpoint presentation / an overhead projector / ...

Step 4. Prepare your presentation.

Step 5. Check what you have written.

Step 6. Practise your presentation.

Step 7. Gallery Walk. Present your work in class. Answer any questions.



a placemat





Project B.

Research Paper

Family life has always been a subject of research in literature. Famous writers have always described how people build their family relationships. Family life has changed over the centuries, but family values have never been a subject of change.

a) Work individually. Think of the examples from classical or modern literature where the family life is depicted. You can choose a literary work by a British, American or Ukrainian author. For example, W. Shakespeare's *King Lear*, *Romeo and Juliet*, Theodore Dreiser's *The American Tragedy*, Ivan Nechui-Levytsky's *The Kaidash' Family* etc.

b) Work in groups. Decide which literary work you're going to write about. Share the roles. Prepare information about the plot and the main characters of this literary work.



c) Write a short essay about the family relationships. What problems did the author reveal? What did he/she want the readers to understand?



d) Gallery Walk. Present the results of your research in class. Answer any questions.

Lessons 13-14

Develop Your Skills

Listening Lab



1. a) In this section you are going to listen to the text "Keeping in Touch" by Emily Barton. Your task is to decide if the statements (1-6) below are TRUE or FALSE according to what the text says. Mark your answers with an X in your exercise book. An example (0) has been given.

0. *Emily's family moved three years ago.*
1. Emily and her family travelled by bus.
2. When Emily arrived at her new place, she phoned her friend at once.
3. Emily's friend couldn't keep in touch with her because the phone calls were too expensive.
4. Emily's Mum tried to persuade her daughter not to call to her friend any more.
5. The girl couldn't keep in touch with her friend for two years.
6. The girls are still friends and they write to each other regularly now.

	TRUE	FALSE
0.		X
1.		
2.		
3.		
4.		
5.		
6.		



b) Listen to the text "Keeping in Touch" by Emily Barton again. For questions (7-12) choose the correct answer (A, B, C, or D). There is always **ONE** correct answer. Write your answers on the separate answer sheet.

7. Why did the girls depart?
- A They went to different schools.
 - B They started to have different interests.
 - C Emily began to live in a new place.
 - D They couldn't get on well with each other.
8. Why did Emily call her friend on the first day at school?
- A She wanted to invite her for a party.
 - B She wanted to tell her about her new friends.
 - C She got a letter from her friend.
 - D She wanted to tell her friend about her life.
9. Why did Emily become angry with her friend?
- A She didn't receive a reply for her email.
 - B Emily's friend didn't give the girl her email address.
 - C Emily's friend's messages were too short.
 - D Emily's friend wrote too long letters.
10. What did Emily's mum advise the girl?
- A To call her friend in the evening.
 - B To give up on her friend.
 - C To write a letter to another girl from her class.
 - D To tell her friend that she was really upset about their relations.
11. What did 'keeping in touch' mean for Emily?
- A It didn't seem to matter much.
 - B It was part of being a friend and was very important.
 - C It was the chance to know all the secrets.
 - D It was a possibility to know about things in her previous school.
12. What is the girls' friendship like two years later?
- A They don't keep in touch very often.
 - B They have developed new friendships and have forgotten each other.
 - C They've realized that true friends never really lose connection.
 - D They don't feel that they are very close.

7	8	9	10	11	12

Score:/12

Vocabulary and Grammar



2. Read the text given below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning. Write your answers on the separate answer sheet. (1 mark each)

Family Matters

It's surprising (0) *how* little time we spend talking to (1) ... other. We devote countless hours to (2) ... work and studies, different problems (3) ... we don't have the luxury of talking about what's really important in our lives. Nothing is more valuable (4) ... family. Many people, however, have found solutions to (5) ... problems in their families.

Jane's friend has got a large globe (6) ... her front door. When her younger brother returns from school with the current events or geography homework, they immediately check the globe to (7) ... the specific country, state, or city. Their entire (8) ... has become more (9) ... of their "neighbours".

Michele tells her younger sister one adventure story (10) ... night to ease the bedtime struggle. They both enjoy this time spent together.

Mary gives new life to her cousin's best-loved stuffed animals by turning (11) ... into puppets. Then little children have hours of fun creating plays and stories for family and friends. Their elder sister takes the puppets (12) ... she babysits and says they are always a hit!

Family really matters. We just need to find time for each other.

Score:/12



3. Put the words in brackets into the correct form. Pay attention to the tense forms, the gerund, the passive structures. Use the relevant grammar forms for future events. (1 mark each)

Abandon all your possessions and run for the hills: It (1) ... (to foretell) that the world (2) ... (to come) to an end sooner than you (3) ... (to think), in the year 2012. It (4) ... (to seem) that you (5) ... (can't / to pick up) any newspaper or magazine without (6) ... (to read) that the apocalypse is almost upon us.


What really (7) ... (to happen) in 2012? Asteroid 433 Eros (8) ... (to pass) within 17 million miles of the Earth in January; there (9) ... (to be) an annular solar eclipse in May and a solar transit of Venus in June; the Summer Olympics (10) ... (to take) place in London; the Earth's population (11) ... (officially / to pass) 7 billion people in October; the United States (12) ... (to elect) a new President in November; construction of the new Freedom Tower (13) ... (to complete) in New York City; the sun (14) ... (to flip) its magnetic poles as it (15) ... (to do) at the end of every 11-year sunspot cycle; and, as I (16) ... (to be) sure you (17) ... (to hear) by now, the Mayan calendar (18) ... (to complete) its 5,125 year cycle, presumably (19) ... (to portend) the End of Days. Don't panic! The explanation (20) ...



(can) be as simple as they (21) ... (not / to expect) people in the 21st century to still be obsessed with their archaic calendar. Neither the Mayan calendar people, nor the Age of Aquarius people, (22) ... (to offer) any claims for how or why the world (23) ... (to end), only that their particular legend (24) ... (to point) to a rollover in some ancient calendar.

Score:/12

Reading Lab

 **4.** You are going to read an interview with Tom Justesen, 17, from Minnesota who came for the International Outreach Camp (IOC). The questions have been mixed up. Match the interviewer's questions (A–F) below to answers (1–4). There is one extra question which you don't need. Write your answers on the separate answer sheet. An example (0) has been given. (3 marks each)

- A Have you learned anything from this experience?
- B The money you earned ... do you mean you paid for this camp yourself?
- C What differences do you see between the people you met here and Americans back home?
- D How did your friends and family react to your going to Ukraine for the International Outreach Camp?
- E Are you having a tough time in Ukraine?
- F Have you gone anywhere else internationally?

Journalist (J): 0. F Have you gone anywhere else internationally?

Tom Justesen (TJ): I guess I wanted to travel, but it was never my priority. I've been to Greece before on a school sightseeing trip. I liked Greece, but all we saw were ruins day in and day out. I would have liked to have met people too. In Ukraine it's the opposite. I don't feel like a tourist. I would like to see more of the sights. The money I had earned to come here was worth it.

J: 1.

TJ: Yeah, I had to save money for it. I worked two part-time jobs. The first was at a day care centre, where my two cousins work. I worked there full-time in June. I also worked with my dad, who owns a brewery.

J: 2.

TJ: Some asked, "Where is Ukraine?" and "Why are you going? Well, that's cool... at least you're doing something more than being at the basketball court every day." It wasn't like, "You're living out my dream! I wanted to go there so much!" People my age don't even know about Chernobyl. I'm only seventeen you know.

J: 3.

TJ: Roya, my friend, thinks that people here are pretty genuine; at first I didn't think so. I knew very little about Ukrainians. When I introduced myself to some Ukrainian kids in the city and tried to be friendly, they simply nodded their heads without any expressions on their faces. It was unusual for me. We, Americans, smile a lot.

J: 4.

TJ: From this camp I learnt that I really want to do a study abroad programme. IOC is great. I think with a study abroad programme though, I can also see more of a country.

Score:/12

Conversation Lab



5. Read and act out one of the situations given below.

1. Talk about your experiences of meeting students from other countries/representatives of other cultures. What things did you find different in their characters? What did you learn as a result of your interactions? What helps people understand each other?
2. Talk about the advantages of participating in study abroad programmes. What helps us to break stereotypes we have about other people? Use the words from the box given below.

to give great life opportunities to increase knowledge about student programmes abroad to create theatre presentations and artwork to bring to life students' cooperation to help with future projects to design and implement hands-on projects to explore the world to learn about theatre, creative writing and debates to experience an amazing atmosphere to become a part of a youth leader network to lay the groundwork for an active future to build skills of teamwork, collaboration and relationship building to cross cultural barriers to build real relationships that continue via phone, email and letters





Writing Lab

6. a) Read the information about the Ukrainian International Outreach Camp.



IOC Ukraine

Ukrainian students ran three projects across Ukraine last summer – taking full responsibility for programmes they designed and funded.

- Camp ABC – Kharkiv, Ukraine
- CACTUS – Ternopil, Ukraine
- Arts Festival – Skadovsk, Kherson Region, Ukraine

These three programmes created a network of active young people across Ukraine prepared to take responsibility for the social development of their communities! Others who joined had a chance to become part of the wave of the future!

b) Write about the advantages of participating in these camps. Use the words from the box to Ex. 5.

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

Skills	Now I can...	4	3	2	1
	• talk about my family members and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about youth life and youth interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• describe the events in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• discuss the relationships people built with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the ways to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the information during the discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• read and understand the magazine articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write an essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 2

Sport and Leisure

In this unit you will:

Listen, read and talk about ...

- the role of sport in a society
- popular sports activities and sporting events
- sports competitions and sportsmen
- Olympic Games champions

Learn how to ...

- find synonyms
- understand the text of an advertisement
- understand the text of an interview
- talk about football match results
- compare and contrast pictures

Practise/ Revise ...

- Tense Forms

Write/ Make ...

- a description of sporting events
- an email letter



Wise Quotes

● Gold medals aren't really made of gold. They're made of sweat, determination, and a hard-to-find alloy called guts.

- Dan Gable

● If winning isn't everything, why do they keep the score?

- Vince Lombardi

● If you watch a game, it's fun. If you play it, it's recreation.

- Bob Hope

● If you're trying to achieve something, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or walk around it.

- Michael Jordan

● Sports do not build character. They reveal it.

- Heywood Brown

Work in pairs or small groups. Discuss the quotations.





Lessons 1-2

Sport in a Society



1. Read the names of sports and talk about them in class. Which of them are popular in your school? What sports competitions are organized at your school? Are you a participant or a spectator? Which sports from the list are NOT popular in Ukraine? Where are these sporting events traditional?

badminton

basketball

canoeing

cricket

floorball

cross country

rugby golf

gymnastics

soccer

squash

shooting

table tennis

swimming

tenpin bowling

tennis

volleyball

hockey

judo

netball

softball

track & field

sailing

water polo

Vocabulary Notes

Don't confuse the words 'sports' and 'games'.

Sports include all kinds of physical activities, for example, running, hitting, or kicking a ball, climbing or fishing.

Activities that do not involve much physical activity are games, for example, chess or billiards.

2. Match the words in the box to the correct definitions.

● football ● badminton ● golf ● basketball ● water polo ● chess ● ping-pong ● ice hockey ● pole vault ●

1. ... is a game for two players. They have rackets. They hit a shuttlecock over a net.
2. ... is a game played on an ice field by two teams of six players each.
3. ... is a game in which two teams of five players bounce and pass a ball down a court to score by sinking the ball into a fixed net basket.
4. ... is a game in which you use long sticks called clubs to hit a small ball into holes in a fine grassy patch.



5. ... is an outdoor game for two teams of eleven players who try to put the ball in a goal at each end of a field.
6. ... is a game for two players who have sixteen figures which they move on a board. They must trap the opponent's king to win the game.
7. ... is an indoor game for two or sometimes four players who hit a small plastic ball across a net.
8. ... is a swimming game played with a ball and two goals. You must be a very good swimmer.
9. ... is a sporting event; participants try to jump over a high bar, using a long pole to push themselves off the ground.

3. a) Copy the table given below and do a survey.

Questions	You	Your Friend
• What sport do you play in your free time?		
• How regularly do you train?		
• Have you ever competed?		
• Why do you play sports? (e. g. to keep fit, for fun, to lose weight etc)		
• If you could start any sport tomorrow, what sport would it be?		
• What dangerous / extreme sports have you tried? If none, which would you like to try?		
• Which sport would you take up if you could afford it?		

b) Speak in class. What have you found out about your classmate?

Reading Lab

4. You are going to read the interview with Christine Ohuruogu, the UK Olympic gold medallist (Beijing, 2008). Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- to expand someone's horizons
- a good set up for smth
- good facilities
- competent
- an inkling
- obviously
- to tick
- apart from
- bitterly
- to interfere
- to forgo
- a tendency
- to be accountable for smth



5. Read the interview with Christine Ohuruogu, the UK Olympic champion. The questions have been mixed up. Match the interview questions (A–H) to the answers (1–6). There is one extra question which you don't need. Write your answers on the separate answer sheet. An example (0) has been given.

- A What advice would you give to schoolchildren interested in a sports career?
- B How did your career develop at school?
- C What are your views on how sports should be delivered at school?
- D Who directed you in your sporting career?
- E Was sport an important part of your school life?
- F Which sportspeople inspired you as a schoolgirl?
- G Did sports interfere with your schoolwork?
- H What was your most memorable sporting event as a schoolgirl?

School Sport: Christine Ohuruogu

By Gareth A Davies

"Sport teaches important lessons," says Olympic gold medallist (2008) Christine Ohuruogu



Journalist (J): You are an Olympic gold medallist who will defend her title in Stratford in 2012. Where did you go to school?

0. *E Was sport an important part of your school life?*

Christine Ohuruogu (CO): I attended St. Edwards Church of England School, Romford. It was a good school, and helped me to **expand** my horizons. There was **a good set up for sport**, with **good facilities** and a very **competent** PE staff.



J: 1. _____
 CO: Getting serious about athletics pretty much came after school; until I left school I never had **an inkling** I would go to the Olympics as an athlete. But I took part in everything, playing individual and team sports. I tried to do my best at hockey, netball, tennis a few times, athletics, and I loved Sports Day.


J: 2. _____
 CO: You know, I didn't really have sports heroes. For me, the main thing was playing sports. I never really followed sport on television. **Obviously**, that has all changed now, because I want to know what makes other sportspeople **tick**, how they think and train.

J: 3. _____
 CO: **Apart from** running about and feeling great, I think playing netball was amazing. We had a good team, one week we'd lose **bitterly** and the next we'd win spectacularly, and I always took a lot of pride in wearing my school shirt and competing for them.

J: 4. _____
 CO: It can **interfere** in a sense, but there is always time to do both if you are sensible. I certainly think that regardless of how good someone is at sports, they should never **forgo** their homework.

J: 5. _____
 CO: You need a real love for your sport and regardless of how good you are at it, you need to be able to go out and train when it is freezing cold and when you feel a pain. A life in sport is not going to be easy; doing a sport is not just about relying on your physical power, it is about putting all of yourself into it. If you have all of that, you have a start.

J: 6. _____
 CO: We have a problem with kids not enjoying sports. Such a **tendency** has to be changed. Sport and physical education are essential elements of quality education. They promote positive values and skills which have a quick but lasting impact on young people. Those who go in for sports regularly learn such important life lessons as teamworking and **being accountable for** their actions. Children should be active and healthy, and away from bad lifestyle choices.

 6. Listen and check your answers.



Unit 2

7. Match the words (1–8) to their synonyms (A–H).

1. To expand	A to trouble
2. A horizon	B to enlarge
3. Competent	C a hint
4. A facility	D responsible
5. An inkling	E a reach
6. To tick	F a convenience
7. To interfere	G qualified
8. Accountable	H to twinkle

8. Complete the sentences with the words from Ex. 7. Use the verbs in the correct tense form and voice.

1. We could see a ship on the
2. The hotel has its own pool and leisure
3. The study will be ... to include inner-city youth.
4. He is the only coach ... enough to train the team before the game.
5. The sports centre should be held ... for the quality of service it provides.
6. Anxiety can ... with children's performance at the competition.
7. She had absolutely no ... of what was going on.
8. I've never really understood what makes her



9. Report the sentences. Write what Christine Ohuruogu says about:

- the sports competitions she took part in during her school years;
- her sports role models;
- sports activities at school nowadays.

Conversation Lab



10. Speak in class. Express your point of view on the suggested situation.

Our life is very busy nowadays. We are always in a hurry, sometimes we have no time for breakfast or dinner. It is even more difficult to find time for sports and trainings. The old proverb goes, "Health is above wealth", so sports are essential to improve our physical health. What do you think? Support your ideas with relevant examples from your life.

Example:

A: Sports and physical activities are crucial for a long healthy living. Sports and games improve our health and well-being, extend the life expectancy, and reduce the likelihood of such health problems as heart disease.



B: Regular physical activities are essential for physical, mental, psychological, and social development. Good habits start early in childhood. The importance of physical education is demonstrated by the fact that children who exercise are more likely to stay physically active as adults. Sports play a major positive role in our emotional health; sports also build valuable social connections, offering opportunities for play, self-expression, and renewal of the spirit.



Homework

11. Put the verbs in brackets into the correct tense form and voice.

1. Sports such as football and wrestling ... (to be) popular in Ukraine since the 19th century.
2. Ukraine ... (to host) to the UEFA European Football Championship in 2012, together with Poland.
3. The Ukraine Cricket Association ... (to exist) to promote the game of cricket in Ukraine.
4. Ukraine ... (to send) a full team to the 2008 Beijing Summer Olympics, the team members ... (to be) Valentyna Holenkova, Anastasiya Koval, Alina Kozych, Iryna Krasnianska, Dariya Zgoba, and Maryna Proskurina. As a team they ... (to place) the 11th in qualifications and ... (not / to qualify) for the team final.
5. Andriy Shevchenko ... (to be) a famous Ukrainian footballer, who ... (to consider) a national hero in Ukraine.
6. Ukraine ... (to note) for its famous heavyweight boxers – Volodymyr and Vitaliy Klychko which ... (to win) world champion's title many times.
7. Ukrainian gymnasts ... (to enjoy) success at the 2009 European Championships in Milan, Italy.
8. Ukraine ... (to be) a regular participant in both summer and winter Olympic Games.

12. Write a paragraph about the role of sport in a society.

Start like this:

Sport offers endless opportunities for innovative development partnerships and can be used as a tool to build and foster partnerships between developed and developing nations.

Finish your story with:

In brief, sport is important for everyone. Millions can benefit directly, through active participation in sports competitions and tournaments. For many more, the benefits are less direct but no less important.

Lessons 3-4 Sports and Youth

1. Work in pairs. Discuss the questions given below.

1. Do you agree that the current generation is weaker than the former one? Why do you think it is like that?
2. Do you think students want to participate in sports or they are rather lazy? Explain your ideas.
3. What do you think about your school sports activities? Which of them enjoy the greatest popularity among the boys/girls?
4. How much can the student government encourage students to participate in sports?

2. Look at the photos (A-L) and match them to the words in the box.

camping fishing surfing karate horse-riding parachuting
fencing figure skating boxing wrestling yoga baseball





Vocabulary Notes

Don't say 'My favourite sports is football'. Say 'My favourite sport is football'.

Use different verbs for different sports:

• you play soccer/golf/tennis/baseball/basketball/volleyball/hockey etc, but:

• you do karate/judo/yoga/gymnastics/track and field etc.;

• you go swimming/running/riding/skating/bowling/sailing/fishing, etc (= sports that end with '-ing').

Don't say 'make sport(s)'. Say 'play' or 'do', or participate in sport(s):

I played many sports at school.

3. Talk about the sports activities you like/enjoy. Use the verbs *do*, *go* or *play* and the names of the sports or activities.

Example:

I go / do / play ... in my free time.

4. a) Listen to a short dialogue. Complete it with the phrases from the box.

- I quite like ... (e.g. swimming) • I enjoy • I like • Well, I really like watching it • I participate in... •

A: Do you enjoy...?

B: ... dancing. And you?

A: ... but I don't like doing it very much.

B: What about other sports?

A: Well, I ... but my sister Ann really hates it.

b) Work in pairs. Make similar dialogues about the pictures given below. Act them out in class.



A



B

5. You're going to read the text about the importance of doing sports exercises. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- moderate ● proper ● a protective gear ● the muscular strength ● endurance ● a workout ● a coach ● to toss ●

6. Read the text. Your task is to fill the gaps with the titles from the list (A–E). There are two choices that you don't need. Write your answers on the separate answer sheet.

Exercise Do's

The great thing about exercise is any activity that gets you moving is good! Try to actively exercise for about an hour a day at least 3 days a week, and regular **moderate** activity during the rest of the week. You can choose from:

1. which includes sports like football, tennis, soccer, volleyball, basketball etc. It also includes brisk walking, running, cycling, and swimming. Always make sure you're wearing the **proper protective gear** whatever activity you choose; as mentioned previously, try to do this level of activity at least 3 times a week.

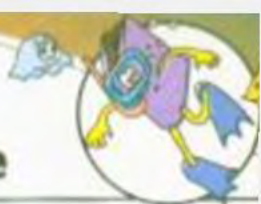
2. helps you build **the muscular strength** and **endurance**. It can involve unstructured activities like using the playground equipment. It can also include structured strength **workouts** using weights, machines, or your own body weight. Always work with an adult, **coach**, trainer or other expert before you start lifting weights to make sure you know the right exercises and how to do the exercises correctly. You can add this type of activity 2 to 3 days a week, with at least a day of rest between sessions.

3. includes active games, walking or jogging, wrestling with your friends, or **tossing** a ball in the backyard. This is something you can do every day.


- A Muscle-strengthening
- B Out-of-school Activities
- C Regular Activities
- D Active Aerobic Exercising
- E Breathing Exercises

7. a) Find the words in the text to match the definitions given below.

1. Something that you do because you enjoy it.
2. A piece of metal that weighs an exact amount and is lifted by people as a sport.
3. To throw something, especially something light, with quick gentle hand movements.





4. To do sports or physical activities in order to stay healthy and become stronger.
5. To include something as a part of the all-in-one-piece.
6. A period of physical exercises, especially as training for a sport.
7. To move something or someone upwards into the air.
8. The ability to continue doing something difficult or painful over a long period of time.

 b) Listen and check your answers.

8. Put the verbs in brackets into the correct tense form and voice.

1. Who ... (to sign) for the tennis tournament?
2. The new sports equipment ... (to bring) to our school last month.
3. If Sue ... (to tell) to wear the proper protective gear before roller skating, she ... (to injure).
4. They ... (to train) in the school sports yard for two hours.
5. ... you ... (to plan) your daily workouts in the gym?
6. If you ... (to want) ... (to build) good muscular strength and endurance, you ... (should / to train) regularly.

 **9.** Write 3 or 4 sentences about your favourite sports activities. Take out every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to supply the missing words.

 **10.** Work in two groups. Compare and contrast the pictures. What similarities or differences are visible?

a) Write about the things that skiing and volleyball have in common.

Example:

Skiing and volleyball are both very spectacular.



b) Write down some differences between skiing and volleyball.

Example:

Volleyball can be played in the gym and outdoors, but you can ski only outdoors.

c) Speak in class. Which of the two sports would you prefer? Why?



Unit 2

Conversation Lab



- 11.** Talk about your sports life. Have you ever participated in sports competitions? If not, would you like to start playing sports one day?

Start like this:

Sport plays a major role in my life. I like everything about sport, from the game's atmosphere to the personal influences one can have on a game. I find it very enjoyable to watch or to play. I come from a very sport-orientated family. My father and his two brothers all played in the local football team. My mother did calisthenics and played volleyball for many years; this shows that my family is sporty. When I was four, I began figure skating and did that for five years.



Homework

- 12.** You've found the following blog on the Internet. Read the information and write what you think the questions in this blog were.

blog · blog · blog · blog · blog · blog · blog · blog · blog · blog · blog

A Sporting Life?

Hi, everyone, thanks for your suggestions of blog topics!

So sports, hmmm... well, right now sport is not a very big part of my life. One reason is my day's studies. I tend to unwind with a bit of watching TV rather than hitting the gym or sports centre. Another reason is that I haven't established an exercise routine yet.

Generally I am influenced by my surroundings, and if I happen to have a friend or acquaintance who is into sport, I am more inclined to be motivated to participate in sports regularly. When I was in secondary school, I played hockey and was a cross country runner, representing the school. After the sixth form I was into music, films, reading, and dancing! I was most fit and sporty when I was in the eighth form. I played badminton, swam, and cycled on Sundays. So, who knows, I may get into sports again.

Now as a spectator, there are only two games that have captured my interest, certainly on TV. That is football and tennis. Both are high energy games. When you see a skilled footballer on the field, it's almost like watching a ballet. The foot movements can be so graceful! I like tennis for the tension and the game culture.

- 13.** You've decided to leave a comment on the Internet blog "A Sporting Life?" Write a story of 80–100 words about your personal sports experience.



Lessons 5-6

Take Care of the House of You!

1. Look at the photos connected with sports activities. Use the questions given below to discuss them.



- Which is more connected with health and which is with sport? Why do you think so?
- Which one do you think is a mass sport and which one is a competitive sport?
- What kind of sports do you think are combined in the pictures?
- Would you like to do any of these sports? Give your reasons.

2. Listen to Ann talking about her sports experience. What sports club does she attend? Why has she chosen that kind of sports activity for herself?

Reading Lab

3. You are going to read about yoga. Look through the words and word combinations in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- entire • to require • in a non-judgmental way • to channel excess energy • in combination with smth • in particular • the maturation of smth • to develop greater self-confidence • to push boundaries • to gain a sense of achievement •



4. You're going to read about doing yoga. Some parts of the sentences have been removed from the article. Your task is to fill the gaps (1-6) with the sentences from the list (A-G). There is one answer that you don't need.

Taking Care of the House of You!

Many people take pride in 1. . Choosing just the right paint colours and furniture style helps bring their **entire** home into focus. Think of your body like a home - 2. , your 'beautiful home'. It **requires** love and attention, and when you give it these things, you bring your body into focus.

Being a teenager is a challenging time. The practice of yoga 3. and your true self **in a non-judgmental way**, and find ways **to channel** your **excess energy** more productively.

Yoga is performed by a flow of Asanas (poses) **in combination with** breath work and deep concentration. One of the noticeable benefits of this practice is 4. . **In particular**, yoga can be a great support for **the maturation** of your inner organs. You will begin to feel more comfortable in physical strength and health.

Besides, the practice can be a wonderful and 5. . As you practise, you become aware of your own body's intelligence, and of the focused, attentive power. You'll **develop greater self-confidence** by discovering your inner resources, which will definitely help you deal with the dynamic daily experiences. Yoga can provide you with a way to connect with yourself, 6. . The practice of yoga offers you a healthy, challenging way to experiment, **to push boundaries**, and **gain a sense of achievement** in a non-competitive environment.



- A your body is your temple
- B the overall feeling of well-being
- C decorating their homes
- D can make your body more muscular
- E can help you get to know your body
- F and with the beauty within and around you
- G fun way of practising discipline



5. Match the words (1–12) to the words (A–L) to make word combinations.

1. Paint	A benefits
2. A furniture	B experience
3. Challenging	C style
4. Excess	D concentration
5. Breath	E support
6. A deep	F colours
7. Noticeable	G work
8. A great	H attention
9. Inner	I time
10. Physical	J organs
11. Clear	K energy
12. Dynamic	L strength

6. Fill in the necessary prepositions. Then make your own sentences with the phrases you get.

- To take pride ...
- To bring smth ... focus
- To think ... smth like smth else
- To be performed ...
- ... combination ...
- To feel comfortable ... smb's physical strength and health
- A great support ... smth
- To develop a greater sense ... self-confidence ... doing smth
- To deal ... smth
- To go ... experience in daily life
- To provide smb ... smth
- To gain a sense ... achievement

7. Read an advertisement about a yoga class for teenagers on page 64.

For questions (1–6) choose the correct answer (A, B or C).

- What do the gentle yoga exercises create?
 - flexibility and strength
 - mental outlook
 - the strength of body
- What does the yoga class incorporate?
 - emotional and mental state with the strength of body
 - muscle-strengthening and mental exercises
 - meditation, self-massage and guided imagery



Unit 2

3. What opportunity does the yoga class give to participants?
A to forget all problems
B to slow down and relax
C to relieve stress
4. What is the cost of the classes?
A \$20 for a one-hour class
B \$12 for a single class
C \$12 for a ten-class card
5. When will the classes start?
A on January 6th
B next Tuesday
C on Tuesday at 6
6. What else must participants do?
A eat before classes
B turn off all mobile phones
C bring a yoga mat

and the Body

A Yoga Class for the Soul and the Body



A Yoga Class for the Soul and the Body

This class for teens encourages participants to slow down, breathe deeply and move inside their bodies.

Gentle yoga postures create flexibility, strength, and a calm emotional and mental state that will create refreshing energy.

The class incorporates meditation, self-massage and guided imagery; it's a wonderful opportunity to slow down, relax, and think.

Beginners are welcome, no experience is necessary.

Time: Tuesdays, 5:15 – 6:15 PM, starting January 6, 20__

Cost: \$12 for a single class, \$100 for a ten-class card

Registration: Newcomers may join at any time. Drop-ins are welcome.

Instructor: J. Beth Baldwin

For more information or questions, please call J. Beth Baldwin at 860-344-8316.

Tips: Wear loose comfortable clothing; eat after class or have a light snack before class. For vision improvement do not wear contact lenses. Please, turn off all mobile phones upon entering the facility. Bring a yoga mat with you or use one of our mats.

A Yoga Class for the Soul and the Body

A Yoga Class for the Soul and the Body

Class for the Soul and the Body



- 8.** Listen to a radio interview about power yoga. Match questions (1–6) to the answers (A–F). Role play the interview in class.

A: Who does it?

B: 1.

A: What do you do?

B: 2.

A: How hard is it?

B: 3.

A: Who is it good for?

B: 4.

A: Can you give us an example?

B: 5.

A: Where can you do it around the country?

B: 6.

- A It's very hard, but there are beginner courses that will teach the basics.
- B Everywhere, just surf the Internet and you will find much information.
- C Gwyneth Paltrow, Geri Halliwell, Sadie Frost, Jude Law, Madonna.
- D Power yoga is the most physically demanding, because it's a dynamic continuous flow of movements and postures. Breathing is also an essential element, as you need to learn to synchronise breathing with the movements and use breathing to get in and out of the postures.
- E The Backward Bend is great for getting super-toned arms and legs.
- F It is good for those who have already done other forms of yoga, for workout fanatics who need a new challenge, and for women who want to get strong arms.

- 9.** Write some questions to get more information.

- Sue has been practising yoga for five years.
- The entire team agreed on choosing her as a captain.
- Young sportsmen are required to attend trainings regularly.
- Golf has gained in popularity in Ukraine in recent years.

Conversation Lab

- 10.** Speak in class. Act out the situation.

You've heard the announcement about yoga classes in your school gym and decided to attend. Now you're talking to one of your classmates. Inform him/her about your decision, say what influenced it. Invite your friend to join you.



Homework

- 11.** Read and complete the article. Put the verbs in brackets into the correct tense form and voice.

Feeling Lucky? Try Paintball

Paintball (1) ... (to come) to Ukraine from the USA a couple of years ago. A paintball game involves two teams setting out to 'conquer' a specified objective, which might be (2) ... (to protect) a pop star or (3) ... (to release) hostages. Players (4) ... (to suppose) to finish the game without getting a drop of paint on their clothes. When you (5) ... (to play) paintball, you are provided with special equipment: an extra-thick camouflage, a helmet (6) ... (to protect) the face and ears, and a 'gun' loaded with a gas cylinder and gelatine capsules (7) ... (to fill) with paint. It's the capsules that hit a player leaving paint stains. The Ukrainian Paintball Federation (8) ... (to organize) by Sacura; new members are always welcome. There is a place in Hydropark in Kyiv where you can (9) ... (to try) this challenging and fascinating activity.

- 12.** You have read the following advertisement in an English-language magazine and decided to introduce a similar programme in your neighbourhood. Write a letter to the school newspaper in which you:

- state why sport is necessary for people;
- say what teenagers will benefit as a result of the project;
- inform the public about the sports facilities in your school;
- invite the organizations and private business to sponsor the activities.

Write your letter of at least 100 words. Start your letter like this:

Dear Sir/Madam,

In our Junior Sports Programme children have the unique opportunity to receive coaching in gymnastics, athletics and ball games. The programme includes Fit for Fun syllabus that has revolutionized the way sport is introduced to ages 3–12. Pre-school children (Age 4) receive 45 minutes of coaching covering gymnastic exercises for strength and co-ordination as well as practising skills and games, learning cooperation, running, jumping, throwing and catching.

These fun classes are an excellent preparatory course for sports and school. Children learn to listen and follow the instructions with the activities they enjoy. The guiding aim of our programme is to develop as many positive attitudes towards physical activity as possible so that an active and healthy lifestyle is continued throughout life.

Finish with:

*Yours faithfully,
(your name and surname)*



Lessons 7-8

Watching Sport
and Sports Competitions

Listening Lab

1. Listen and read the dialogue.

Paul: I was in a desperate hurry to get home in time for the game.

Jane: What game are you talking about?

Paul: The Stanley Cup play-offs! Turn on the TV. I hope it's still the first quarter. It is! Who's winning? What's the score?

Jane: I don't know. You know I don't watch sports and football is not an exception... Wow! That was a great shot. Did you see that?

Paul: No, what happened? Maybe they'll show it again on instant replay. I wonder who the coach is going to choose for the starting line-up.

Jane: Geez. I think there's a player down on the field.

Paul: It looks like he's walking off the field. He can't be hurt too badly.

Jane: Look! They're putting your favourite player into the game. Oh, what a play!

Paul: Wait a second. I thought you didn't watch sports.

Jane: I wasn't a sports fan before this game. Do you find it strange?

Paul: Of course not. Pass the chips, please. Sit down with me to watch the game.



2. Answer the questions.

1. Why was Paul in a hurry?
2. What game did Paul and Jane watch on TV?
3. Which sport did Paul like to watch on TV?
4. Which kind of sports do you like to watch? Why?

3. Listen and complete the conversation with the words from the box.

afternoon back extra game hot lend meet park



Unit 2

A: We're going to play football this (1) ...

B: Really? Where are you going to play?

A: There's a pitch in the (2) ... near the river.

B: Is there?

A: Yes. Do you like playing football?

B: Yes, I play quite a lot (3) ... home, but I'm not very good.

A: Neither am I. Why don't you come with us and have a (4) ...? We need an (5) ... player.

B: I'd love to, but I haven't got my sneakers with me.

A: Don't worry about that. I'm sure someone can (6) ... you some.

B: OK. What time are you going to play?

A: Probably around five o'clock. It's not so (7) ... then.

B: That sounds great. Where shall I (8) ... you?

A: Let's say here, at about 4.30.

B: Great. See you then.

Learning Strategies

Cup or League?

Cup competitions start with many teams and finally finish with two. A team can only win or lose.

Leagues are played over several weeks or months. Many games are played and the team who gets the most points wins. A team can win, lose or draw.

4. Decide if the following people are talking about cup games (C) or league games (L). Write your answers in your exercise books.
1. We're in the quarter finals.
 2. We're near the top of the table.
 3. We won the semi-final on penalties.
 4. We've drawn the last four matches.
 5. We lost in the final match.
 6. We were knocked out in the first round.
 7. We're going up this season.
 8. They are a far ahead. No team is going to catch them.
 9. There are only three games left in the season.
5. You're going to read the text about football. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

to power up a ranking to triumph top-level games
to acknowledge a proper coaching structure to dedicate
the age ranges to pick up to make goalposts



6. a) Read the title of the article (Ex. 7). What do you think it's going to be about?

b) Read statements 1 and 2 given below. Which of the other sentences (A, B, or C) has the same meaning as 1 and 2?

1. Five years ago football was still very much a boys' sport.

A Girls didn't play football five years ago.

B Five years ago not many girls played football.

C The boys didn't let the girls play football five years ago.

2. There are more and more top-level women's games being broadcast on channels such as Sky.

A Women's football matches were never broadcast on TV before.

B Women's football matches were shown only on local TV channels before.

C There are more women's football matches today than before.

7. Now read the article. Then read the statements (1–6) and find the paragraph which contains the necessary information. Prepare an answer sheet in your exercise book. Write the letter of your choice in your answer sheet. Finally, decide if the statements are T (True) or F (False). Write your answer on the answer sheet.

1. The England Women's Team is one of the best in the world.

2. TV companies didn't broadcast women's football matches so often in the past.

3. Five years ago, a proper coaching structure was organized for a few women's team.

4. The age ranges and leagues are taken into special account while giving sportswomen a chance to be trained at centres of excellence.

5. Less than half of the girls in the UK are keen on football.

6. You can't play women's football without special training.

Football Crazy

A Five years ago football was still very much a boys' sport. Footballing girls just had to play with the boys. Today, there are more than 7, 200 girls' teams in the UK and 1000 women's teams. The England Women's Team is **powering up** the world **rankings**; it **triumphed** last year when it reached the quarter finals of the World Cup of Japan.

B Faye White, age 30, plays for both Arsenal and England. She says, "Playing in Japan was incredible. Women's football has reached new heights of skill and entertainment."

C Even TV companies are sitting up and taking notice. There are more and more **top-level** women's games being broadcast on channels such as Sky. So what has happened?

D Morag Taylor of the Football Association explains, "About five years ago the FA **acknowledged** thousands of girls who enjoyed football and wanted to play. For their game to improve," she says, "they needed **a proper coaching structure.**"

E As a result, the FA paid for 47 **dedicated** women's and girls' football development officers to work in its county FAs and develop the game. Really talented players train at centres of excellence, and there is no proper structure for progressing through **the age ranges** and leagues.

F "Today 70 to 80 per cent of the UK girls under 16 play some form of football," says Morag.

G Faye is not surprised, "Many girls have always enjoyed football, with its team spirit, action, and skill base. It's great for encouraging responsibility, quick thinking, and healthy living. But the greatest thing is that anyone can **pick up** a football and kick it: all you need for a game is a few friends, a patch of grass and your jumpers **to make goalposts.**"



Phrasal Verbs

8. Look at the table on page 71. Then use the phrasal verbs in the correct tense form and voice to complete the sentences.

1. He ... the letter and read it.
2. Why don't you ... one job and try to get that finished?
3. I'm tired of ... after you!
4. Claire could only ... her meal, forcing down a mouthful or two.
5. They are still ... the newspapers looking for this article.
6. She ... a navy blue dress.
7. She was sitting at the kitchen table ... a pile of mushrooms.
8. I'd like to ... a point that Steven made earlier.



- to pick at smth – to eat only small amounts of food because you do not feel hungry or do not like the food
- to pick on smb/smth – to choose a particular person or thing
- to pick smb/smth out – to choose someone or something from a group
- to pick smth/smb up – to lift something or someone up; (= to learn) to learn something by watching or listening to other people; (= to collect) to collect something from a place
- to pick up on – to return to a point or an idea that has been mentioned and discuss it more
- to pick up after – to tidy things that someone else has left untidy
- to pick over – to examine a group of things very carefully in order to choose the ones you want
- to pick through – to search through a pile of things to find things that you want

Conversation Lab

Talking about Football Results

Vocabulary Notes

When we talk about football scores, we say 'It was nil-nil' (0-0) or 'They drew nil-nil'.

If the score is 1-1 or 2-2, we say 'It was one-all' or 'They drew two-all'. We never say 'nil-all'.

In tennis, we say love for 0.

-  **9.** Look at the football results. Complete the sentences with the necessary words. Use one word in each gap.

Bolton 0-4 Chelsea

Fulham 3-1 Liverpool

Arsenal 3-0 Tottenham

Stoke 2-2 Wolverhampton

Dumbarton 0-0 Brechin

Southport 5-1 Eastwood Town

Everton 1-1 Aston Villa

Peterhead 3-2 Stirling

1. Bolton ... nil-four to Chelsea.
2. Fulham ... Liverpool three-one.
3. Dumbarton drew ...-... with Brechin.
4. Everton ... one-all with Aston Villa.
5. Tottenham ... Arsenal three-nil.
6. Stoke drew two-... with Wolverhampton.
7. Southport ... Eastwood Town five-one.
8. What was the ... in the Peterhead-Stirling?



Unit 2



10. Work in small groups. Talk about the games / sports you like to play or watch.

Example:

A: There are quite a few ball games, most of them are very enjoyable to watch or play. The ones I like are football, handball, volleyball, basketball, tennis, and table tennis. The ones I have heard about are cricket, rugby, and golf. I love football and I often go to football matches. My favourite team is Dynamo but I am not always happy with the way they play.

B: I like watching most sports, especially ball games and athletic competitions. Whenever there is a world championship I sit in front of the television, cheering for the Ukrainian teams or different sportsmen and sportswomen. In winter I love watching figure skating and especially ice dancing.



Homework

11. Look at the table and write sentences about the results of the football matches. Use Ex. 9 as a model.

The Coca-Cola Football League Championship

QPR 1–2 Leicester

League of Ireland Premier Division

Bohemians 3–1 Sligo

Cork 2–1 Dundalk

Derry City 3–0 Bray

Drogheda Utd¹ 1–2 St Patricks

Shamrock 1–1 Galway Utd

Source: <http://news.bbc.co.uk>

12. Write about a sporting event you've attended or have watched on TV. Use the prompts given below.

Last weekend I saw many young ... players participating in the ... Ukrainian competition at ... Stadium. The ... (number) teams all came from Ukraine; ..., some had travelled over ... km in order to participate!

The average age of the teams was between ... and ... which meant that the matches were lively and energetic. It included a very good standard of ... (name of sport). During the competition I spoke to ..., Acting President of the ... Federation of Ukraine. He said that He also reported that The regional competitions were The President of the ... Federation of Ukraine feels that it's this ... (regional / national) approach that will boost the game in Ukraine.

This weekend's competition itself was a great success with ... taking the bronze, by beating ... in the final on Sunday.

These two teams were finalists last year; ... has won the competition ... (four) out of the ... (nine) years.

¹Utd = United



Lessons 9-10

Olympic Games: Past into Future

1. Look at the photos and talk about them¹. What are people celebrating? How do they honour their Olympic champions?



2. Work in pairs. Discuss the questions.

1. How much do you think the original concept of sports has changed in the last few years?
2. What sports can be done at different ages?
3. What do you think sportsmen can do after ending a sports career?
4. Do you like to play sports for pleasure or for professional aims? Why?

Reading Lab

3. The following sentences are from the text you are going to read. What do you think the words and phrases in bold print mean? Work out their meanings from the context. Don't use a dictionary.

1. Ukrainian competitors were finally **recognized** internationally after World War II.

To recognize (past recognized) means

- A to know who someone is
 - B to officially accept that someone has legal or official authority
 - C to officially and publicly thank someone for smth they have done
2. In the 1956 Melbourne games, 34 Ukrainian athletes **seized** fourteen gold, four silver and eleven bronze medals.

To seize (past seized) means

- A to take hold of something suddenly and violently
- B to take control of something suddenly and quickly, using military force
- C to take legal possession of something

¹ Employing Nelson's Column as a kind of sports maypole is now a British tradition (photo B).



Unit 2

3. Volodymyr Holubnychy, a walker from Sumy, was the first Ukrainian track and field athlete **to carry off** a gold Olympic medal.

To carry off means

A to make an official arrangement to do something or use something at a later time

B to do something difficult successfully

C to hold something in your hand or arms, or support it as you take it somewhere

4. An outstanding sprinter in the 100m run, Valeriy Borzov, was recognized as an Olympiad **hero**.

A hero means

A a man who is admired for doing something extremely brave

B the man or boy who is the main character in a book

C a man who is admired very much for a particular skill or quality

4. You are going to read about the achievements of the Ukrainian sportsmen in the Olympic Games in the past. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

• a spectator • to compete in smth • to recognize • to seize • overall • the idol • to carry off • an Olympiad hero •

5. Read the text and find the facts about the sporting career of the outstanding Ukrainian sports people.

The Athens Olympic Games at Marble stadium [April 6, 1896] had 80,000 **spectators**. M. Ritter from Kyiv went to Athens independently **to compete** in the shooting and wrestling contests. However, rules unknown to Ritter demanded that he cancelled his entry. Ukrainian competitors were finally **recognized** internationally after World War II.

In 1952 [15th Olympiad] twenty-five Ukrainian sportsmen won ten gold medals, nine silver medals and one bronze medal in both individual and team sports. A gymnast from Lviv, Victor Chukarin, became the first Ukrainian athlete "World Champion" by winning eleven medals; he was twice **overall** Olympic Champion. The first women

champions were Maria Gorokhovska from Kharkiv and Nina Bocharova from Kyiv. Zaporizhzhia wrestler Yakiv Punkin won a gold medal.

In the 1956 Melbourne games, 34 Ukrainian athletes **seized** fourteen gold, four silver and eleven bronze medals. Outstanding athlete Larysa Latynina went to Melbourne as an unknown gymnast and left as an overall champion, with 18 awards; she was named 'the first grace of the tournament'.

Borys Shakhlin from Kyiv won his first gold medal; the 'iron' Shakhlin became the **idol** of all boys by winning thirteen Olympic medals. Yuriy Tytov, often called Borys Shakhlin's shadow, became an overall World Champion in 1962 because he won nine medals.



Victor Chukarin



Larysa Latynina



Borys Shakhlin



Polina Astakhova



Volodymyr Holubnychy



*Galyna
Prozumenshchykova*



Valeriy Borzov



Serhiy Bubka

In the 1960 Roman Olympic Games, 36 Ukrainian athletes took sixteen gold, eleven silver and six bronze medals. After this Olympiad, the press nicknamed Polina Astakhova, a graceful gymnast from Donetsk, 'the Russian birch-tree'. Reporters called her "the most feminine gymnast in the world". Volodymyr Holubnychy, a walker from Sumy, was the first Ukrainian track and field athlete to carry off a gold Olympic medal.

In the 1964 Tokyo Olympiad, 33 Ukrainian sportsmen won thirteen gold, twelve silver and seven bronze medals. Galyna Prozumenshchykova, a 16-year old from Sevastopol, became the first swimming gold medalist. Zaporizhzhia weight-lifter Leonid Zhabotynsky lifted 217.5 kg, a sensational accomplishment! Valeriy Brumel was a gold winner in the high jump.

In the 1968 Mexican Games, fifty-one Ukrainian athletes took fourteen

gold, ten silver and eight bronze medals. Outstanding yachtsman Valentyn Mankin took first in the Finn class.

In 1972 [Munich] Ukrainian sportsmen took twenty gold, seven silver and nine bronze medals. An outstanding sprinter in the 100m run, Valeriy Borzov was recognized as [an Olympiad hero](#).

In the Montreal 21st Olympiad, 1995 Ukrainians took twenty-seven gold, twenty-one silver and twenty-one bronze medals. Outstanding pole-vaulter Serhiy Bubka from Donetsk, an eight-time world champion, set 35 world records; he is one of the world's best athletes.

Ukrainian sports people have always brought and will bring glory to their native country, Ukraine.

Taken from *ENGLISH – Improve Your Language Skills* by ANNAMARIE, 2003



Unit 2

6. Read and choose the correct item to complete the sentences or answer the questions.

- In the first paragraph of the text the author talks about the Ukrainian sportsman who ...
 - was the first to take part in the Olympic Games
 - couldn't participate in the Olympic Games
 - didn't know the rules of the Ancient Olympic Games
 - was greatly greeted by the 80, 000 spectators
- What does the author mean by saying that Larysa Latynina was "the first grace of the tournament" (*line 30*).
 - the most attractive sportswoman
 - the gymnast who moved in a smooth and attractive way
 - the one who behaved in the most polite and pleasant way
 - the gymnast who performed the best tricks
- Which of the following can be inferred from the text?
 - Ukrainians had a chance to participate only in some Olympic Games.
 - Ukrainian sportswomen didn't take part in the Olympic Games.
 - Ukrainians have always been successful in the Olympic Games.
 - Ukraine has only one Olympic hero.
- According to the text, which is **WRONG** about the 1960 Olympic Games?
 - Ukrainians got the first gold medal in track and fields events.
 - Both men and women participated in the Games.
 - Ukrainians won the greatest number of silver medals.
 - Ukrainian athletes won six bronze medals.
- When writing about Serhiy Bubka the author mentions all of the following **EXCEPT** ...
 - the number of world records he set
 - the name of his birthplace
 - the number of times he became the world champion
 - his present position
- The author has written this article to ...
 - list the achievements of Ukrainian sportswomen
 - inform about the performance of Ukrainians in the Olympic Games
 - compare the achievements of sportsmen from different countries
 - present some facts about the Ukrainian athletes



7. Write 3 or 4 sentences about the Olympic Games. Take out every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to supply the missing words.



Grammar Lab

Future Forms

8. a) Look at the picture A and say what kind of work is being done.



b) Listen to the text about the preparations for the Olympic Games 2012. Complete the sentences with the phrases from the box.

- will house will have will be surrounded by will begin will have
 will be held will be able will have been finished will include

The Olympic Games 2012 (1) ... in London. All the preparations (2) ... by December 2011. Now the construction work on the Olympic Stadium is being completed. The Olympic Stadium site (3) ... canals. The stadium (4) ... a capacity of 80,000 and (5) ... to convert into a 25,000-seat venue once the event is over. The Olympic Village (6) ... 2,800 apartments accommodating participants and officials. Soon the company (7) ... building work on The Aquatics Centre, which (8) ... the 'gateway' to the Olympic Park. The Park (9) ... a 50m competition pool, a 25m competition diving pool, and a 50m training pool. VeloPark (10) ... a 6,000-seat velodrome for indoor cycling events and a BMX circuit.

9. Read the information.

Future Forms

Future actions in English can be expressed with the help of different tense frames.

Tense/Form	Usage	Example
Future Simple (Active) will + verb	<ul style="list-style-type: none"> decisions made immediately, hopes, fears, threats, offers, promises, warnings, comments etc; actions/predictions which may happen in the future; things we are not sure about or we haven't decided yet 	<p><i>I'm hungry. I'll cook something.</i></p> <p><i>I promise I'll eat. / She'll come soon.</i></p> <p><i>Summer will be here soon.</i></p> <p><i>Perhaps we'll win. / I'll think about that.</i></p>



Unit 2

Future Continuous (Active) will+be doing	<ul style="list-style-type: none"> actions in progress at a stated future time; actions which are the result of a routine; when asking politely about people's arrangements 	<i>This time next year she'll be going to the Games.</i> <i>I'll be playing tennis on Sunday.</i> <i>Will you be training in the gym today?</i>
Future Perfect (Active) will+ have done	<ul style="list-style-type: none"> actions that are finished before a future time Note: <i>by</i> or <i>not ... until/till</i> are used with Future Perfect. <i>Until/till</i> are normally used with Future Perfect only in negative sentences.	<i>They will have finished the stadium by Christmas.</i> <i>He will have completed his trainings by the end of the month.</i>
Future Perfect Continuous	duration of an action up to a certain time in the future	<i>By his sixtieth birthday he will have been coaching for 30 years.</i>
Present Simple with future meaning	timetables, programmes	<i>The match starts at 7 o'clock.</i>
Present Continuous with future meaning	fixed arrangement in the near future	<i>We are meeting the Olympic champions at the airport this weekend.</i>
Time expressions used with:		
Future Simple	Future Perfect	Future Perfect Continuous
<i>tomorrow, tonight, next week/ month/ year, in two days, the day after tomorrow</i>	<i>before, by, by then, by the time (until is used only in negative sentences with this tense)</i>	<i>by ... for</i>



10. Copy the sentences with the future tenses in the Active Voice from Ex. 8b into your exercise book. Underline the predicates. Define the tense forms. Copy the sentences with the Passive structures. Can you define their tense forms?



11. Put the verbs in brackets into the correct future forms.

The best sporting equipment (1) ... (to be) available in the local Sports & Accessories shop next week. The new training simulators (2) ... (to help) you lose weight safely and quickly. You (3) ... (not / to need) to miss meals and you (4) ... (not / to have to) spend hours measuring out your food portions. By the end of the month we guarantee you (5) ... (to lose) at least 7 kilos or we (6) ... (to give) you your money back.

Conversation Lab

12. Look at the diagram and talk about the achievements of the Ukrainian sportsmen in the Olympic Games (see Ex. 5, pp. 74–75). Use the comparative and superlative degrees of the adjectives.

Example:

Ukrainians won the greatest number of gold medals in 1960.



13. Work in small groups. Discuss the statement. Use the future forms to give examples.

• The Olympic motto is "It's a great honour to win, but still greater honour to compete."



Homework

14. Find the information and write about the achievements of the Ukrainian sportsmen in the Olympic Games of 2004 and 2008.

15. Put the verbs in brackets into the correct future forms.

A. From June 5th to 15th, the Central Stadium (0) *will be holding/is holding* (to hold) its City Championships. Tickets (1) ... (to be) on sale to the public from Saturday, May 1st. This year we (2) ... (to offer) special family tickets at the discount price of £15. The gates (3) ... (to open) at 9 am and the first event (4) ... (to start) at 9.30.

B. Inter-School Basketball Competitions (5) ... (to start) this Monday. The gym (6) ... (to open) at 8 am. Early morning fans (7) ... (to be able to) take the best seats before the crowds (8) ... (to arrive). We (9) ... (to offer) snacks and drinks in the school canteen during the break. By the end of the day we are sure that all of guests (10) ... (to have) a great time.



Unit 2

- 16.** John is a Year 10 student. He studies well and he also plays basketball. He is going to be a professional sportsman. Write a few sentences about John in 10 years time.



English Beyond the Classroom

Searching for Authentic Examples

- Look for examples of future forms in the news stories in the English-language newspapers and magazines, or on the Internet. Find at least one example for each tense form. Write them in your exercise book. Share your examples with the class.

Lessons 11-12 Project Work

Read the instructions and decide on a project (A or B) which you would like to work on.

Project A.

Survey

Project Objectives

Many children don't go to sports clubs. What is to be done to involve students in out-of-class sports activities?

Procedure

Step 1.

Class Discussion

Discuss the school problems concerning sports activities. What do you like? What things would you like to change?

Homework

Find out more about the problem in your community by interviewing people, looking through the local papers, listening to the radio or watching TV.

Step 2.

Work in groups. Share what you've found out about sports activities in your community. Decide on a problem you'd like to solve. Prepare an outline of the steps you'd like to cover.

Step 3. Gathering Information

Develop guidelines for obtaining and documenting information.

Homework

Share the roles and research the issue by going to libraries, phone calling, interviewing people, and requesting information.



Step 4. Developing a group portfolio

Portfolio Group Tasks:

- explain the issue;
- develop a public policy the class will support;
- develop an action plan to get the community to accept the class views.

Step 5. Gallery Walk. Presenting the portfolio.

Step 6. Reflecting on the learning experience.

Project B.

Research Paper

Verbs/Adjectives Describing Sporting Events

a) Work in pairs or small groups. Look through the newspaper or magazine articles devoted to sports, sportsmen, or sporting events. Surf the Internet and look for other sources of information.

Make a list of verbs and adjectives to describe a sporting event. Make a glossary. Illustrate your work with pictures or drawings.

b) Work with an English-English dictionary and write the definitions of the words in your glossary.

c) Gallery Walk. Present the results of your research in class. Answer any questions.



Unit 2

Lessons 13-14 • Develop Your Skills

Listening Lab

-  **1.** Listen to an interview with Katie Calvert about the sport she goes in for. Write your answers to the questions given below. (1,5 marks each)



Athlete Profile

Name: *Katie Calvert*
Age: *15*
Town: *York*
Sport: *Gymnastics – Sports Aerobics*

- How did Katie get involved with her sport?
- Where does she train?
- What is her greatest sporting achievement so far?
- When is her next big competition?
- What are her sporting goals and dreams?
- Who is her sports hero and why?
- What does she enjoy most about being an athlete?
- Who is her biggest supporter and why?

Score:/12

Vocabulary and Grammar

-  **2.** Complete the sentences with the words from the box given below. (1,5 marks each)

game • spectators • events • track • stadium •
 sporting • achievement • snow •

- Whether carried out on the (1) ... and field or on ice and (2) ..., sport (3) ... light the spirit of (4) ... in thousands of competitors and billions of (5) ... worldwide.
- If you are interested in volunteering at (6) ... events for your school, you have to complete the form given below.
- Last year's sports celebration dinner at the Wembley (7) ... was the most successful fundraiser in Labour's history.
- This is a fantastic one-off opportunity for a (8) ... of tennis with the former headmaster of our school.

Score:/12



3. Put the verbs in brackets into the correct tense form and voice.
(2 marks each)

A. The 2014 Sochi Olympic and Paralympic Winter Games (1) ... (to hold) in a unique natural setting between the balmy shores of the Black Sea and the soaring snow-capped Caucasus Mountains. The Sochi Olympics organizers (2) ... (to set) the goal of hosting "Carbon Neutral Games". One of the environmental initiatives (3) ... (to include) the development of "green belts" in the city and reforestation of the Sochi National Park.

B. Sport (4) ... (to depend) on the environment. At the same time, the sports industry (5) ... (to depend) on energy consumption and is one of the greenhouse gas 'addicts'. What we have is a great opportunity and a great responsibility to deliver and promote the model of climate-friendly Olympics – reducing our carbon footprints to zero.

C. Sports organizations around the world should (6) ... (to take) the lead to implement solutions that combat climate changes.

Score:/12

Reading Lab

4. You are going to read the article about kickboxing. Order the paragraphs (A–D). (3 marks each)

Kickboxing: An Ancient Sport Or An Art?

By Gabriel Adams

A Many people choose to take up the sport of kickboxing for their physical health rather than for competition. A kickboxing workout will get you in shape with various moves and kicks. Your stamina will increase and you will become more flexible. It is also a great cardiovascular workout. Kickboxing is a great sport for parents and children to do together.

B If you are interested in kickboxing as a sport or as a workout, you can choose classes or buy tapes that allow you to do kickboxing in your home, whichever option, decide your skill level. If you aren't sure about a kickboxing class, ask the instructor if you can observe a class before committing to it. For the best experience in a kickboxing class, train under an instructor who has a black belt in some area of martial arts and who is also recognized as a fitness instructor. The more experienced your teacher is, the more likely you'll be able to learn quickly.

C The art of kickboxing has been known in Asia for over 2,000 years. It became very popular in the United States in the early 1970s. Kickboxing is considered to be a form of martial arts. It is very appealing to many individuals because it allows more contact kicks and punches

than other martial art forms. Moves include kick blocks, shadow boxing, sparring, and wood breaking. Due to the risk of injury, kickboxing has more competition safety rules than the other forms of martial arts.

D It is a good idea to work into a kickboxing routine, especially if you are out of shape. Make sure you stretch properly before you start and do a cool down at the end of the workout. Since kickboxing is so intense that beginners can hurt themselves.

Score:/12

Conversation Lab



5. Follow the steps below to prepare a one-minute presentation for your classmates.

a) You're going to participate in a school sports competitions in a month. Use these ideas to make notes:

- when the competitions will take place;
- who will participate;
- what you will be doing in the coming month;
- what should be done before the competitions start.

b) Use your notes to prepare your presentation for your classmates. Remember to use future forms in the Active and Passive Voices. Use the correct time expressions.

6. a) Match questions (1–7) to answers (A–G).

b) Work in pairs. Talk about your favourite team. Make a dialogue and act it out in class.

1. Who do you support?
2. How long have you been supporting them?
3. Why do you support them?
4. Who's your favourite player?
5. How are they doing now?
6. Who are their biggest rivals?
7. Do you ever go to see them play?

A Since I was a child.

B Shakhter – they've become much stronger later!

C Maybe once or twice a season. I usually just watch them on TV.

D I have many, but ... (name) is my favourite now.

E Dynamo.

F Oh, my grandfather was a Dynamo fan, so it's a part of my family history.

G Terribly! We didn't win anything last season! Just wait till next season, though!



Writing Lab

7. You are a member of the school government. You've realized that many students are interested in playing sports. You've decided to write an article for the school newspaper about the suggestions of the school government. Include the following:





- what sports activities the school government will organize after school and who will be involved;
- what way the government will recognize those who participate in sports events;
- how the school government will advertise the School Fan Club.

Write an article of 80–100 words about school governmental sports.

Self-Assessment

Think of your records. Decide how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• talk about the role of sport in a society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about popular sports activities and sporting events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• share the information about sports competitions and sportsmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• inform others about the results of a sporting event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• compare and contrast pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the text of the interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the text of an advertisement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a description of a sporting event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write an email letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a short essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Unit 3

Food

In this unit you will:

Listen, read and talk about ...

- healthy food
- British and Ukrainian cuisine
- eating in a café
- cooking and recipes

Learn how to ...

- describe favourite recipes
- describe the process of preparing food

Practise/ Revise ...

- the Passive Voice
- the Gerund

Write/ Make ...

- an email letter
- a recipe

Wise Quotes

● The wise man should consider that health is the greatest of human blessings. Let food be your medicine.

- Hippocrates

● Eating is not merely a material pleasure. Eating well gives a spectacular joy to life and contributes immensely to goodwill and happy companionship.

- Elsa Schiaparelli

● To lengthen your life, lessen your meals.

- Benjamin Franklin

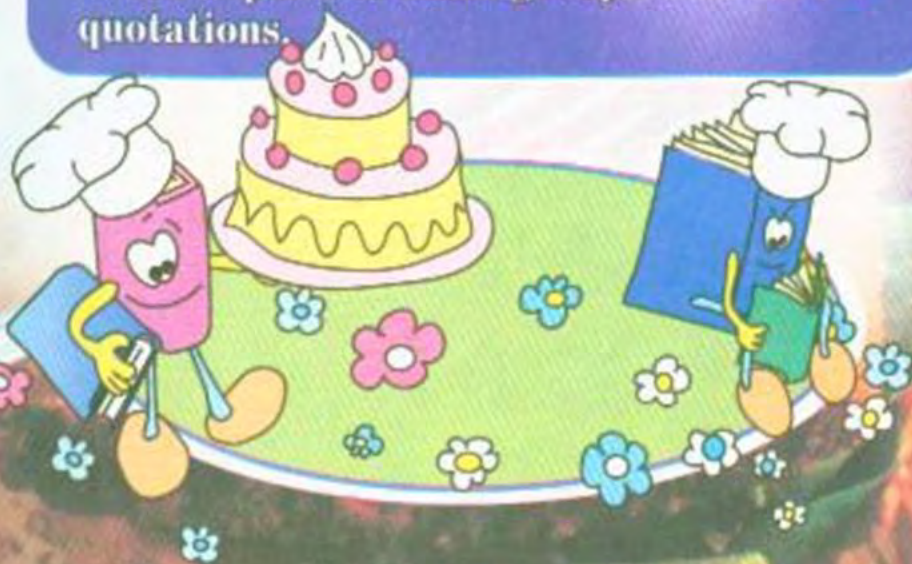
● Can it be a mistake that STRESSED is DESSERTS spelled backwards?

- Lev L. Spiro

● Give a man food, and he can eat for a day. Give a man a job, and he can only eat for 30 minutes on break.

- Lev L. Spiro

Work in pairs or small groups. Discuss the quotations.





Unit 3

Lessons 1-2

Eat Well, Stay Healthy

1. Look at the photos. Talk about the food people eat. Which words from the box given below do you need?

Good food

fine, tasty, well-prepared, wonderful, delicious, excellent, one's favourite and yummy (*infml*), "Yum!"

Special food

exotic, gourmet, vegetarian, international cuisine

Ethnic cooking

Ukrainian, British, Greek, Indian, Chinese

Simple food

basic, everyday, decent, reasonable food, home cooking

Healthy food

nutritious / nourishing, quality, freshly made, homemade, natural, organic, wholesome, diet, the right food

Unhealthy food

rich in calories, high-calorie, fatty, fast and genetically modified (= GM) food, junk food

Bad food

cheap, rotten, disgusting, yucky (*infml*) food; butter or milk is/has gone off, meat is burnt, underdone or tough, bread is stale, a tin or chocolate is past its shelf life





- 2.** Listen to a dialogue. Look at the list of products and guess what food the children are talking about.

pizza vegetable sandwich vegetable salad chicken salad
 apple juice orange juice sausage meat pie ice cream
 cake Coke Fanta

- 3.** Say who you think keeps to a healthy diet: Oksana or Ivan. Give arguments to support your viewpoint.

- 4.** Read the statements given below. Which of them is TRUE about you?

- I do not think I eat very much. I am hungry all day.
- I eat just about the right amount of food. I am not overstuffed and I am not hungry.
- I eat a little more than I should because I add more snacks to my daily diet (or I eat large meals).
- I eat too much because I eat large meals and several extra snacks.

- 5.** Talk about your food preferences. Do you keep to a balanced diet?

Reading Lab

- 6.** You are going to read the text about the way to keep to a balanced diet. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

a balanced diet to eat "on the run" healthy meals
 microwave meals unhealthy snacks to make healthy diet choices
 to encourage healthy energy levels and weight to grill to stir-fry
 to bake to boil to flavour sugary drinks
 to enjoy smth in moderation fibre permanently

- 7.** Read the text about the way to keep to a balanced diet. Choose the most suitable heading to the paragraphs (1–5) from the list (A–F). There is one extra heading which you don't need.

- Avoid Too Much Sugar
- Healthy Food Preparation
- Avoid "Diet Thinking"
- How to Eat Correctly
- Don't Skip Meals
- Think Before Eating



Eat Well, Stay Healthy

We all know we should be eating a healthier **balanced diet** and getting more exercise. To make it work, we need to build good habits into our daily routine. We should try not to eat "on the run". This means taking time to plan and prepare **healthy meals** at home, so that we rely less on fast food, **microwave meals**, and **unhealthy snacks**. We should also control the amount of fat, sugar, and salt in our diet.

Here are a few tips **to make healthy diet choices**:

1.

Eating three regular meals with good snacks in between **encourages healthy energy levels and weight**. When eating away from home, you can bring healthy snacks and drinks.

2.

Grilling, stir-frying, baking, and boiling are healthy ways to cook food. Use fresh or dried herbs and spices **to flavour** food instead of adding toppings like butter, margarine, or gravy.

3.

Sugary drinks are a source of empty energy (in the form of calories) that you don't need, without vitamins, minerals, or protein. Try sugar-free sodas or flavoured waters instead of regular soda or juice. Lots of sugar is found in desserts such as cakes, cookies, and sweets. **Enjoy** these foods **in moderation**.

4.

Eat slowly. It takes twenty minutes before you're feeling full. Eating when hungry and stopping when full will help balance the body's energy needs. Eat when you're hungry, not when stressed or bored. **Fibre** rich foods such as whole grains, vegetables, and fruits increase the feeling of being full.

5.

There aren't any 'bad' foods and even so-called 'diet' foods or drinks are not lower in calories. Weight loss in your growing body can **permanently** affect your growth in height.

8. Find the words in the text to match the following definitions.

1. Containing sugar or tasting like sugar.
2. One that is healthy because it contains the right foods in the right amounts.
3. Always or for a long time.
4. To persuade someone to do something.
5. The parts of plants that you eat but can't digest.
6. To give something a particular taste or more taste.



9. Complete the sentences with the words from Ex. 7.

1. A pinch of herbs will definitely ... this dish.
2. Alice tries to avoid eating ... snacks.
3. Fruit and vegetables are high in ... content.
4. I smell a delicious soup with a delicately ... flavour.
5. Advertising on TV ... teenagers eat more snack foods.
6. Eating 'on the run' can ... affect your health.
7. Kim's diet is perfectly
8. She fried the chicken and put the vegetables on to
9. ... the bacon until crisp.
10. Kate ate her ... in silence.

Phrasal Verbs

10. Look at the table. Then use the phrasal verbs to complete the sentences. Use the verb to eat in the correct tense form and voice.

- to eat away – to gradually remove or destroy smth
- to eat away at smth/smb – 1) to gradually remove or reduce the amount of smth; 2) to make someone feel very worried over a long period of time
- to eat in – to eat at home instead of in a restaurant
- to eat into smth – 1) to gradually reduce the amount of time, money etc that is available; 2) to gradually damage or destroy smth
- to eat out – to eat in a restaurant instead of at home
- to eat up – to eat all of smth
- to eat smth up (informal) – to use a lot of smth, especially until there is none left
- to make (something) out – to see clearly
- to be eaten up with/by jealousy/curiosity/anger – to be very jealous, curious etc, so that you cannot think about anything else

1. The project a third of the organization's entire research budget.
2. Acid rain the stone walls.
3. I'm too bored to cook tonight. Let's
4. The thought of mother alone like that at her.
5. The river at the bank.
6. Jealousy him ...
7. She's made a cake and wants us to help ... it
8. The new buildings the character of this historic town.
9. Paying for the new house my savings.
10. Come on, Jenny, and we'll go for a walk.



Conversation Lab

Discussion / Debate

11. Read the conversational formulas and put them into the right groups in the table given below. Can you add more expressions of your own to each group?

☛ That's right! ☛ I couldn't agree with you more. ☛ I'm not sure that's true. ☛ I see your point. ☛ Surely you don't think that... ☛ Absolutely! ☛ Have you considered...? ☛ I don't see why. ☛ Actually, ... ☛ I can/can't go along with that. ☛ I understand your point. ☛ Don't you agree? ☛

Agree	
Disagree	
Accept that the other person is right	
Persuade the other person that you're right	

12. a) Work individually. Think about food and your eating habits. What are the most important characteristics of a healthy diet? Write three statements about your daily diet. What food groups have you mentioned? Do you think you keep to a balanced diet?

b) Work in pairs. Take turns reading your statements. The other person decides if he/she agrees or disagrees. Think of arguments to support your viewpoint. Discuss the issue with a partner. Decide who has a healthier diet. Use the phrases from Ex. 11.



Homework

13. Complete the text with the words from the box.

☛ loss ☛ course ☛ plan ☛ expectancy ☛ health ☛ groups ☛ body ☛ food ☛ weight ☛ life ☛ diet ☛ amount ☛

Ensuring that you have a healthy, balanced (1) ... is an important step towards good (2) Good health is essential for leading a full and active (3)

The word 'diet' is often used to describe an eating (4) ... that is intended to aid weight (5) However, diet really refers to the (6) ... that a person eats during the (7) ... of a day or a week. The more balanced and nutritious your diet is, the healthier you can expect to be.

A balanced diet means eating the right (8) ... of foods from all the food (9) No single food contains everything the (10) ... needs, so it is important that your diet is varied. Eating a balanced diet can increase your life (11) ... by keeping your heart and body healthy, prevent many long-term illnesses and help maintain a healthy body (12)

14. Write about your daily eating habits.



Lessons 3-4 Ukrainian Cuisine

1. Read the definitions of the words in the table and answer the questions given below.

Vocabulary Notes

A **meal** is a particular time when you eat food, e.g. breakfast, lunch, supper.

A **course** is a part of a meal, e.g. a three-course meal. "Soup is the first course of our meal."

A **dish** is food cooked in a special way, e.g. a chicken dish, a vegetable dish.

Cuisine is a particular style of cooking, e.g. French cuisine, vegetarian cuisine.

- How many meals a day do you usually have?
- What is the first course of your dinner?
- What traditional Ukrainian dishes can you name?
- What do you know about Ukrainian cuisine?

Listening Lab

2. a) Look at the pictures and talk about the dishes you see. Use the words from the box.

• to be made of • to be seasoned with • to be stuffed with • dough •



1

salad



2

varenyky



3

borsch



4

holubtsi

- b) Listen to the information about traditional Ukrainian dishes. Put the number of the dish which is being described.

3. Read and say if the sentences are true or false. Correct the wrong statements.

1. Borsch is a national dish of Ukraine which has many versions; it is served all over the country.
2. Borsch can contain at least 12 different ingredients.
3. Varenyky are never made by frying a filled dough.



Unit 3

- Varenyky can be filled with meat, potatoes, cabbage, and sometimes mushrooms as an entree; if they're filled with sour cherries or sweetened cottage cheese and raisins, they are served as a dessert.
- Golubtsi are cabbage rolls stuffed with meat and rice or buckwheat; they are often covered with a thick tomato sauce.
- Salads are served often, but rather than being lettuce-based, combinations of fresh, cooked, and preserved vegetables may be mixed with meat, cheese, or fish.

Reading Lab

- Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- to originate
- a staple
- to be stewed
- bay leaf
- parsley
- dill
- to resemble
- extensive

- You are going to read the text about Ukrainian cuisine. Some sentences have been removed from the text. Put the sentences (A–G) to spaces (1–6). There is one extra sentence which you don't need.

The core of Ukrainian cuisine **originates** in peasant which were dishes based on grains and **staples** (vegetables like potatoes, cabbage, beets, and mushrooms). **1.** Fish is also popular in a large variety of dishes; there are hundreds of fish species that are used in delicious dishes. Popular Ukrainian snacks usually include varenyky; the most appreciated traditional dish is pig fat – called 'salo'. **2.** Borshch originated in Ukraine as a national soup – although borshch is now an international dish that is also very popular in the surrounding regions (parts of Russia and Romania). Ukrainian cooking uses black pepper, red pepper, salt, **bay leaf, parsley, and dill** (usually in spring and summer), garlic and onion. Ukrainian people eat many dishes made from potatoes.

There are no specific distinguishable cuisines in Ukraine, but a variety of different influences can be noticed by a careful eye. **3.** Lviv or Lutsk Regions, for example, use cuisine that **resembles** Polish cuisine. The northeastern provinces (Sumy, Kharkiv or Luhansk) have been influenced by Russian cuisine, while the southern part of Ukraine has several recipes that are specific to Moldova and Romania. Agriculture has always been **extensive** in Ukraine so wheat, rye, oats, and millet were the main ingredients for any meal for centuries. **4.** Bread is served with soup as the main course, although sometimes it may be left aside if the dish contains potatoes or pasta. **5.** Although traditional cooking styles for most Ukrainian dishes go back in history, today most cooking may be quite similar to any western European cuisine. **6.**



- A Bread was and is still one of the main food staples of the Ukrainian meal.
- B Bread was also present since ancient times; all grain based food products used in the past are still present today, in one form or another.
- C Neighbouring countries have influenced Ukrainian cuisine, as Ukrainian cuisine influences the regional and national cuisines of its neighbours.
- D Meat is an important ingredient in most Ukrainian dishes; and it is prepared in different ways (**stewed**, boiled, fried, or smoked).
- E Ukrainian women have always been creative while preparing dishes from locally-grown ingredients.
- F When looking for a traditional meal, the best experience is home-made Ukrainian meal.
- G Ukrainians preserve salo with salt as one of their most prized national dish.
6. Read the information about the Passive Voice on p. 276. Find the sentences in the text of Ex. 5 with the Passive Voice. Write them into your exercise book. Decide what tense form the verb is used in.
7. Find the dish names and their descriptions in the text. Use them and the phrases from the box given below in your own sentences.

to be based on to be popular with to be used in / with a variety of
to be specific to to be left aside to go back to to be similar to

8. a) Read and act out a dialogue.

A: What tasty borshch! I have never eaten anything better! Do you know how it is cooked?

B: Sure! Every Ukrainian girl is taught how to cook borshch.

A: I know that it is made of beetroots, cabbage, and potatoes.

B: Well, the method of cooking is really important. Carrots, onions, and parsley are fried in sunflower oil or butter. This is added to boiled vegetables and it's cooked together for a few minutes. Borshch should be thickened with pounded grease and cloves of garlic. Borshch is usually served with some sour cream and pamushkas in a garlic sauce.

A: There must be some individual secrets!

B: Of course. Every cook changes something in the recipe. I think, the main secret is that you must cook it with a light heart. Enjoy what you're doing! So people will love everything that you've cooked.

- b) Make a similar dialogue about other traditional Ukrainian dishes. Use the verbs in the Passive Voice.



Unit 3

9. Put the verbs in brackets into the correct tense form and voice.

National cuisine (1) ... (to be) part of any national heritage as any phenomenon of national culture. Many of the Ukrainian cooking traditions go back hundreds of years. Ukrainians, for example, used to (2) ... (to prefer) boiled, stewed, or baked food to fried food.

Five thousand years ago, people of the Trypillya culture, (3) ... (to grow) wheat, barley, and millet. Rye (4) ... (to come) much later, about a thousand years ago. Kasha, kulish and halushky (5) ... (to be) the most popular dishes among the Chumacks and the Cossacks.

The chronicles (6) ... (to provide) evidence that cabbage, onions, turnips, and garlic (7) ... (to use) for food in the early medieval times, as well as beef, veal, pork, mutton, and fish. The meat obtained by hunting (8) ... (to boil) usually ... rather than fried. A list of dairy products (9) ... (to be) quite long. Various kinds of beans (10) ... (to be) always popular in Ukraine. Buckwheat (11) ... (to import) from somewhere in Asia in the 11th or 12th century. Melons, watermelons, corn, pumpkins, and potatoes (12) ... (to bring) to Ukraine as well as sunflower and mustard in the 16th - 17th centuries. Tomatoes and eggplant (13) ... (to add) to the diet in the 19th century.

10. Answer the questions.

1. What foods have Ukrainians always preferred?
2. What dishes were the most popular among the Chumacks and the Cossacks?
3. What vegetables are commonly used in Ukrainian cuisine?
4. When were these brought to Ukraine?



Homework

11. Read and complete the sentences with the names of dishes from the box.

pechenya holubtsi kvas deruny studynets
mlyntsi varenyky uzvar pampushky borshch

1. ... - beet soup often made with meat.
2. ... - boiled dumplings stuffed with fruit, potatoes, cheese and cabbage.
3. ... - cabbage rolls stuffed with millet or minced meat with rice.
4. ... - crepes served with meat, cheese, fruit or caviar.
5. ... - roast pork, lamb, beef or veal.
6. ... - jellied meat or fish.
7. ... - potato fritters served with sour cream or cottage cheese.
8. ... - fried dough, similar to doughnuts.
9. ... - a drink made from bread with a sweet-sour taste.
10. ... - dried or fresh fruit drink.

12. Write the names of your favourite dishes and how often you cook them.



Lessons 5-6 British Cuisine (Part I)

1. The photos below show some of the traditional meals you can be served while staying in Great Britain. Look at the photos and describe them. What food is served? Do you know the names of these meals?



2. Read the paragraphs (1-5) and match them to the names of the meals in the box given below. Then match them to the photos (A-E) in Ex. 1.

continental breakfast
 full English breakfast
 school lunch
 afternoon tea
 Sunday lunch

1 orange juice, cereals (e.g. cornflakes and muesli), or porridge, ham and eggs (bacon and eggs, fried eggs, scrambled eggs), fried tomatoes, baked beans, or black pudding, sausages, mushrooms, sandwiches, toast

2 a piece of meat (roast beef, lamb, or chicken), Yorkshire pudding, two different boiled vegetables, gravy (sauce)

3 bread / roll, butter, cheese, jam, honey, cold cuts, hard-boiled and soft-boiled eggs, fruit yoghurt, sausage, tea, coffee with milk / milky / white coffee, hot chocolate

4 tea, savories (tiny sandwiches or appetizers), scones (with jam and Devonshire or clotted cream), pastries (cakes, biscuits, shortbread, sweets)

5 sandwiches, a packet of crisps, an apple, a packet of juice or a can of Coca-Cola

3. Listen to the texts and check your answers.



Jigsaw Reading

4. You are going to read the texts about English and Scottish cuisines. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

to be tossed sifted dimension pertinent offal distinctive cod halibut haddock whiting plaice



5. Work in two groups. Read the texts. Describe the features of English and Scottish cuisines.

Group A. Read about English cuisine.

Group B. Read about Scottish cuisine.



Group A

English cuisine and its ingredients were shaped by the climate, history, and geography of the country. Potatoes, bread, and cheese are the three basic ingredients of English cuisine.

Fish and chips with mashed peas **tossed** with some salt and vinegar are a signature the English take away. Steak and kidney pie with mashed potato is a full breakfast for an Englishman.

Black puddings and scrambled eggs are other variants preferred by the English people. English sausages are made of fresh meat and are strongly flavoured. The Britons also enjoy eating various types of fish.



A traditional English teatime snack includes assorted biscuits, sandwiches, and cakes. Various types of cheese form an integral part of their recipes. The main dishes of England have queer names like *Toad in the Hole* or *Bubble & Squeak*. *Pork pie*, *Shepherd's pie* and *Cottage pie* are the mainstays of a typical English pub lunch.

Yorkshire pudding made of **sifted** flour, milk, vegetable oil, eggs and freshly ground black pepper is one of the most famous English recipes. It is an

integral part of any celebration, be it Christmas, a wedding or a housewarming party. Modern English dishes have been influenced by international flavours, thus they have incorporated many new ingredients from Indian, French, Spanish, German and other European cuisine.



Group B

Scottish cuisine has evolved through the long standing history of the country and has come to constitute an important **dimension** in its culture. It is **pertinent** to note that the traditional cuisine of Scotland forms a basis of the culinary traditions. The traditional Scottish cuisine features extensive use of local produce. For instance, smoked or salted meat, oats, and oatcake biscuits are standard food items used widely in the Scottish cooking.

Haggis is perhaps the most popular traditional Scottish delicacy. Sheep's **offal** is a chief ingredient that is used in preparing *Haggis*. When celebrating the birthday of Robert Burns on January 25th, *Haggis* is often eaten. *Beef of Scotland* is also quite well-known for its **distinctive** taste and juicy texture.



Fish constitutes yet another staple in the Scottish diet. Scottish salmon is among the finest produced in the world. **Cod, halibut, haddock, whiting** and **plaice** are some of other types of fish that form Scottish cuisine.

Scottish traditional delicacies would feature *Scotch broth, Colcannon, Forfar Bridies, Scotch Pies, Crowdie, Porridge* and many more. These traditional foods have formed the basis of many culinary innovations today.

6. Answer the questions about the text you've read.

1. What was the cuisine influenced by?
2. What traditional dishes are mentioned?
3. What are the main ingredients of these dishes?

7. Find a partner from the other group. Compare the texts using your answers.

Conversation Lab

Refusing Food and Drink

8. Put the words in order and make sentences.

1. full / really / I'm / delicious / was / it / .
2. like fizzy drinks / don't / I / juice / nice / you / if / would be / have it / .
3. diet / on / I'm / a / now / no / thanks / .
4. mustn't / more / any / have / I / .
5. anything / really / don't / I / spicy / like / .
6. sweet / I / don't / like / anything / really / .
7. one / just / I'll / have / .
8. sleep / won't / to / be / I / able / coffee / more / with / thanks / .
9. another / I / thing / eat / couldn't / thanks / .



Unit 3

9. Read the model dialogue. Complete it with the necessary words. Act out the situation.

A: What would you like to have, ... (name)?

B: You know, ... (name), now that I'm in Britain, I would like to have something typically British. What would you recommend?

A: Well, let me check the menu again. My favourite is It comes with ... (mashed potatoes) and

B: Umm, that sounds good, but I'm afraid it's too much for me now. I'm on a diet. And I don't like anything really spicy. I'd rather have something lighter if you don't mind. What about this ...? Is it good?

A: Excellent! But it's a really heavy dish. It's actually ... (grilled beef) and ... (potatoes in gravy), which is quite greasy. If you want to have a typical ... meal, you won't get away with a light salad, you know.

B: Anyway, let me just have something simple this time. What do you say to ...?

A: It is a really simple dish. It's called ... and it looks very much like It contains ..., ..., ... and I'm sure you'll like it.

B: OK, I'll settle for a What does it come with?

A: You can have any kind of salad or pickles. If I were you, I'd have it with a salad.

B: Sounds fine to me.



Homework

10. Read the text of Ex. 5 you haven't read during the lesson. Write a short summary of it (5–6 sentences). Use the questions of Ex. 6 as a plan.

11. Read and complete the recipe with the words from the box given below.

heat rubbed mix place top season sprinkle
grill spread grill



Cheese and onion pork chops

Enjoy British pork with melted Cheshire cheese with a kick of English mustard.

Serves 4

Prep 5 minutes

Cook 15 minutes

Method

- (1) ... grill to high, and (2) ... chops on a grill pan, (3) ... with oil, (4) ... and (5) ... for about 6 mins on each side (until golden).
- (6) ... a little mustard over one side of each chop, then (7) ... with 1 tbsp grilled onions. (8) ... with grated cheese and thyme, (9) ... over the chops, and (10) ... until golden and bubbly.



Lessons 7-8

British Cuisine (Part II)

1. Look at the pictures and discuss them. Use the questions to help you.



1. How often do you have guests for lunch or dinner?
2. What do you cook for your guests?
3. Does your mother cook dinner for the whole family? When?
4. How often do you bake cakes?
5. What are the advantages of cooking at home?
6. What are the advantages and disadvantages of eating in a restaurant or a café?

2. Complete the following sentences with your own words. Talk about the places in your town/city where you can go for a meal.

1. There's a nice place on ... Street, which does really good...
2. There's a nice Italian place in the city centre, which we go to quite often.
3. There's a really good fish place on...
4. There's a really good sushi bar near...
5. There's a really good lunch buffet for lunch just round the corner/ not far from here.
6. There's a Chinese place down the road, which is quite reasonable.

3. a) Work in pairs. Complete the conversation with the necessary words. Then act it out in class.

have sushi bar next street for am mind corner else
 good sure anything like

A: Are you hungry?

B: Yes, I (1) ... a bit hungry.

A: Do you want to (2) ... something to eat?

B: Yes, OK. Have you got anywhere in (3) ...?

A: Well, there's a really nice pizza place just round the (4)

B: Well, actually, I went out (5) ... pizza last night. I don't really feel (6) ... eating it again. Do you know anywhere (7) ...?



Unit 3

A: Well, there's a really nice sushi bar in the (8)

B: To tell you the truth, I have never been to a (9)

A: Really? It's really nice food. They've got (10) ... choice of dishes. I'm (11) ... you'll like it.

B: OK then, I'll try (12) ... once.



b) Listen and check your answers.

Jigsaw Reading

4. You are going to read the texts about Welsh and Irish cuisine. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

• a seaweed • breadcrumbs • to be consumed • the broth • coddle • wheaten •



5. Work in two groups. Read the texts. Describe the national features of the British cuisine.

Group A. Read about Welsh cuisine.

Group B. Read about Irish cuisine.



Group A

Welsh cuisine has been hugely influenced by English cuisine. However, local ingredients continue to feature prominently in the recipes of Wales. Lamb meat is a hallmark of Welsh cooking. Beef and pork are also popular. Dairy products are an important part of Welsh cuisine.

Some of the traditional Welsh dishes are *Welshcakes*, *Crempogs* (small pancakes) and *Welsh rarebit* (bread toast mixed with cheese and butter). *Laverbread* is a delicacy prepared with seaweed. *Bara Birth* is a kind of bread, which is traditionally baked with raisins, Zante currants and candied citrus peel. *Glamorgan sausage* (cheese rolled in breadcrumbs to a sausage shape) is a very popular snack in Wales. *Faggots* or the fresh pork meatballs are delicious and loved by all.

Cawl is a traditional Welsh stew made of leeks, lamb, and vegetables. Beef, pork, or bacon can also be used instead of lamb, according to regional variations. Vegetables used for making the dish also vary, but potatoes and carrots are the common ingredients. *Cawl* is a one-course meal. However, in many parts of Wales it is consumed in two courses. In the first course the broth is served, and the second course contains meat and vegetables.



Welsh people consume many varieties of good quality cheese.



Group B



Irish Stew

Irish cuisine is influenced by the crops grown and animals farmed in the temperate climate. The introduction of the potato in the second half of the sixteenth century heavily influenced cuisine thereafter. Irish beef is exported and renowned for its high quality.

Other examples of Irish cuisine include *Irish Stew* and bacon with cabbage

(boiled together). *Boxty*, a type of potato pancake, is another traditional dish. A dish particular to Dublin is *coddle*, which contains boiled pork sausages. Ireland is famous for the Irish breakfast, a fried (or grilled) meal generally of bacon, eggs, sausage, black and white pudding, fried tomato, and may also include fried potato slices.

Colcannon is a good dish made of potato and wild garlic (earliest form), cabbage or curly kale, (bubble and squeak). *Champ* consists of mashed potato into which chopped scallions (spring onions) are mixed.

While seafood has always been a staple to the Irish, shellfish dishes have increased in popularity recently, especially since high quality shellfish is available from Ireland's coastline, e.g. *Dublin Bay Prawns and Oysters*. A good example of an Irish shellfish is *the Dublin Lawyer*, which is a lobster cooked in whiskey and cream. Salmon and cod are perhaps the two most common types of fish.

Traditional Irish breads include soda bread, *wheaten* bread and blaa, a doughy white bread roll of Waterford.

6. a) Ask and answer the questions.

1. What influenced Welsh and Irish cuisine?
2. What traditional dishes are mentioned?
3. What are the main ingredients of these dishes?

b) Find a partner from the other group. Compare the texts using your answers.

Grammar Lab

7. Listen and complete the dialogue with the necessary words.

A: Does the lasagne have cheese in it? I'm not allowed to eat (1) ... dairy products. I'm allergic to them.

B: Not much, but it does have (2) ... on top. How about spaghetti? That doesn't have (3) ...

A: I don't mind (4) ... this dish.



Unit 3

8. Read the following information about the verbs which are used with *-ing* forms.

An '*-ing* form' is usually a present participle (or the Gerund), for example *making, cooking, eating* etc.

Verbs *like, love, adore, prefer, hate* are sometimes used with the infinitive form but *-ing* forms are more usual and general in meaning.

I like cooking.

I like to cook beef on Sunday.

We use the verb *mind* with and *-ing* form mostly in negative statements or in questions.

Mary doesn't mind cooking lunch on Sundays.

Would you mind going to the café with me?

We use *-ing* form after the verbs *can't, couldn't + help, resist, face, stand*.

I can't help trying some cake.

She couldn't resist eating some chocolate.

Let's eat out. I can't face cooking supper tonight.

Tom can't stand waiting in a café.

We use *keep, keep on* or *carry on* with *-ing* form to talk about something continuing, or when it happens again and again.

Keep stirring the mixture until it boils.

The cooks kept on preparing dinner.

Carry on boiling the vegetables until they are fully cooked.

9. Complete the sentences with *some, any* and *-ing* form of the verbs.

1. A: Do you like (1) ... (to eat out)?

B: I quite like (2) ... (to eat) dishes in this café, but (3) ... (some / any) of the dishes are disgusting.

2. A: What kind of food do you like?

B: (4) (some, any) ... thing really. I don't have (5) ... (some / any) special preferences.

3. A: Have you got (6) ... (some / any) sandwiches?

B: No, just water, juice and fizzy drinks.

4. Be careful when you eat the fish. There might be (7) ... (some / any) bones still in it; I tried to get rid of most bones.

5. I really shouldn't be eating (8) ... (some / any) chocolate or things like that now because I'm on a diet (9) ... (to try) to lose (10) ... (some / any) weight. But I can't resist (11) ... (to buy) chocolates!

6. A: We should go out for a meal (12) ... (some / any) time.

B: Yes, definitely. I don't mind (13) ... (to go out) (14) ... (some / any) day next week.

A: OK, how about Thursday?

B: Great. I'll call you early next week.



10. Work in pairs. Make your own short dialogues. Use the sentences from Ex. 9 as models. Act out your dialogues.



Homework

- 11.** Read the text of Ex. 5 you haven't read during the lesson. Write a short summary of it (5–6 sentences). Use the questions of Ex. 6 as a plan.
- 12.** Read the situation and write an email letter of about 80–100 words.

Your English-speaking friend is staying in Ukraine. He/She is organizing a party on the weekend. He/She asks you what to cook for his/her guests. You:

- advise him/her to take the guests to a café;
- tell him/her why you think it's better not to cook at home;
- inform him/her about your favourite place to eat out and about the prices there;
- tell him/her where to find a place.

Lessons 9-10 Favourite Recipes

- 1.** Look at the pictures (A–L). Match them to the words in the box which describe the process of preparing and cooking food.

boiled fried steamed squeezed sliced mashed topped
 topped toasted grilled roasted seasoned chopped



- 2.** Speak in class. Say what kind of food you cook or order when you eat out. Use the words from Ex. 1.



3. Read the text about hot cross buns. Complete it with the choices (A–H) given below. There are two choices that you don't need.

Hot Cross Bun



Hot cross bun is a type of sweet bun 1. with a cross marked on the top. In many historically Christian countries, these buns 2. on Good Friday. It is believed that the Saxons 3. in honour of the goddess Eostre (the cross is thought 4.); "Eostre" is probably the origin of the name "Easter".

English folklore says that buns baked and served on Good Friday will not spoil or become mouldy¹ for a year. Another story 5. for medicinal purposes. A piece of it given to someone who is ill; it is said 6. .

In the 18th century hot cross buns were allowed to be sold only at Easter and Christmas. Now, at least in the UK, hot cross buns are sold in supermarkets all year round. They are delicious.

- A made with currants or raisins
- B marked buns with a cross
- C to help them recover
- D are traditionally eaten
- E sitting in plastic bags for a week
- F encourages keeping such buns
- G allowed to be sold only at Easter
- H to have symbolised the four quarters of the moon

Reading Lab

4. You are going to read the traditional British recipe of hot cross buns. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- diced • powder • cinnamon • nutmeg • cloves • yeast • dough • knead • surface •

¹Mouldy = covered with a soft green, grey, or black substance that grows on food which has been kept too long.



5. Read the recipe of hot cross buns. Find and copy the words which mean the ways of cooking and make your own sentences with them. What are the Ukrainian equivalents of these words?

Hot Cross Bun

Makes 10–12

Ingredients

- 1 lb. (1/2 kg) flour
- 1 level teaspoon mixed spice **powder** (cinnamon, nutmeg, cloves)
- 2 oz. (60 g) butter
- 2 oz. (60 g) currants
- 2 oz. (60 g) **yeast**
- 2 tablespoons sugar
- pint of milk (3 dl.)
- 1 egg

Method

1. Put flour, sugar, and mixed spices into a large bowl and mix well.
2. Add **diced** butter; rub into the flour mixture until it looks like fine breadcrumbs.
3. Cream the yeast with half a teaspoon of sugar and add about half the milk (warmed).
4. Stir well and pour this mixture into the bowl; let it sit for about ten minutes.
5. Beat the egg, add to the rest of milk and mix it into the flour / butter to make to a firm **dough**. Add a little more flour if it is too sticky.
6. **Knead** for a few minutes; let it rise for about half an hour.
7. Divide into portions to make 10–12 buns.

Directions

1. Mix 60 g white flour with 30 g diced butter and 2 teaspoons of sugar together in a bowl. Stir in 1–1/2 tablespoons cold water to make a firm dough.
2. Roll out the dough fairly thinly on a floured **surface**, cut into strips and brush with a little water.
3. Place strips on top of the buns, sticky side down, and bake in a hot oven –425°F, gas mark 7, for 10–15 minutes or until golden brown.

To Glaze

- Heat 4 tablespoons of milk and 3 tablespoons of sugar in a small pan until dissolved.
- When buns are cooked, put on a cooling rack and brush immediately with the glaze.

6. You are talking with your friend. Explain the ways of cooking hot cross buns. Use the recipe and give instructions. Start like this: *Firstly, you should...*



Unit 3

7. Read and say which word is being defined.

1. Remove the skin.
2. Cut into many pieces.
3. Put something with another thing.
4. Press and mix until soft and smooth.
5. Cook in water.
6. Cook in oil.
7. Cook in the oven without oil or fat.
8. Cook in the oven with oil or fat.

- add
- boil
- roast
- mash
- peel
- fry
- chop
- bake

Writing Lab

Recipes

Linking Words: *then* and *so*

We use *so* to show the result of something:

e.g. The restaurant was fully booked, so we went to McDonald's.

We also use *so* to show the reason for doing something:

e.g. Turn down the heat on the cooker so it doesn't burn.

We use *then* to show the order of actions: *First..., Then..., and then..., Finally...* . We start a new sentence with *Then*.

e.g. Cook the onions for ten minutes and then add the other vegetables.

You can use *after that* or *next* instead of *then*:

e.g. We went for dinner at a restaurant near here and after that we went into town.

8. Complete the sentences with *so*, *then*, or *and then*.

1. There was quite a long queue in the school canteen during the break, ... we had to wait for more than 10 minutes.
2. We had a really nice meal ... we went for a walk in the park.
3. I had a big first course, ... I didn't have a dessert.
4. Heat the oil first ... put the vegetables in the pan.
5. I burnt the dinner, ... we had to call to get a take-away pizza.
6. We had soup for the first course ... we had a really nice fish dish ... we had pork. After that I think we had two more courses. I was *so* full when we finished!
7. Cook the garlic slowly ... it tastes nice and sweet.
8. Taste the sauce, ... add some more salt and pepper, if necessary.



9. Last night Ann cooked dinner for Jane and her friends. This morning Jane has sent Ann a thank-you email. Complete Ann's reply with the words in the box. There is one word that you don't need.

- after
- and
- then (x2)
- finally
- first
- so
- until
- while



Recipe

File Edit View Insert Format Tools Message Help

Send Cut Copy Paste Undo Check Spelling Attach Priority Sign Encrypt Offline

To: *Jane_sweet@i.com.ua*

Cc:

Subject: *Recipe*

Dear Jane,

I'm glad you liked the food. Here's the recipe which you wanted. It's from a great cookery book. If cooking for four people you'll need: 2 onions, 2 or 3 cloves of garlic, 2 fresh green bell peppers, 8 tomatoes, 4 medium red bell peppers, 4 eggs, salt and pepper, and fresh herbs (parsley, celery leaves etc).

(1) ..., slice the onions and garlic thinly and saute them slowly for 10 to 15 minutes so they become nice and sweet. (2) ... the onions are cooking, take the seeds out of the peppers, and then chop them up. Chop the tomatoes as well, (3) ... add these to the onions and stir well, adding salt and pepper. Let everything cook slowly. You might need to add water. (4) ... it doesn't stick to the pan. Cover it. (5) ... about 10 or 15 minutes, the mixture should be soft. Make four small holes in the mixture for the eggs. (6) ... break the eggs and drop them carefully into the holes without breaking the yolks. Continue cooking (7) ... the eggs whites are cooked and then turn off the heat. (8) ..., chop some fresh herbs and throw them on the top. That's it!

I'll give you a ring again soon.

Ann

10. Work in pairs. Discuss the questions.

1. What is the style of writing: formal or informal?
2. How many paragraphs are there in this email?
3. What is described in each paragraph?
4. What phrases are used to draw the reader's attention to what is being described?
5. What linking words are used in this email?

11. Think of a Ukrainian dish you like to cook/to eat. You are going to write an email to a friend telling him/her about the way you cook/your mother cooks it.

a) Before you begin, answer these questions:

1. What recipe are you going to describe?
2. How many paragraphs will your email contain?
3. What is each paragraph going to be about?
4. What linking words are you going to use?

b) Write notes for each paragraph. Think about the details.

*Homework***12.** a) Write an email.

b) When you have finished it, proofread it. Make sure you've:

- used the correct language (grammar and spelling);
- used important details (check with your notes);
- written at least three paragraphs;
- organized your email correctly (greeting, conclusion etc).

13. Do Ex. 8, p. 108 in a written form.*English Beyond the Classroom***Searching for Authentic Examples**

Look for examples of the Gerund in the news stories in the English-language newspapers and magazines or on the Internet. Find three examples. Write them in your exercise book. Share your examples with the class.

Lessons 11-12 **Project Work**

Read the instructions and decide what projects you'd like to do.

*Project A.**Food Around the World*

Work in groups of four. Find some information about food around the world. State why food and eating habits differ in different countries. Describe what people eat on a daily basis, for holidays, what the ingredients are, what the ways of cooking are etc. Illustrate your work with drawings or photos.

- Step 1.** In groups of four, fill in a placemat with the countries about which you'd like to write about. Each member of the group writes the names of 2-3 countries. Then agree on one and write it in the middle.
- Step 2.** Start collecting information, words, and phrases that have to do with your topic. As you go through the unit in your textbook add more information.
- Step 3.** Decide how you will present your project – a poster / a powerpoint presentation / an overhead projector / a story ...
- Step 4.** Prepare your presentation.
- Step 5.** Check what you have written.



Step 6. Practise your presentation.

Step 7. Gallery Walk. Present your work in class. Answer any questions.

Project B.

Research Paper

Work in small groups. Use an English-Ukrainian phraseological dictionary, English-English dictionary, the dictionary of idioms or dictionary of idioms on the Internet. Find the examples of the idioms with the names of food and prepare a glossary.

Example:

Aa

an apple

• to be the apple of smb's eye – *to be loved very much by someone*

Bb

a banana

• to go bananas – *to become very crazy or excited*

Cc

a carrot

• like a carrot to a donkey – *smth that is very attractive*

An idiom is a group of words that has a special meaning that is different from the ordinary meaning of each separate word.

Lessons 13-14 **Develop Your Skills***Listening Lab*

1. a) Listen to the recipe of the triple-decker steak sandwich and order the photos. (1 mark each)



A



B



C



D



E



F

b) Match the captions to the photos given above. (1 mark each)



- 1. Assemble the sandwich.
- 2. Up to 2 days before, place the meat in the marinade.
- 3. Secure the sandwich with wooden skewers.
- 4. Trim and cut the bread.
- 5. Heat the pan and sear the meat.
- 6. Fry the bread.

Score:/12

Vocabulary and Grammar

2. Read and complete the recipe with the words from the box given below. (1,5 marks each)

• mash • put • simmer • season • boil • stock • serve • grill



Sausages and mash with quick gravy

Serves 2

Preparation and cooking times

Ready in 25 minutes

Method

- (1) ... the potatoes until tender. Meanwhile, (2) ... the sausages for about 10–15 minutes. (3) ... sliced onions and (4) ... in a pan and (5)



- (6) ... the potatoes with a little butter and milk. (7) ... and (8) ... with the sausages and onion gravy.


Score:/12

-  **3. Put the verbs in brackets into the correct tense form and voice. (1,5 marks each)**

- The table ... (to decorate) with flowers yesterday.
- The menu for the holiday meal ... (to discuss) at the moment.
- Holubtsi and varenyky ... (often / to serve) with sour cream.
- Fish ... (should / to season) with laurel leaves and spices.
- The food ... (already / to order) from the restaurant.
- What dish ... (to cook) for tomorrow dinner?
- Eating a balanced diet means ... (to choose) a wide variety of foods and drinks from all the food groups.
- Mary ... (to cook) for her family on a tiny budget for two years until her husband ... (to get) a new job.

Score:/12

Reading Lab

-  **4. You're looking for information on food and cooking. Look through the summaries of the Internet Food Magazines (1–8) on page 114 and match them to the information you're looking for (A–H). There is more than one answer possible. Mark all the possible answers on the separate answer sheet. (1,5 marks each)**

You're looking for:

- A original baking recipes and techniques
- B healthy eating tips
- C simple cooking instructions
- D information about different ingredients
- E recommendations for those with food allergies
- F cooking equipment reviews
- G recipes and recommendations to organize a barbeque party
- H information about famous chefs



Internet Food Magazines

1. BBC Good Food

Includes recipes, news and features, chef profiles, basics, and healthy eating tips.

2. Better Baking

Magazine featuring original recipes, baking techniques, products and ingredients, and book reviews.

3. Cook's Illustrated

Find recipes and cooking techniques, equipment reviews, taste tests and much more.

4. Cooking Light

Your online guide to eating smart, being fit and living well. Search for thousands of healthy and delicious recipes.

5. Cuisine at Home

This magazine offers flavourful recipes, cooking techniques, ingredient descriptions, and answers to a myriad of culinary questions. The recipes typically take less than an hour to prepare.

6. Fabulous Foods

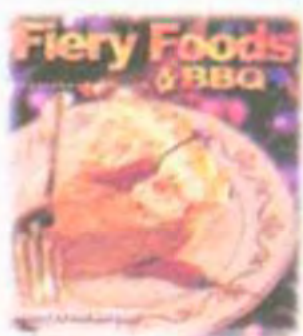
Recipes in all categories, all with simple to follow step-by-step cooking instructions.

7. Fiery Foods & BBQ

Magazine covering all aspects of chile peppers, fiery foods, and barbecue.

8. Living Without

Magazine for people with food allergies and sensitivities. Offers gluten free recipes.



Score:/12



Conversation Lab

5. Work in pairs. Read the instructions given below, act out the situation in class.

Your English-speaking friend is staying with you for the New Year. You are having a holiday meal in your house/flat. Now you're talking to your friend. You:

- recommend something that you also like;
- tell him/her what some Ukrainian dishes are like;
- help him/her choose the dish that he/she would like;
- react naturally to your friend's further questions.

Writing Lab

6. You're staying in Great Britain for holidays. You had a welcome party yesterday. Write a letter to your parents of about 80–100 words. Tell your relatives:

- where the party was;
- who the organizers were;
- inform them about the food which was served;
- share your impressions about the traditional British food;
- promise to cook something from the British cuisine when you're back home.

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• compare British and Ukrainian cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about my favourite dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• describe a dish and the cooking process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• order the meal in a café	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the information during the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• complete a text with the necessary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• read and understand a magazine article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write an email letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 4

Nature and Weather

In this unit you will:

Listen, read and talk about...

- nature and weather
- natural disasters and their consequences
- environment, pollution and greener living

Learn how to...

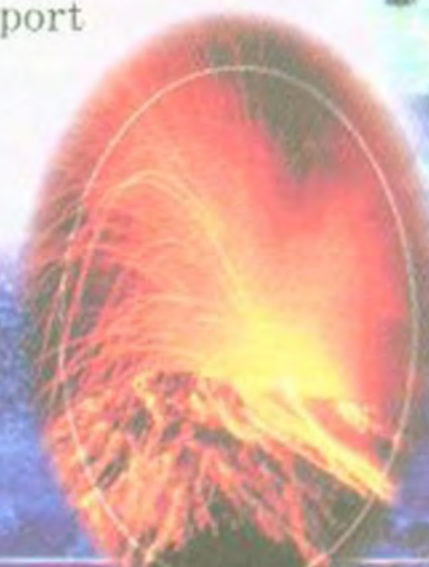
- describe the consequences of the natural disaster
- describe different types of pollution
- find the necessary information quickly

Practise/ Revise...

- Conditionals I and II

Write/ Make...

- an official letter
- a report



Wise Quotes

☪ Man's heart away from nature becomes hard.
- *Standing Bear*

☪ Reading about nature is fine, but if a person walks in the woods and listens carefully, he can learn more than what is in books.
- *George Washington Carver*

☪ To protect what is wild is to protect what is gentle. Perhaps the wilderness we fear is the pause within our own heartbeats, the silent space that says we live only by grace. Wilderness lives by this same grace.
- *Terry Tempest Williams*

☪ Nature does not hurry, yet everything is accomplished.
- *Lao Tzu*

☪ Our natural world is alive with beauty and wonder. It's important for our peace of mind and our enthusiasm for life to love the world we live in and care for the earth and all living things.

Work in pairs or small groups. Discuss the quotations.



Lessons 1-2

Whether the Weather...



1. Look at the photos (A-I). Use the words from the table below to describe them.

Weather

fine, nice, good, perfect, ideal for walking or picnicking, lovely, glorious, excellent; unpleasant, bad, terrible, awful, miserable, nasty, rough

The sky

clear, blue, bright, sunny, grey, clouded, overcast

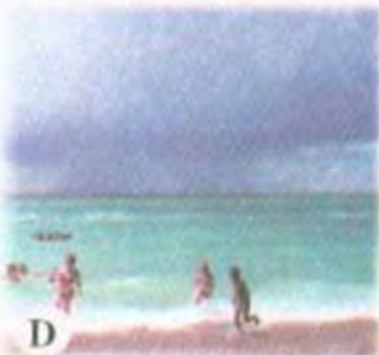
The air

dry, humid, pure, warm, hot, cold, chilly, crisp, fresh

The wind

light, warm, strong, stormy, icy, north, east, west, south

The wind gets up, blows and drops.





2. Answer the questions about the photos on page 118.

- What seasons of the year are shown in the photos?
- Describe the weather (sky, air, wind).
- What are the people doing?
- How would you describe the people's feelings?
- Do you think the weather can influence one's mood?

3. Listen to the dialogue and match it to one of the photos in Ex. 1.

4. Work in pairs. Decide which type of weather in Ex. 1 is the most dangerous for people and why. Make notes and then report your ideas to the class.

5. Read the article given below. What type of weather is described? What is unusual about the weather in the UK at this time of the year?

UK NEWS: BRITONS SOAK UP SPRING SUNSHINE 17.03.09

London has become warmer than Istanbul and so people in Britain can bask¹ in a sun.



Bright and dry weather will continue into the weekend across most parts of the UK, forecasters said.

In the capital, office workers were seen sunbathing in parks as temperatures soared to +15°C.

John Hutchinson, a forecaster for MeteoGroup, the weather division of the Press Association, said temperatures could soar to some of the warmest of the year so far.

He said, "The general forecast this week is plenty of sunshine. There will be a few cloudy areas in the north but on the whole temperatures will be quite pleasant. It will not be remarkably hot for this time of year."

He said nights would be chilly and next week will bring much colder weather westwards across the UK.

Source:

<http://www.thisislondon.co.uk>

¹To bask = to enjoy sitting or lying in the sun.



6. Read and complete the sentences.

1. Bright and dry weather will...
2. Office workers were seen...
3. John Hutchinson said that temperatures could soar...
4. The general forecast this week is...

7. a) Find the words in the text of Ex. 5 to match the definitions given below.

1. The state of the wind, rain, sunshine etc.
2. Someone who says what the weather is going to be.
3. To lie in the sun to make your body brown.
4. To rise or become very high.
5. A mass of very small drops of water floating in the sky.
6. The amount of heat or cold.



b) Listen and check your answers.



8. Read and learn how the weather is described in weather reports and forecasts. Use the phrases from the table to describe today's weather.

WEATHER REPORTS AND FORECASTS

Summer Weather

It is sunny, warm, (boiling) hot, dry with lots of sunshine, high temperatures, a heat wave, a gentle breeze, showers, and thunderstorms (thunder and lightning).

Winter Weather

It is (bitterly) cold, chilly or freezing, snowy, with severe gales, heavy snow, hail, and ice.

Lakes are frozen over, roads are icy and slippery, and there are icicles on houses.

Autumn Weather

It is grey, wet, rainy, stormy, windy, foggy, and cloudy with some sunny spells.

Spring Weather

It is changeable, mild with bright days, clear skies, or harsh with (heavy or pouring) rain.

Tomorrow we'll see cloudy weather without precipitation.

Climates

tropical, subtropical, desert, Mediterranean, continental or temperate, moderately continental

Temperature

high, warm, cold, low, minimum, maximum, average, daytime temperature goes up / increases to ... degrees Fahrenheit, Celsius, drops / falls / goes down to ... degrees



- 9.** Read and complete the weather forecast for the weekend with the words from the box.

degrees weather cloudy report precipitation
thunderstorms change temperature

Weather Forecast for the Weekend

Good morning! Today is Friday, the first of August. I'm Ann Ivanenko with the weather (1) ... for the coming weekend. The (2) ... in Ukraine this weekend will not (3) ... significantly.

According to the National Weather Centre on August 2, Ukraine will see (4) ... weather without precipitation. The (5) ... will be 10–15°C (6) ... at night, and 24–29°C during the day.

On August 3–4, Ukraine will see mostly cloudy weather without (7) Only on August 3 showers and (8) ... are expected in the northern regions and in Vinnytsia Oblast, and on August 4 in the western regions.

The temperature will be 12–17°C at night and 24–29°C during the day.

- 10.** Work in pairs. Make a dialogue and act it out in class.

Student A. You are inviting your friend to a picnic on Sunday. Ask your friend if he/she has heard the weather forecast for the coming weekend. Decide what you'd like to do and where you'd like to go.

Student B. Your friend is inviting you to a picnic on Sunday. Tell him/her about the weather forecast you've read on the Internet. Discuss the details of your day.

Homework

- 11.** Write about the weather forecast for the next week.
12. Look at the photos. Choose one and describe the weather in a short essay. Do the people like the weather?



Lessons 3-4 **Climate Change**

1. Look at the symbols and say what kind of weather is shown.

- showers windy sunny and cloudy thunderstorm a blizzard sunny cloudy mainly cloudy cloudy and rainy hail snowy overcast



2. Look at the weather map for Ukraine and listen to a dialogue. Then act out similar dialogues about other regions of Ukraine. Use the prompts given on page 123.





- A: Have you listened to the weather forecast this morning?
 B: ...
 A: What is the weather in ... today?
 B: It's ...
 A: We didn't have this kind of weather in autumn a few years ago.

3. a) Look at the weather map. Say what kind of weather is expected around the UK this weekend.



3. b) Listen to Dr Randall Cerveny of London State University talking about the weather. Why has the weather changed in the UK? Do you think it is the same for Ukraine?

4. Work in pairs. Ask and answer the questions.

1. Where does the weather come from?
2. What does the word 'climate' mean?
3. What type of climate do they have in the UK / do we have in Ukraine?
4. How does the climate in the UK / in Ukraine differ in different parts of the country?
5. Why is the climate very changeable in the UK?

Reading Lab

5. You are going to read the article about climate changes in the UK. Look through the text (Ex. 6, p. 125) and try to understand the meanings of the highlighted words from the context. Consult the dictionary if necessary.

Vocabulary File

- to threaten a flood a drought densely to boast to warn
- to expose to wash out a breeding site a restoration
- incorporating to soak up to reduce

6. a) Before you read the article, look at the sentence beginnings (1-6) on page 124. Try to complete each statement with your own ideas. (Your ideas don't have to be based on the article.)

- 1. "Urban greening" schemes include...
- 2. A global increase in temperature...
- 3. London boasts a wide diversity of habitats that...
- 4. Climate change is going to...
- 5. The best way to combat the increase in temperature is...
- 6. Global warming will threaten...

- A ... could expose London's wetland areas to drought and fire in the summer months.
- B ... are hugely important to the wildlife that depends on them.
- C ... river restoration, incorporating grass roofs and walls into building designs and increasing the number of trees planted in the capital.
- D ... rare species of animals and plants.
- E ... by adopting "urban greening" schemes.
- F ... affect us all - both Londoners and the city's wildlife.
- G ... London's wildlife habitats.



b) Read the article about the influence of climate changes on the environment. Match the sentence beginnings (1-6) to the endings (A-G) so they express the main ideas in the text. Copy the answer sheet into your exercise book. Write the letters of your choice into the answer sheet. There's one ending that you don't need.

c) Now match the sentences above (Ex. 6a) to the paragraphs (A-E). Write the letter of the paragraph into the answer sheet.

1	2	3	4	5	6



Changing weather: a torrential downpour over the Houses of Parliament in July, 2009.



CLIMATE CHANGE 'THREATENS UK CAPITAL'S WILDLIFE WITH FLOODS AND DROUGHT'

Monday, 5 October, 20__

A Global warming will **threaten** London's wildlife habitats by increasing the risk of **flooding** in the winter and **drought** in the summer. Despite being one of the world's largest and most **densely** populated cities, the capital **boasts** a wide diversity of habitats that are hugely important to the wildlife that depends on them.

B The report by the London Climate Change Partnership **warned** that a global increase in temperature could **expose** London's wetland areas to drought and fire in summer months. Warmer, wetter winters could also increase pressure on rivers, which in turn could flood and **wash out** important nesting and **breeding sites**.

C The report suggests the best way to combat the increase in tempera-

ture is by adopting "urban greening" schemes.

D These would include river **restoration**, **incorporating** grass roofs and walls into building designs and increasing the number of trees planted in the capital.

E Alison Barnes, from the government, said, "Climate change is going to affect us all – both Londoners and the city's wildlife. We know that more habitats will increase the chances of many species being able to cope with the peaks of heat, drought and flood. However, there is also growing evidence that greening London can protect people too, by helping to keep the city cool and by **soaking up** storm water, thus **reducing** the incidence of flooding."

Source: www.guardian.co.uk

7. Find and read a word or a phrase in the article that has an opposite meaning to each of the following words and phrases.

1. A diversity - ...
2. Cooling - ...
3. A drought - ...
4. To reduce - ...
5. Empty - ...
6. Local - ...

8. Read and choose the correct item (A, B, or C) to complete the sentences.

1. The article deals with...
 - A the consequences of global warming
 - B the problems of London's wildlife
 - C the problems in London's wetland areas



Unit 4

2. London boasts of...

- A a great number of species of animals
- B a great number of people living there
- C a wide diversity of habitats

3. According to the report by the London Climate Change Partnership, a global increase in temperature could...

- A expose London's wetland areas to high levels of destruction
- B expose London's wetland areas to drought and fire in summer months
- C increase the risk of flooding

4. "Urban greening" schemes...

- A can protect both people and wildlife
- B can protect London's wildlife
- C can protect people



9. Look through the article again. Group the words used to describe the climate and wildlife. Then use your notes to talk about climate changes and the threat to the environment.

Climate

The global warming

...

Wildlife

A habitat

...

Phrasal Verbs

10. Look at the table on page 127. Then complete the sentences with the necessary phrasal verbs. Use the verb *to wash* in the correct tense form and voice.

1. Can you ... the driveway?
2. I'll just ... this vase for flowers.
3. She was content to let the conversation ... her.
4. The seaweeds ... on the beach after the storm.
5. Floods in Bangladesh have ... hundreds of homes
6. Will this paint ...?
7. The summer fair ... by the English weather.
8. A feeling of relief ... her.
9. Go ... before dinner!
10. My anxiety
11. The medicine ... with water.



- **to wash away** – if water washes smth away, it carries it away with great force; to get rid of unhappy feelings, thoughts, or memories
- **to wash down** – to clean smth large using a lot of water; to drink smth with or after food or with medicine to help you swallow it
- **to wash smth off** – to clean dirt, dust etc from the surface of something with water; if a substance washes off, you can remove it from a material by washing it
- **to wash smth out** – to wash the inside of smth quickly; to smash smth quickly
- **to be washed out** – if an event is washed out, it cannot continue because of rain
- **to wash over** – if a feeling washed over you, you suddenly feel it very strongly; if you let smth wash over you, you do not pay close attention to it
- **to wash up** – BrE to wash plates, dishes, knives etc; AmE to wash your hands
- **to wash smth up** – if waves wash smth up, they carry it to the shore

Conversation Lab

11. Work in pairs. Act out a dialogue.

Student A. You are a member of one of the environmental groups in London. Talk about the reasons for the ecological problems in the place where you live.

Student B. You are the London Climate Change Partnership representative. What solution are you proposing?

12. Say what you know about the climate in Ukraine and in the UK. Talk about:

- the type of climate;
- the variations of climate in different parts of the country;
- the things that affect the climate;
- the things that describe the weather;
- the factors that make the weather changeable.

Homework

13. Write about the signs of climate change scientists have observed in Ukraine recently. What can you personally do to stop the process of global warming?



14. Read and complete the text with the words from the box given below.

- trees • warmer • outdoors • weather • frosts •
- daffodils • months • temperatures • holidays • warming •
- grandparents • vegetables • growing season • fruit •

SPRING 2080

You live in Great Britain. Based on the outcome of the high emissions scenario from the Hadley climate models, here is a sample of the (1) ... that you might experience in spring 2080 if people make no effort to stop the global warming.

It's early February in the Midlands and spring has sprung. (2) ... are in full bloom and the (3) ... are soon to blossom. In the Southwest you can get away with putting out the bedding plants now – (4) ... in February have become so rare. Global (5) ... has pushed spring back into (6) ... where, in the not-too-distant past, blizzards caused havoc¹ and kids went tobogganing – something your (7) ... remember fondly.

March and April are considerably (8) ... than 100 years ago. The spring bank (9) ... consist of the usual rush to coastal destinations, where many enjoy their rest at the (10) ... up to 25°C.

The increase in temperature has led to a longer (11) ..., which in southern Britain is almost all year round now. Each degree of annual warming has resulted in a three-week increase in the growing season. Fresh (12) ... and (13) ... grown outdoors can be bought from roadside stalls in the Vale of Evesham from February onwards.

Not only fruit: fresh Mediterranean crops of all kinds can now be cultivated (14) ... well beyond their normal ranges in southern Europe. Oranges, lemons and lots of other hothouse crops are now grown locally in the UK.



¹Havoc = a situation in which there is a lot of damage (syn chaos).



Lessons 5-6

Facing Natural Disasters

1. Listen and read the poem. Say what unusual natural phenomenon the author describes. What does she compare the disaster with?

Storm



Jagged light, blue and bright
Flashes in the air.
Rumble bumble, crash boom
What's going up there?

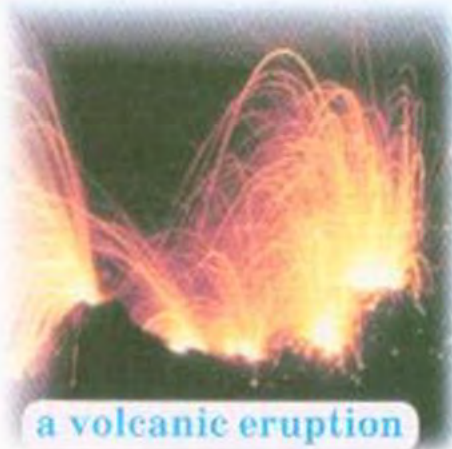
The Man in the Moon is having a party,
Fireworks burst and fly
As wild drums and dancing feet
Echo through the sky.

By Clyde Watson

2. Look at the photos on the next page. Say which of these natural disasters are caused by people or made worse by people.
3. Read and complete the sentences with the names of natural disasters.
1. ... is a violent shaking of the ground. Sometimes it is so strong that the ground splits.
 2. ... is a terrible wind that rushes across the land. During this natural disaster trees can be uprooted, buildings can be destroyed and cars can be overturned.
 3. ... is a spurting out of gases and hot lava from an opening in the Earth's crust.
 4. ... happens when huge amounts of snow or rocks fall down the side of a mountain.
 5. ... is caused by an overflow of water which covers the land that is usually dry.



Unit 4



a volcanic eruption



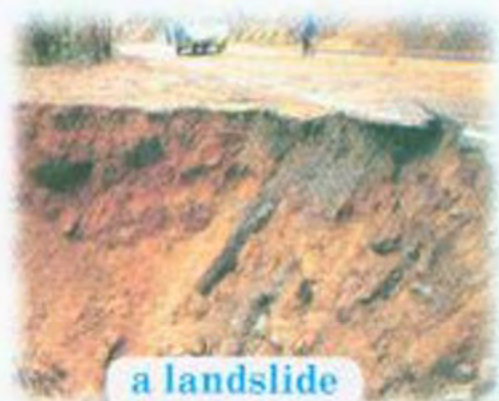
a hurricane



a cyclone



a tsunami



a landslide



a flood



a forest fire



a blizzard



a tornado



an avalanche



an earthquake



a drought



6. ... is the lack of rain for a long time.
7. ... can burn out of control in forest areas or bush lands. This natural disaster is caused by lightning, sparks of electricity, or careless people.
8. ... happens when there is a very strong cold wind and heavy snow.
9. ... is a sudden fall of a lot of earth or rocks down a hill, cliff etc.
10. ... is a very large wave caused by extreme conditions such as earthquake, which can cause a lot of damage when it reaches land.
11. ... is a very strong wind that moves very fast in a circle.
12. ... is a storm that has very strong fast winds and that moves over water.

-  **4. Say which of the natural disasters you have heard of recently. Where did it happen? How did the disaster influence life in the region?**

Start like this:

The world is always changing. Natural disasters are changes which can cause damage to the shape of the land or to the lives of people and other living creatures.

Great changes can happen deep inside the earth or on the surface. The changes on the outer part of the Earth are caused by different kinds of weather.

Finish your story with:


Violent floods, storms, wildfires or earthquakes are frightening even for adults. Natural disasters can be especially dramatic for children.

Jigsaw Reading

- 5. You're going to read the articles about natural disasters. Look through the list of words in the Vocabulary File. Consult the dictionary to know their meanings.**

Vocabulary File

- to cause
- to overflow
- to flood
- to affect
- to evacuate
- to damage
- to wash away/through
- to cut
- to bring chaos
- to burst
- to rescue
- a clean-up
- to be in danger
- to carry away
- to float

-  **6. a) Work in two groups. Read the newspaper articles.**

Group A. Read about the flood in Ukraine.

Group B. Read about the flood in England.

b) Answer the questions about your article.

1. Where did the disaster strike?
2. Why did the disaster happen?
3. What are the important facts about the consequences of the disaster?
4. What rescue measures were taken?



Group A

Ukraine's Western Regions Hit by Natural Disaster

August 01, 2008

Five days of heavy rain in the southwestern Carpathian Mountains caused the Prut and Dniester rivers to overflow.

Hundreds of towns and villages were flooded, more than 40,000 houses were affected and around 20,000 people were evacuated, officials said. Thousands of people are still in serious danger as the water keeps rising.

The storms have also damaged 360 roads and 561 bridges, washed

away 680.1 km of highways, and cut electricity in five western regions (Lviv, Ivano-Frankivsk, Chernivtsi, Zakarpattia, and Ternopil Oblasts).

Ukraine has not seen anything like that in 100 years.

Heavy floods also hit neighbouring Romania and Moldova.

Group B

Towns Awash after 12 cm Summer Deluge¹

TWELVE CENTIMETRES OF RAIN fell in nine hours bringing chaos to southwest England yesterday. Rivers burst their banks, and householders had to be rescued from their homes.

An extensive clean-up was under way in Helston, scene of the worst of the deluge. Residents in the lower part of the town had to be evacuated from the first-floor windows as waist-high water washed through the streets, damaging dozens of cars and carrying away furniture.

In the town's lowest-lying area, water reached the ceilings of some houses, and firemen had to break windows to prevent buildings from collapsing.

Thousands of pounds worth of goods from the supermarket floated out of the door on to the High Street.

Elsewhere the heat continued to cause problems.

Another wave of thunderstorms from France was moving into the South last night.



7. Find a partner from another group. Use your answers to compare the articles.

8. Describe the effects of natural disasters on people and on the environment.

¹ Deluge = a flood.



9. Listen to a radio interview with Rashid Khalikov, a U.N. official, about international community and the affected areas of Burma after the cyclone. Complete the sentences.

1. One has to take into account...
2. Some of the threats facing the victims in the short and longer term...
3. It's very difficult to assess the damage in Burma because...
4. The mission of the U.N. is...

10. a) Work in pairs. Make notes about a real or imaginary natural disaster. What was the aid of the international community to the affected areas?
b) Use your notes and the words from Ex. 5, p. 131 to prepare and act out a short dialogue.



Homework

- 11.** Write some information about a natural disaster which happened in the world recently. Use Ex. 6 as a model.
- 12.** Read and complete the article. Put the verbs in brackets into the correct tense form and voice.

31.07.2008

Landslide almost completely destroyed Chornohuzy village in Bukovyna

A landslide, which (1) ... (to begin) as a result of floods on July 29, (2) ... (to continue) in Chornohuzy village of the Vyzhnytskiy district of Chernivtsi Oblast.

According to the UNIAN correspondent, so far people (3) ... (can / not to stop) it. According to the information of the local headquarters for liquidation of natural disaster consequences, the landslide zone (4) ... (to include) more than 8 hectares of territory. As of July 31, there (5) ... (to be) no victims, but the landslide (6) ... (to ruin) 22 houses, and another 85 houses are under threat of being ruined, because the landslide (7) ... (to move) forward. The local gas network and electric mains (8) ... (to destroy).

More than 50 machineries, Emergency Ministry employees from different oblasts of Ukraine, (9) ... (to work) in the landslide zone. Meanwhile, local residents (10) ... (to evacuate).



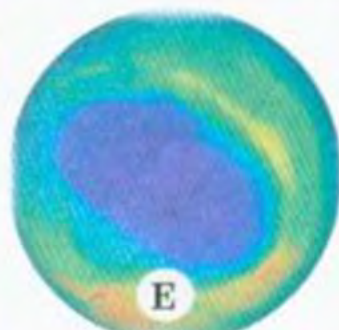


Lessons 7-8

Environment and Sustainable Development



1. Look at the photos (A-I) and match them to the captions (1-9) given below.



1. This picture shows the damage made to a forest after being polluted by the acid rain.
2. A town that has been polluted with smog.
3. Garbage thrown into a river.
4. This is a company releasing nuclear pollution into the atmosphere.
5. Is it possible to grow anything in such a soil?
6. This picture shows the industrial pollution.
7. Reducing tropical deforestation by 50 per cent over the next century would help prevent 500 billion tons of carbon from going into the atmosphere every year.
8. City at night: light pollution.
9. The ozone hole above the Antarctic is growing bigger with every year.



2. a) Say which two photos you find the most striking. Why? Write a few sentences about them. Use the words from the table on page 135.



- b) Read and learn how to talk about the pollution of the environment. Use the phrases to talk about environmental problems in the place where you live.

POLLUTION OF THE ENVIRONMENT

Pollution is caused by various substances.

Pollution should be monitored, avoided, prevented, controlled, reduced, cut, minimized, limited and stopped.

Standards / laws / regulations should be introduced.

Environmental issues should be analysed and tackled by various environmental groups, e.g. "the greens", NGOs (non-governmental organisations), international and national organisations.

Toxic Water Pollutants:

sewage, chemicals, e.g. fertilisers, insecticides, pesticides, nitrates, lead and other heavy metals, oil-spills, nuclear wastes

Some Toxic Air Pollutants

dust, smoke, exhaust fumes / gases of vehicles, diesel smoke, aerosol, radioactive fallout, sulphur dioxide, nitrogen oxides, smog and acid rain

Other forms of pollution:

noise pollution, light pollution, industrial pollution, the greenhouse effect, "holes" in the ozone layer

Direct and indirect consequences of the pollution:

higher death rates, allergy, asthma, breathing problems, endangered and disappearing species, extinct animals and plants, changing flora and fauna, destruction of natural habitats, vegetation, wildlife and climate change

3. Look at the photo and discuss the questions given below.

- What do you think the area looked like many years ago?
- Were there any buildings?
- How has the river bank changed since then? Why?
- How did the urbanization influence the environment of the area?



4. a) You're going to read the text about the environment and sustainable development. Look through the list of words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- explosive • civilization • to shape • to transform • to log •
- to drain • a marsh • to embank • to dam • significant •
- an expansion • an emission • the ozone layer •



- b) Read the text. Put the paragraphs (A–C) in the correct order. Why has the environment changed?

Environment and Sustainable Development

A The Industrial Revolution followed by a near **explosive** growth in the population has changed the face of the planet. Scientists predict that the population will reach 9 billion by 2050. The agricultural and industrial growth as well as urbanization has also severely damaged the environment. If the environment is damaged, people as well as flora and fauna will suffer. We see around us today the growing evidence of man-made harm in many regions of the Earth: dead and polluted water bodies, acid rain, the ozone hole, climate changes, deforestation, and extinction of species.

B Since the beginning of **civilization**, man has tried to control the environment in which he lives, **to shape** it or even **transform** it to suit his needs. He has **logged** timber and cleared forests, **drained marshes**, **embanked** and **dammed** rivers, in order to provide himself with shelter, livelihood and safety. The impact of human activities on the environment was not **significant** as long as the human population was small and the means were limited.

C The **expansion** of agriculture and industrial activities has increased greenhouse gas (GHG) **emissions**. This gas has caused a hole in **the ozone layer** around the Earth. While the increase in GHG leads to global warming, the hole in the ozone layer over the Antarctic allows harmful cosmic rays to reach the surface of our planet, which has caused a higher incidence of cancer.

5. a) Look through the text (Ex. 4) and find the words to match the definitions given below.
- b) Make your own sentences with these words.
- To make the water or liquid in something disappear.
 - To stop the water in a river or stream from flowing by building a special wall.



- 3 To build a wide wall of earth or stones to stop water from flooding an area or to support a road or railway.
 - 4 To completely change the appearance, form or character of something, especially in a way that improves the situation.
 - 5 A gas or other substance that is sent into the air.
 - 6 When something increases in size, range, amount etc.
6. Read and complete the sentences according to what was stated in the text.
1. Since the beginning of civilization, man has tried...
 2. The impact of human activities on the environment was not significant as long as...
 3. The Industrial Revolution followed by near explosive growth in the population...
 4. If the environment is damaged...
 5. Expansion of agriculture and industrial activities has increased...
 6. The hole in the ozone layer over the Antarctic allows...

Grammar Lab

First Conditional: if – Present Tense – will (Revision)

7. Read the information and say what kind of situation is described. Explain the formation.

Type I: If – Present Tense – will

If the weather's fine, we'll have a picnic.

A porter will come if you ring the bell.

The Present Tense in the *if*-clause refers to a possible future action. *If the weather's fine* means that it may be either fine or not. It leaves the question open ... will you really have a picnic or won't have it depends on the weather.

We can also use *will* in an *if*-clause when we make a request:

If you'll just wait a moment, I'll get the file.

(= Please wait a moment...)

Sometimes we can also use the Present Continuous Tense (e.g. *are doing*) or Present Perfect (e.g. *have done*) in the *if*-clause:

If we're having a picnic, the picnicking area will need a good cleaning.

If you've finished packing our things, I'll put the litter into this bag.

We can use other modal verbs (e.g. *can, should*) in the main clause.

If you're going on a picnic, you should know the weather forecast.



Unit 4

8. Read and complete the sentences. Put the verbs in brackets into the correct tense form.

1. If you ... (to buy) locally, you ... (to reduce) the amount of energy required to drive your products to your store.
2. You ... (not / to use) plastic bags if you ... (to bring) cloth bags to the markets.
3. If you ... (to use) public transport instead of a car, you ... (to reduce) air pollution.
4. If you ... (to take) shorter showers, you ... (to save) water.
5. You ... (to save) energy if you ... (to switch off) your computer when not in use.
6. You ... (to save) a lot of trees if you ... (to use) recycled paper.



9. Write as in the example. Use Conditional I.

Example:

*Peter advised, "I think you should eat homegrown foods." –
If you eat homegrown food, you'll be healthier.*

1. Helen said, "We must introduce an environmental project to our gymnasium."
2. Inna asked, "Mum, buy me this book about the endangered bird species, please."
3. Peter suggested, "I think we should put on warmer clothes instead of turning up the heat in our house."
4. The government promised, "We will find measures to reduce nuclear waste from this plant."
5. Maria suggested, "People must stop destroying the wildlife."
6. Mark said, "We can recycle a lot of things."
7. Jask asked, "Steve, don't leave the fire burning after the picnic."

Conversation Lab



10. a) Make three groups, one for each of the statements on page 139. Write your statement on a piece of paper and hang it on the classroom wall.

b) Discuss your statement for 3 minutes and complete it. Give a reason. Move on to the next group's statement, discuss and complete it etc. Use Conditional I.

c) When you have added your comments to all statements, return to your own. Discuss what the other groups have added to your statement. Then write a final statement and read it out.



Gallery Talk Statements:

1. We have become more dependent on chemicals.
2. Drinking water in the region became polluted with fertilizers and pesticides.
3. The accident at the Chornobyl Nuclear Power Plant caused nuclear pollution of a vast area.



Example:

We have become more dependent on chemicals.

Group A added: *The use of chemicals in agriculture has destroyed the entire ecosystem not only on land but also in rivers and other water bodies. If people eat organic food, they will be healthier.*

Group B wrote: *An example of a major breakdown in the ecological system is the shrinking of a great inland lake, the Aral Sea. Receding waters left behind miles of man-made desert lands.*

Group C pointed out: *The unique wildlife was devastated etc.*



Homework

11. Write what people can do to help the environment. Use Conditional I.

12. Put the verbs in brackets into the correct tense form and voice.

Historians tell us that the problem of pollution (1) ... (to exist) even in ancient Troy, but it (2) ... (to be) very simple. The citizens of ancient Troy (3) ... (to allow) their refuse to accumulate on the floor until there was such an amount that their doors would not open. Then they simply (4) ... (to reposition) the doors.

The decrees issued to decrease pollution (5) ... (to record) as long ago as the Middle Ages. In England, smoke-abatement law (6) ... (to pass) in 1273, and in 1306 a man (7) ... (to execute) for burning coal.

However, the Industrial Revolution changed all prior concepts of pollution. The introduction of power-driven machinery created a pollution problem that (8) ... (to increase) steadily from the mid-eighteenth century to the present time. The results of industrial pollution (9) ... (to be) water and air toxification, respiratory diseases, and even death. That (10) ... (to prompt) the Environmental Protection Agencies to establish laws to regulate levels of air and water pollution.

Lessons 9-10 **Keep It Clean!**

1. Work in pairs. Look at the photo. Discuss the questions.



1. Where was the photo taken?
2. What caused the water pollution?
3. What are the consequences of the disaster?
4. What should be done to protect water in the area?

Example:

Everybody knows that pollution refers to the contamination of the environment with harmful wastes. Factories and plants pour their waste into rivers and lakes, the birds leave these habitats, fish and many plants die. In my opinion, this photo was taken near the river. There is a plant in the background, that's why I think that industrial waste poisoned the water and fish couldn't live in it etc.

*Grammar Lab***Second Conditional: if – Past Tense – would**

2. Listen and complete a dialogue with the words from the box given below.

- will be (x2) would become had were (x2) continue
 would try would make would ban are taken

A: I say, Mary. There's an article about water pollution again in today's newspaper. 90 % of the river pollution is due to industrial waste.



- B: The problem of water shortages has just started. If people (1) ... living like this, this problem (2) ... even worse.
- A: If I (3) ... the world leader, I (4) ... to stop the destruction of the earth and I (5) ... the world a better place for all people.
- B: What would you do?
- A: If I (6) ... the power, I (7) ... all cars from city centres and increase public transport. If there (8) ... more trees, the air we breathe (9) ... cleaner. In addition, I would introduce laws to reduce pollution.
- B: Why don't you write an article to our local newspaper with your suggestions? Unless measures (10) ... soon, it (11) ... too late both for ourselves and our children.

Grammar Lab

3. Read the information and explain what kind of situation the Second Conditional describes and how it is formed.

Second Conditional: if – Past Tense – would

If factories and plants didn't pour their waste into rivers and lakes, the birds wouldn't leave their habitats, fish and many plants wouldn't die.

If we didn't take natural resources for granted, we would have less environmental problems.

1. The Past Tense in the *if*-clause often refers to something unreal, something imaginary. *If factories and plants didn't pour their waste into rivers and lakes...* means that factories and plants in fact pour their waste into rivers and lakes. We just imagine that a situation is different when comparing it to reality.

... the birds wouldn't leave their habitats, fish and many plants wouldn't die means we are talking about the theoretical possibilities.

Compare the two types:

Type I: *If we don't use many chemicals to grow food, the food will be healthier to eat.* (open)

Type II: *If we didn't use many chemicals to grow food, people would be healthier.* (theoretical, less real)

2. We use the past tense in the *if*-clause, and *would/wouldn't*+verb in the main clause.

3. We can use *were* instead of *was* as the past tense of the auxiliary verb *to be* in a singular form.

If I were a world leader, I would introduce laws to reduce pollution.

4. We can use *would* (or *'d*) in an *if*-clause when we make a request:

If you'd use a bike, you'll help the environment.

(= Please use a bike...)



Unit 4

4. Match the parts of the sentences. Complete them with the correct form of the verbs in brackets.

1. If people ... (not / to use) petrol in their cars...
 2. The world ... (to be) a safer place...
 3. If you ... (to listen) to the weather forecast...
 4. If there ... (to be) more trees...
 5. Life ... (to be) so unbearable...
 6. Many species of animals ... (to lose) their habitats...
- A ... if we ... (to stop) polluting the environment.
B ... if we ... (to control) the pollution level earlier.
C ... you ... (to take) your umbrella with you.
D ... the air we breathe ... (to be) cleaner.
E ... they ... (not / to produce) so much carbon dioxide.
F ... if we ... (to reduce) the global warming.

5. Read and complete the sentences. Put the verbs in brackets into the correct tense form.

1. If people ... (to be) more informed about energy-saving technologies, they ... (to pay) less for their houses.
2. People ... (not / to face) the problem of water shortages if they ... (not / to pollute) rivers and lakes.
3. If we ... (to launch) an environmental project in our school, we ... (to draw) students' attention to ecological problems.
4. You ... (to trade) items of all kinds with others in your community if you ... (to want) to be environmentally friendly.
5. You ... (to save) electricity if you ... (to use) fluorescent bulbs in your flat.
6. If there ... (not / to be) the greenhouse emissions, we ... (not / to have) climate changes.



6. Work in pairs. Say what you would do in these situations.

1. If you could invent a new type of cars...
2. If you lived far from school...
3. If you saw someone littering the street...
4. If you were a world leader...

Example:

If I could invent a new type of cars, I would make them environmentally friendly.

Writing Lab

- 7. You are going to read the letter to the newspaper about the environmental problems of Delhi. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.**



Vocabulary File

- to write in response to smth • to draw smb's attention to smth •
- to be laced with smth • miserably • to dump • apparently •
- to empower • sensitive • in muck •

8. Read the letter. What problems does Satis draw the reader's attention to?

Dear Sir/Madam,

I'm writing **in response** to the article published in the previous issue of your newspaper. I want **to draw your attention** to the problems of my birthplace – Delhi. I just came back from my holidays. It was hot, and humid and wonderful. I basked in the sun, spent some time with my family, and took a close look at every corner in the neighbourhood. Unfortunately, it **was laced with** garbage, muck, and waste.

Every time I return to my homeland I go with the hope that this time there would be different. But Delhi has failed **miserably** managing waste disposal. It is one of the countless major problems faced by the city. If about two-thirds of the collected waste were **dumped** in landfill sites, the surrounding areas would be much cleaner. About 15–25% of the waste should be recycled. In your article you write that recycling is a big industry in Delhi, that every material that can be recycled is recycled. But unfortunately, recycling is not taken up in an organized manner by either the government or the private sector.

It's sad, but true, what you write about the now-famous snack company, PizzaPlace. **Apparently**, this company dumped packets of waste right into the Yamuna River, on the banks of which their manufacturing unit is situated. Industries like PizzaPlace should ideally be a model for other smaller industries to manage waste disposal.

One way we can really help the city get a clean and healthy look is by **empowering** various non-governmental organizations (NGOs) and giving them effective judicial power. "Littering is illegal" and "Fines for littering" are great signs. But they have to be enforced.

And of course, we must make people **sensitive** to clean environments. Now that might be another difficult task, as Delhiites or rather Indians are used to living **in muck**.

I would be grateful if you could publish my letter in the next issue for a public discussion. If this is not possible for your newspaper, could you please, let me know?

Yours faithfully,
Satis Shroff



Unit 4

9. Work in pairs. Look through the letter and discuss the questions.

1. Who writes the letter?
2. Whom does the author address the letter to?
3. What problems does the boy touch upon?
4. Why does he decide to write the letter?
5. What personal experiences are shared?

10. Say in which paragraph the author:

- explains the problem in details;
- explains why he is writing the letter;
- explains his suggestions.

11. You are going to write about the environmental problems in the place where you live.

a) Before you write, answer these questions:

1. Will your letter be formal or informal?
2. How many paragraphs will it consist of?
3. What are the paragraphs going to be about?
4. What kind of examples do you need to include in your letter?
5. What are your suggestions?



b) Write notes for each paragraph. Think of details and examples from your personal experiences.

c) Write a paragraph plan.



Homework



12. a) Write a letter.

b) When you have written your letter, make sure that you:

- have used the correct language and conditional sentences;
- have used important details (check with your notes);
- have added examples from your experiences;
- have at least five paragraphs;
- have a conclusion.



English Beyond the Classroom

Searching for Authentic Examples

Look for examples of Conditionals I and II in the news stories in the English-language newspapers and magazines, or on the Internet. Find three examples for each type. Write them in your exercise book. Share your examples with the class.



Lessons 11-12 Project Work

Read the instructions to Project A and Project B. Think of a project you'd like to do.

Project A.

Whether the Weather...

Work in groups of four. Write down some of the most dramatic aspects of weather that are reported in the media. Describe the typical problems that occur with each aspect – for example, ice may cause crop damage. Illustrate your work with drawings or cuttings from recent newspapers and magazines.

- Step 1. In groups of four, fill in a placemat with the natural disasters you'd like to write about. Each member of the group writes one. Then agree on two and write them in the middle.
- Step 2. Start collecting information, i.e. words and phrases that have to do with your topic. As you go through the unit in your textbook, add more information.
- Step 3. In your group decide how you will present your project – posters / a powerpoint presentation / an overhead projector etc.
- Step 4. Prepare your presentation.
- Step 5. Check what you have written.
- Step 6. Practise your presentation.
- Step 7. Gallery Walk. Present your work in class. Answer any questions.

Project B. Research Paper.

Weather Proverbs

Read the proverbs about weather and their explanations.

A year of snow, a year of plenty.

A continuous covering of snow on farmland and orchards delays the blossoming of fruit trees until the season of killing frosts is over. It also prevents an alternate thawing and freezing which destroys wheat and other winter grains that have been planted.

When the stars begin to huddle, the earth will soon become a puddle.

When clouds increase, whole areas of stars may be hidden by clouds; groups of stars, still in the clear sky, seem to huddle together. The clouds are increasing, so the chance of rain is increasing, too.



Unit 4

- Step 1.** Work in pairs or small groups. Use a dictionary or other sources of information. Make a list of proverbs about weather and nature. Are there any proverbs about natural disasters?
- Step 2.** Prepare a leaflet. Write the explanation of a few proverbs. What are the Ukrainian equivalents to these English proverbs?
- Step 3. Gallery Walk.** Present the results of your research. Answer any questions.

Lessons 13-14 • Develop Your Skills

Listening Lab

- 1.** You're going to listen to a weather summary. Listen and write your answers to the questions given below. (2 marks each)

1. What kind of weather did people experience last week?
2. How did the weather change since Sunday?
3. What natural disaster struck in Sweden?
4. Why did it happen?
5. What did the reporter say about Ukraine?
6. How did the weather differ in the southern hemisphere?

Score:/12

Vocabulary and Grammar

- 2.** Read the recommendations on how to make our planet a better place to live. Complete the sentences with the words from the box. (1 mark each)

polluted educate conservation solar prevention
 technology litter cure keep save
 recycle environmental

American researchers have claimed to use (1) ... power to clean up (2) ... water cheaply. As such (3) ... is not available in the developing and underdeveloped nations, we need to stress on (4) ... rather than (5) To start with:

- (6) ... yourself properly informed about the current (7) ... issues.
- (8) ... people about the environment.
- Never (9) Use a dustbin.
- (10) ... what can be reused.



- (11) ... water.
- Support the (12) ... groups.

It is neither difficult nor simple but it would go a long way in making our city, state, country, world, and planet a cleaner and healthier place to live.

Score:/12

- 3.** Read and complete the news article. Put the verbs in brackets into the correct tense form and voice. (1 mark each)

Floods trap 300 teens at school in southern China

By GILLIAN WONG Associated Press Writer

July 5th, 2009 | BEIJING

"Floods (1) ... (to block) roads in southern China, leaving 300 teenagers stranded at school with limited supplies of food and water," an official (2) ... (to say) on Sunday, "after days of heavy rains, at least 15 people (3) ... (to kill)."

About 550,000 people (4) ... (to leave) their homes quickly in southern China after heavy rains which (5) ... (to topple) houses, (6) ... (to flood) roads and (7) ... (to damage) a dam, news reports (8) ... (to say).

Flood control officials (9) ... (to use) boats to deliver food, mineral water and other supplies to the school on Saturday, including pumps to lower the water level, Lu (10) ... (to say).

She (11) ... (to say) she did not know how long the children, from 13 to 15 years of age, (12) ... (to be) stuck in the building.



Score:/12

Reading Lab

- 4.** You're going to read about an eco-town project in the UK. Some parts of the sentences have been removed from the article. Your task is to fill in the gaps (1-6) with the sentences from the list (A-G). There is one answer that you don't need. Write the appropriate letter on your answer sheet. (2 marks each)



FOUR ECO-TOWNS GIVEN THE GREEN LIGHT THURSDAY, 16 JULY, 2009

The government gave the go-ahead for the construction of four eco-towns, offering 10,000 homes overall, which, it hopes, will showcase **1** living in the UK.

The settlements, to be built by 2016, will include the latest in efficient measures, streets with charging points for electric cars and **2** as well as easy access to public transport.

The towns are designed to tackle Britain's **3** while minimising damage to the environment – more than a quarter of the UK's CO₂ **4** in houses.

Launching the initiative the British Prime Minister Gordon Brown

said, "Eco-towns will help to minimise **5** on a major scale. They will provide modern homes with lower energy bills, energy efficient offices and brand-new schools, community centres and services."

The housing minister John Healey said, "Climate change threatens us all and with our commitment to the eco-towns we are taking steps to meet this challenge and help build more affordable housing. We have to **6**. I am confirming that all new homes from 2016 will be cleaner, greener and cheaper to run."

Source:

www.guardian.co.uk

- A housing shortage
- B influence of the people's activities
- C environmentally friendly
- D set clear, green standards for the future
- E numerous cycle routes
- F emissions from energy use
- G the effects of climate change

Score:/12

Conversation Lab



5. Speak in class. Express your views on the eco-town project described in Ex. 4.

6. Talk about the possibility to develop a similar project in Ukraine. Use the information given below and *if*-sentences.

Example:


If I lived in the eco-town, I would spend more time outdoors.

- Community-scale heat sources, possibly using combined heat and power plants.
- A minimum of one job per household which could be reached by walking, cycling or public transport to reduce dependence on the car.







- All homes should be within 10 minutes walk of frequent public transport and everyday services.
- Parks, playgrounds and gardens should make up 40 % of area.
- Zero-carbon buildings should include shops, restaurants and schools.
- Homes fitted with smart metres and solar or wind generation. Residents will be able to control the heat and ventilation of their homes with the touch of a button.

Writing Lab

-  **7.** Imagine that you live in an eco-town. Write about the facilities you have using some information from Ex. 6.

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• talk about weather and weather forecast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about natural disasters and their consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about men's activities that influence the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the environmental protection and sustainable development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand and participate in discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand radio programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• listen for details (numbers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• read and understand magazine and newspaper articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• complete the texts with missing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a letter to a newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 5

Painting

In this unit you will:

Listen, read and talk about ...

- art and its forms
- the famous British and Ukrainian painters and their masterpieces
- well-known Fine Arts museums
- visiting the Museum of Fine Arts

Learn how to ...

- describe a painting
- understand the museum excursion
- find the necessary information about a museum in the tourist leaflet

Practise/ Revise ...

- Tense Forms

Write/ Make ...

- painting descriptions

ART &
CRAFTS

Wise Quotes

Emma
Cullis
Indiana
University

● A man paints with his brains and not with his hands.

- Michelangelo Buonarroti

● There are painters who transform the sun to a yellow spot, but there are others who with the help of their art and their intelligence transform a yellow spot into the sun.

- Pablo Picasso

● Painting is silent poetry, and poetry is painting with the gift of speech.

- Simonides

● Art is the only way to run away without leaving home.

- Twyla Tharp

● Art washes away from the soul the dust of everyday life.

- Pablo Picasso

Work in pairs or small groups. Discuss the quotations.





Lessons 1-2 Art is Eternal

1. Look at the pieces of art (A-F) and match them to the appropriate words in the box.

- literature
- music
- architecture
- film
- sculpture
- painting



2. Work in pairs. Take turns to ask and answer the questions given below.

- What is art?
- What is its purpose?
- What are the functions of art?

Reading Lab

3. Read the sentences from the text which follows. What do you think the words and phrases in bold print mean? Work out the meanings from the context. Don't use a dictionary.

- You hear the lovely song of a nightingale or a melody of a flowing river, you admire the picturesque landscapes of nature, you touch a sea stone with a unique shape – those things **appeal** to your senses and your emotions.
- Non-motivated **purposes** of art include the imitation of harmony, balance and rhythms in form, symbols, ideas, human experiences in the Universe.
- Motivated functions of art refer to universal communication, relaxation, a way of **treating** people in a society, and/or propaganda.



4. You are going to read the text about art. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

eternal to depict to resist a nightingale to appeal numerous in accordance with to exist to be thrilled with

5. Read the text. Say why you think art is eternal.

Art is Eternal

Have you ever tried to express your feelings or mood or **depict** the world around you with the help of words, paints, brushes, or music? Your eyes caught a wonderful and perfect thing; you are so impressed with it that you can't **resist** your inner desire to share these feelings with other people.

Sometimes it is necessary to express ourselves, or our reaction to the world. This results in different works of art. You hear the lovely song of **a nightingale** or a melody of a flowing river, you admire the picturesque landscapes of nature, you touch a sea stone with a unique shape – those things **appeal** to your senses and your emotions. This may become **numerous** creations that include music, literature, film, sculpture, architecture, and paintings.

Human emotions were born with a person so art dates back to ancient times. Prehistoric art such as the images of wild cattle on a cave painting in Lascaux, France, have been discovered. We can see ancient art in the Seven Wonders of the Ancient World.

The history of art is closely connected with the history of civilization. The different purposes of art may be grouped **in accordance with** those which are non-motivated and those which are motivated. Non-motivated purposes of art include the imitation of harmony, balance and rhythms in form, symbols, ideas, human experiences in the Universe. Motivated functions of art refer to universal communication, relaxation, a way of treating people in a society, and/or propaganda. These functions of art were, are, and will **exist** forever.

"Art is Man's nature. Nature is God's art," James Barley wrote. We wonder about the Great Pyramids of Giza, we admire Raphael's Madonna, and we are impressed with Chaucer's Canterbury's Tales. We enjoy Bach's compositions and Michelangelo's David. We can't help admiring the domes of St. Sophia's Cathedral. We **are thrilled with** "The Pirates of the Caribbean" and a lot of other pieces of art. They are **eternal!** In different historical periods, these art forms were admired and valued as messages created by talented people with the help of a universal language that speaks to people's hearts and minds.



Unit 5

6. Choose the correct item (A, B or C) to answer the questions (1–4) according to the text.

- How can you show others your perception of the world around you?
A by using special computer programmes
B with the help of communication
C with the help of words, paints, brushes, or music
- Which of the following can be inferred from the second paragraph?
A We learn about the world with the help of our senses.
B Different forms of art appear as the result of our interaction with the surrounding world.
C Whenever we are close to nature we admire it.
- What does the author mean by saying that “the history of art is closely connected with the history of civilization”?
A each period in history introduced different choice of topics
B ancient art reflected the life experiences people got
C forms of art develop together with the development of humanity
- According to the last paragraph art is ...
A a unique message
B a universal language
C a wonderful creation

7. Complete the sentences with the words and phrases from the Vocabulary File.

- The artist has ... the beauty of the sea.
- Art has to ... to the person's soul.
- Art may be grouped ... those which are non-motivated and those which are motivated.
- Art will ... forever.
- ... 's singing is a piece of natural art.
- We saw ... masterpieces of famous artists in the museums.
- They ... visiting the British Museum again.
- She is an ... optimist because she always expects that good things will happen.
- He can never ... buying new CDs once a month.



8. Write five questions about the text (Ex. 5) and discuss them in class.

Conversation Lab



9. Look at the spidergram on page 155 and discuss the questions.

- Which forms of art do you like most?
- Which forms of art have you ever tried?
- Do you think art is an important part of general education?
- What forms of art appeal to you?



10. Work in pairs. Make a dialogue and present it to your class.

Student A. You have made a presentation about the connections between people and art based on the text of Ex. 5. Your classmate wants to ask you some questions on your presentation.

Student B. Your friend has made a presentation about the connections between people and art. You don't understand everything, so ask him/her detailed questions.



Homework

11. Read this letter about visiting an exhibition in the art gallery. Fill in the articles *a(an)*, or *the* where necessary.

Dear Dan,

How are you? (1) ... new art gallery I was telling you about, has finally opened. This week they are having (2) ... exhibition of modern art. I went there yesterday but most of (3) ... paintings were (4) ... bit unusual!

You'd say there was nothing worth seeing. I know you'd like (5) ... works of Rembrandt, Leonardo da Vinci and others. Art reflects (6) ... ideas of (7) ... master about (8) ... surrounding world. But every master sees (9) ... world differently and depicts it through (10) ... canvas of his/her own feelings and emotions. (11) ... modern art is strange but there is usually something very interesting to look at. Well, maybe not very interesting but quite interesting.

(12) ... brochure was absolutely funny because it was written as if we were looking at (13) ... work of (14) ... new Rembrandt. (Much better than (15) ... actual paintings, by (16) ... way!)

Oh, well, (17) ... mother is coming so I must get back to (18) ... work!

Jim

12. Write about the role of art in the life of a society. Do you think that different periods in history influence the development of different art forms?



Lessons 3-4 Art Genres

1. Look at the pictures and answer the questions given below.



a sculpture



a history painting



a still life



a portrait



a landscape



a genre painting

- What genres of painting are in the pictures above?
- Does history painting show exemplary deeds or struggles of moral figures?
- How can you describe the landscape?
- What kind of portrait can you see?
- How would you describe people's feelings?
- What messages does a still life contain?
- What does the genre painting depict?
- Which of the pictures do you like? Why?

Listening Lab

2. You're going to listen to a description of the picture "The Birth of Venus" by the Ukrainian painter Evhenia Gapchinska. Listen and write your answers to the questions given below.



Evhenia Gapchinska, The Birth of Venus

1. Why is Evhenia Gapchinska an unusual artist?
2. What painting is interpreted in "The Birth of Venus" by Evhenia Gapchinska?
3. What can you see in the foreground?
4. What does the God of Wind do?
5. What can you see in the background?
6. What colours predominate?



3. Read and learn how a picture is described in the brochures. Use the phrases from the table to describe one of the paintings in Ex. 1.

Describing a Painting

Painters and their craft are described as:

fashionable artist, mature artist, portrait, landscape painter, mythological painter, historical subjects, portrays people, emotions with moving sincerity, restraint, reveals the person's nature, exposes the dark sides of the life, executes, conveys, depicts, represents, attains, glorifies, evokes, radiates, penetrates, catches, captures...

Colouring (light and shade)

subtle colouring, combine form and colour into a harmonious unity, pure, vivid, brilliant, intense, soft, delicate colours, light and shade; primary colours; semi-tones; highlights

Impressions/judgements

moving, lyrical, romantic, poetic, exquisite piece of painting, unsurpassed masterpiece, dull, depressing, disappointing...

4. a) Put the letters in the correct order to make adjectives. Then match them to the 'Art' nouns from the box given below. Use the word combinations you get to describe the paintings in Ex. 1, page 156.

nude abstract gallery portrait sculpture landscape exhibition picture figures harmony still life taste mural

- | | |
|------------------------|-----------------------|
| 1. fulcroulo - ... | 8. plemis - ... |
| 2. arytremocon - ... | 9. dressinpeg - ... |
| 3. ulbeufati - ... | 10. ttraandiito - ... |
| 4. drenom - ... | 11. vidine - ... |
| 5. goshinck - ... | 12. roaml - ... |
| 6. stopiashicted - ... | 13. owuldnrfe - ... |
| 7. alistrice - ... | |

b) Listen and check your answers.

5. You are going to read the text about art genres. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

a historical painting to derive a pagan divinity to elevate a portrait a sculpture to depict an attribute a genre painting a landscape a scenic view a seascape a still life a skull snuffed hourglass the transience triviality mortal



6. a) You're going to read the texts about different art genres. For questions (A-L) choose from the paragraphs (1-5). There are two choices which match each genre. There are two statements which you don't need.

b) Comment on the choices you've made. Find the correspondent facts in the paragraphs and read them aloud.

1. History paintings are not limited to those depicting "historic scenes". The term **derives** from the Italian word 'istoria' meaning narrative (story), referring to paintings showing exemplary deeds and struggles of moral figures. The latter might include Saints or other Biblical, **pagan divinities**, mythological heroes as well as real-life historical figures. The depiction aim is **to elevate** the morals of the whole community.

2. A portrait can be a painting, **a sculpture**, a photograph or any other representation of a person in which the face is the main focus. Traditional portraits usually **depict** the sitter head-and-shoulders, half-length or full-bodied. There are several varieties of portraits, including the traditional portrait of an individual, a group portrait, or a self-portrait. The aim of a portrait is to depict the character and the unique **attributes** of the subject.

3. A **genre painting** refers to the pictures depicting situations and scenes of everyday life, which typically includes domestic settings, interiors, mealtimes, celebrations, tavern or peasant scenes, markets, and other street scenes. In general, the key feature of **a genre painting** is that the scene is presented in a non-idealized way.

4. Landscapes describe **a scenic view**, for example: meadows, hills, mountains, valleys, trees, rivers, forests, coastal views, and **seascapes**. Painters may depict a real or an idealized scene. Scenic paintings portrayed the divine harmony of nature and a calm confidence in current climatic prosperity. Many painters focus their attention on the atmospheric effect, dissolved into a haze of colour and light, to express their feelings for nature's grandeur and immensities.

5. A still life denotes a specific genre of painting which includes the objects (flowers, kitchen utensils, household objects) laid out specifically by the artist. Some contain complex messages. The objects displayed may be symbols presenting a political, moral, or spiritual message. Still life pictures may be classified into 4 groups:

- 1) flower arrangements;
- 2) breakfast or banquet arrangements;
- 3) animal arrangements;
- 4) symbolic arrangements - which have a more complex message (these contain symbolic images: **skulls**, **snuffed** candles, **hourglass** with the sand running out, watches, butterflies etc). These messages may remind the viewer of the **transience** and **triviality** of **mortal** life.



This art genre...

- A represents people's daily routine
- B creates the atmospheric effects with the help of colours and lights
- C doesn't idealize people's usual surroundings
- D refers to the usual objects which people have in their dwellings
- E shows model heroes and introduces moral values of the community
- F is used to describe the street or market scenes only
- G depicts people's facial expressions and their character
- H draws the viewer's attention to the beauty of nature
- I includes the characters from the Bible only
- J tells the viewers stories about daring people
- K is sometimes used by the artists to express their philosophical ideas about life
- L can be created not only with the help of brush but with a camera as well

1	2	3	4	5

7. Read and complete the sentences.

- The aim of a history painting is to elevate the morals of the...
- Landscapes describe a scenic view, for example, meadows...
- Traditional portraits usually depict head-and-shoulders, half-length or...
- Genre paintings are domestic settings, interiors, mealtimes, celebrations, tavern or peasant scenes, ...
- Symbolic arrangements remind the viewer of...

8. Write 3 or 4 sentences about the canvas by Y. Gapchinska on page 156. Take every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to supply the missing words.

Conversation Lab

Groupwork Discussion

9. Work in groups. Describe the paintings on page 160. Use the questions to help you. Pay attention to the tense forms.

Group A. Describe the portrait.

- What can you tell about the faces of the girls, their body posture, and the way they sit?
- What object is the girl holding?
- Why do you think the artist would paint this object?
- What do those details tell us about the woman?
- What does the canvas tell the viewers about the girls' governess?
- What do you think the girls are talking about with their governess?



A
Solomon Abraham, Two Girls and their Governess



B
Olha Dolgaya, Still Life with Flowers



C
Albert Bierstadt, Seals on the Rocks, Farallon Islands c.1872-1873.



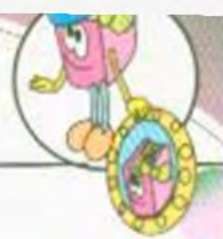
D
Bob Ross, Landscape Painting

Group B. Describe the still life.

- How many objects can you name?
- What do you think the meaning of the samovar (kettle) is?
- What could it represent?
- How has the artist organized the objects in her composition?
- What do you think the flowers mean?

Group C. Describe the seascape.

- Why do you think the seals are on the rocks?
- Can you imagine the sound of the waves crashing as you look at the seascape?
- Can you imagine the sounds of the seals?
- Would you like to be there?
- What would the weather be like?
- How would you get there?
- Would it be dangerous?
- Would you like to be a seal?



Group D. Describe the landscape.

- Is the canvas exciting?
- What is the mood?
- How can you tell?
- What is the closest to us (the foreground) and what things are the farthest away (the background)?
- How do you know which things are closer and which are farther away?
- Is the horizon where the sky meets the mountain? Follow the line.
- Do the bottoms of clouds and rows of trees make peaceful horizontal lines?
- Would you like to be in this landscape? Why?



Homework

10. Read and complete the text with the words from the box given below.

- canvas • style • to suggest • street • portrait • market • to balance
• head • to depict • to intend • a fishmonger • larger work •

The free handing of the "Shrimp Girl" (0) *is combined* with cockney vivacity. The girl is brushed onto the (1) ... in a vigorous impressive (2)

The painting (3) ... a woman selling shellfish in the (4) ... of London. It was a typical job for the wives and daughters of (5) ... who owned stalls in (6) ... such as Billingsgate.

The subject (7) ... a large basket on her (8) ..., bearing shrimps and mussels, together with a half-pint pewter pot as a measure. Its size (9) ... that it (10) ... as a (11) ..., rather than a sketch for (12)



William Hogarth,
A Shrimp Girl

11. Describe the picture by J. Turner, Shipwreck in a written form. Use the questions to help you.

1. What is the name of the artist who painted it?
2. Do you know when it was painted?
3. What does the painting illustrate?
4. What do you like about the painting?
5. Do you do any paint, draw, sketch?
If so, what do you do?





Lessons 5-6

Going to the Museum of Fine Arts



1. Read the poem and say what kind of treasure the museum holds.

The Museum Says

Be awed as you climb my heavy
stone steps. Built to last.
I am old by your standards.
Two hundred years have rolled past.
But young by the measure
of all of the treasure I hold.
Great works tell of kingdoms long gone
in vast rooms of old gold.

By Roger Stevens

2. a) Look at the photos of the well-known museums. Do you recognize any? Why?



- b) Match the names of the museums (1-6) to the cities (A-F) where they are located.

1. The Khanenko Western and Oriental Art Museum	A London
2. The Prado	B Washington, D.C.
3. The Tretyakov Gallery	C Paris
4. The National Gallery of Arts	D Kyiv
5. The Louvre	E Madrid
6. The British Museum	F Moscow



Listening Lab

3. a) Listen to the text and complete the sentences.

The Kyiv Museum of Western and Oriental Art

The Museum of Art named after Bohdan and Varvara Khanenko was founded in (1) ... as their private museum. The museum is also called (2)

Since 1919 the number of exhibits has increased more than 13 times – from 1,250 to nearly 17,000, with 2,000 pieces shown in the museum halls. Visitors can view many (3) ... of foreign art: Ancient Greek, Roman, Italian, French, Spanish, Flemish, Dutch, Japanese, Chinese, Persian, Turkish, Egyptian etc. With time the collection was formed (4) ..., thanks to the efforts of many famous people.

The museum's collection today consists of (5) ... exhibits and is considered to be the biggest foreign art collection in Ukraine. Among the museum's collection there are real (6) For example, the world-famous work of Diego Velasquez, 'The Portrait of Infanta Margaret' is located in the Spanish hall. Although the collection covers a wide range of countries, it does not claim to completely represent the periods and styles of foreign art and creative manners of (7) It is not the number of art pieces, but the unique nature of many that makes the Kyiv Museum of Western and Oriental Art famous, not only in Ukraine but abroad as well. In 2009 the museum celebrated its (8) ... anniversary.

- b) Listen again and check your answers.

Reading Lab

4. Work in pairs. Look at the photos and describe the museum halls.





5. You are going to read a dialogue between Ann and Kate about the activities of the Young Guides Group at the local Museum of Fine Arts. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

to make something of an exhibition divine adolescent the gulf the emptiness meaningfulness



6. Read and complete the dialogue. Ann's questions have been mixed up. Match the questions (A-I) on page 165 to answers (1-6). There are two extra questions that you don't need. Write your answers on the separate answer sheet. An example (0) has been given.

Ann (A): Hi, Kate! I haven't seen you for ages!

0. *F* What's the news?

Kate (K): I've joined the local museum's Young Guides Group.

A: You've always had the ambition and talent **to make something of** yourself. 1.

K: At first I didn't. But when we got a chance to organise an art **exhibition** for the secondary school pupils, I changed up my mind.

A: An art exhibition? 2.

K: After a month of heated discussions we made our final selection. The result was a show called "Stay a fleeting moment! You are **divine!**" It was a collection of paintings related to the topic of beauty.

A: 3.

K: No. The exhibition could be visited for free.

A: 4.

K: It included the works by the young artists from our local Art school as well as a few masterpieces made by the famous artists.

A: 5.

K: This exhibition attracted more people of different ages who came to view the collection of the museum. And I found that I did not know much about the art. The more I learned, the better I understood art's mysterious energy.

A: 6.

K: I felt that each picture proved the fact that art is eternal and life is fleeting. I am sure that art will help **adolescents** reduce **the gulf** between **the emptiness** and **meaningfulness** of the modern world.



- A Was there an entrance fee?
- B Do you like the activities?
- C How did you feel about this exhibition?
- D What was the benefit from this exhibition for the museum and for you?
- E What was the opening ceremony like?
- F What's the news?
- G What did you name it?
- H What did this collection include?
- I How long did the exhibition last?

0	1	2	3	4	5	6
F						

7. Copy the statements into your exercise book. Then tick them T (True), F (False), or NI (No information)?

1. Kate loves art.
2. Kate is interested in the work of the Young Guides Group.
3. This collection included the works of local painters.
4. The exhibition attracted many people of different ages.
5. Ann began to understand art much better.
6. Kate will continue her work in the Young Guides Group.

8. a) Match the words (1–9) to the definitions (A–I).

b) Make the sentences with the words.

- | | | |
|---------------------------|---|---|
| 1. An art gallery | A | <i>continuing forever and having no end</i> |
| 2. An exhibition | B | <i>fees to enter the museum</i> |
| 3. A painter/an artist | C | <i>a building where paintings are shown to the public</i> |
| 4. The school of painters | D | <i>a show of paintings, photographs or other objects for people to see</i> |
| 5. Entrance fees | E | <i>extremely useful</i> |
| 6. The gulf | F | <i>someone who paints pictures</i> |
| 7. Invaluable | G | <i>to use the opportunities that you have in order to become successful</i> |
| 8. Eternal | H | <i>a great difference and lack of understanding between two groups of people, especially in their beliefs, opinions and way of life</i> |
| 9. To make of | I | <i>a group of people that use a particular style</i> |



9. Answer the questions.

1. Why did the museum invite a group of teenagers to organize the exhibition?
2. Whose works were exhibited?
3. What benefits did the organizers gain from that experience?
4. Would you like to participate in such a group? Why or why not?



10. Choose the correct items to complete the story.

Last spring we *go / went / had gone* to the Museum of Fine Arts. The museum is proud *of / by / with* its exquisite collection of oil landscapes, portraits, watercolours, canvases of Ukrainian and European painters of different centuries. When people come *to / by / at* the museum, they have a chance to touch beauty *at / in / with* every step. You can walk *though / through / throughout* the halls of this museum for hours, making wonderful discoveries. I was really impressed *of / by* the landscapes and historical paintings. These works represent some great moments of the Ukrainian history, landscape, and people. The information about – *the* Renaissance painting is important for the lessons of literature and history. *Every / Each* intelligent person should get *acquaint / acquainted* with the masterpieces of outstanding painters, I believe.

I *have spent / spent / spend* only two hours in the museum, but it was *good / enough* for me to feel the mysterious energy *whose / which* real art radiates. If only we *join / could join / have joined* a guided group to hear more about *each / every / all* canvas!

I wish my classmates and I could frequently *go / went* to the museums because art is the best way to escape stress, depression, and despair. Art is eternal, it is never-ending, *so / but / unfortunately* time is fleeting.

Phrasal Verbs

11. Look at the table. Then use the phrasal verbs to complete the sentences.

- to make away with – to steal something and take it away with you
- to make for – to go in the direction of a particular place
- to make into – to change something so that it has a different form or purpose
- to make of – to have a particular opinion about or understanding of something or someone
- to make (something) up – to invent
- to make out – to pretend
- to make (something) out – to see clearly
- to make (a room, etc.) up – to prepare
- to make up (with someone) – to become friends again



1. She ... that she had been drawing all evening when in fact she had watched TV.
2. We need to ... the spare room ... if Jim is going to organize the exhibition of his works here.
3. What do you ... the idea?
4. I can see something on the background, but I can't ... what it is. Can you help me?
5. I don't believe what she told us about meeting Yevheniya Gapchinska. I think she's ... it
6. Thieves a few masterpieces from the Museum of Fine Arts.
7. He ... his study ... a studio.
8. I think it's time we ... home. The museum will be closed soon.
9. You shouldn't get angry with your sister. Please go and find her and

Conversation Lab

- 12. a) Talk about the importance of art and art education. Use the phrases from the box given below. Start like this:**

Art is essential to learning, not just as an educational drill. Learning about the visual arts gives students a window to the rich and interesting world. It teaches students about their own history and culture, as well as that of other people. Art cultivates self-expression, imagination, and creativity as well as critical-thinking and problem-solving skills. Students who learn about art develop capacities to weigh meanings and make evaluations or judgements. Understanding and creating art can teach students how to work cooperatively in groups and how to work to achieve a goal.

• to enhance cultural appreciation and awareness • to integrate mind, body, and spirit • to provide opportunities for self-expression • to lead to deep understanding of the surrounding world • to provide immediate feedback and opportunities for reflection • to improve academic achievement exercises • to develop higher order thinking skills •



Homework

13. Find the information and prepare a short presentation about one of the museums in Ex. 1.
14. Write about your visit to the Museum of Fine Arts.



Lessons 7-8

Admiring the Collections of the Museums

1. Look at the photos. Where were they taken? What things are on display in all these places? Match the photos (A-F) to the words from the box given below.

- an exhibition
- an art gallery
- a museum
- an auction house
- an art fair
- a modern living room



A



B



C



D



E



F

2. Work in pairs. Answer the questions.

- Why do people go to the museums?
- What collections do the museums have?
- How often do you go to the museums?
- Which of the places shown on the photos have you visited?
- What impressed you there most of all?
- Why are these places worth visiting?

Listening Lab

3. a) Imagine that you are visiting a museum. Listen to the guide talking about one of the famous Ukrainian painters. Tick the names of painters you hear.

- M. Pymonenko I. Shyshkin T. Shevchenko K. Briullov
- A. Kuindzhi M. Vrubel M. Murashko Michaelangelo
- Leonardo da Vinci K. Bilokur V. Orlovsky I. Repin
- Auguste Rodin V. Vasnetsov O. Yablonska



3. b) Listen to the text again. Match the dates (1–6) to the events (A–F) mentioned in it.

- | | | |
|---------------|---|--|
| 1. 1862 | A | He studied in M. Murashko's school. |
| 2. 1878–1882 | B | He was an academician of painting at the Kyiv School of Drawing. |
| 3. 1882–1884 | C | Mykola Pymonenko was born. |
| 4. Since 1893 | D | M. Pymonenko died. |
| 5. Since 1904 | E | M. Pymonenko studied in the St. Petersburg Academy of Art. |
| 6. 1912 | F | He participated in the travelling exhibitions. |

4. a) Complete the sentences about Mykola Pymonenko.

M. Pymonenko was one of the most popular artists in Ukraine who continued ...

... of iconography of the Kyiv Monastery of the Caves, in M. Murashko's school and in the St. Petersburg Academy of Art.

Volodymyr Orlovsky introduced him to a circle of the famous Realist artists like ...

His works were displayed in ...

He painted the mural, Dormition of the Mother of God in the Church of St. Cyril in Kyiv at the invitation of ...

His works are often referred to as ...



M. Pymonenko, Self-portrait

b) Speak in class. Comment on the quotation.

• He was the real Ukrainian and he will never be forgotten by his native land for his so truthful and wonderful canvases as Ukraine itself.

- *Illya Repin*



M. Pymonenko, Wedding in the Kyiv Region. 1891



M. Pymonenko, Harvesting in Ukraine. 1896



Reading Lab



5. Read the information from the tourist bulletin. Answer the questions given below.

M NBMAA
New Britain Museum
of American Art

New Britain Museum Of American Art

**Working Hours:**

Tuesday, Wednesday, Friday: 11 a.m. – 5 p.m.

Thursday: 11 a.m. – 8 p.m.

Saturday: 10 a.m. – 5 p.m.

Sunday: noon – 5 p.m.

Monday: Closed

Admission:

Members FREE

\$9 for Adults

\$8 for Seniors

\$7 for Students

Children under 12 free

Saturday admission from 10 a.m.

1. What is the name of the museum?
2. What are the working hours?
3. What are the entrance fees?
4. What tours and events are available?



6. Read and match people (1–3) to the tours and events (A–F) at the museum. Explain your choice.

1. **Mrs Robinson (a History teacher):** Learning to look at the masterpieces and understand them is only part of what a visit to a museum can offer to my high school students. NBMAA is where art meets life. The development of art goes hand in hand with the historical process. As we can't go to this museum on Sunday, we can participate in....

2. **Mr Smith (a guide):** We help students and their teachers use the resources of the museum to understand more fully the creative process and role of art and artists in their lives. Art exists in different forms. Some masters use the words, the others talk with the brushes and paints. Sometimes they join their efforts and design a book. You can learn more about our country while coming to



3. Mrs Farmer (a Headmaster of the Art School): When our students go to the NBMAA, they are lucky to interact with practising artists. I like the way the workshops are run there: so clean and professional. They teach the students respect for the tools and the craft. The collection itself is exciting although the painter uses only graphite while working.

Tours

A American Masterpieces Tour

One hour; minimum of 10 people

This one-hour tour, a survey of three centuries of NBMAA's masterpieces, provides a lively overview of the permanent collection from the Colonial period through today. Selections from special exhibitions may be included on the tour. This tour is also available to visitors on Sundays from 1–2 p.m. and is free with Museum admission.

B Special Exhibitions Tours

One hour; minimum of 10 people

This tour takes a close look at special exhibitions on view at the Museum including New/Now. Please see exhibitions schedule for current offerings.

C What is American in American Art?

One hour; minimum of 10 people

What is at the core of the American Experience? What does it mean to be American? Is there such a thing as the American dream? This tour explores these questions by tracing the evolution of an American style in art from the Colonial period through today by looking at how American innovation and reinvention have shaped our visual culture.

Events

D Thursday, Oct. 8, 20__

Gallery Talk

Exploring America through Children's Books with Special Exhibition Artist Wendell Minor.

E Thursday, Nov. 12, 20__

Lecture and Tour

Pencil on Paper by NEW/NOW artist *Sandra Allen*. Sandra Allen is an artist who works with a minimal palette of graphite on paper and is using the form, structure, and surface of the tree as her metaphor. Her work is in the permanent collections of the Fogg Art Museum at Harvard University, the Museum of Fine Arts, Boston, Yale University Art Gallery, the DeCordova Museum and Sculpture Park, as well as many private collections. She is currently represented by Joseph Carroll of Carroll and Sons Gallery, Boston, MA.

F Thursday, Dec. 10, 20__

Opening Reception

John Haberle: American Master of Illusion with special guest curator Gertrude Sill.



Grammar Lab

Conditionals (Revision)

7. You would like to participate in the NBMAA's tours. Write sentences about your wishes. Use Conditional II or *wish*-structures and the prompts given below.

1. If I were in the USA, I ...
2. If I were interested in ...
3. I wish I had a chance ...
4. ..., I would participate in American Masterpieces Tour.
5. ..., I would expand my knowledge about the American Art.
6. ..., I would meet such prominent artists as ...



8. Put the verbs in brackets into the correct tense form and voice.

The Ivan Aivazovsky National Art Gallery

Feodosia (1) ... (to be) the native city of famous seascape painter Ivan Aivazovsky. He (2) ... (to be born) here in 1817 to a family of poor Armenian merchants. He (3) ... (to work) here from 1848 to 1900 and (4) ... (to bury) near the Surb-Sarkiz Church.

Aivazovsky's first 'canvases' (5) ... (to be) the walls of neighbouring houses, on which he (6) ... (to draw) with charcoal. In 1845, the artist (7) ... (to build) a house with a big studio. Now it (8) ... (to host) a gallery named after him, even the famous writer Anton Chekhov (9) ... (to be) a visitor there. With the help of the Aivazovsky archaeological museum foundation, a public library (10) ... (to open) in the city, a concert hall (11) ... (to build), and a sea trade port and railway from Simferopol (12) ... (to construct).

The painter (13) ... (to add) a gallery to his studio in 1880. According to his will, the gallery (14) ... (to become) the property of the city. Over 12,000 seascapes (15) ... (to keep) in the museum, 417 of them (16) ... (to paint) by Ivan Aivazovsky.



Ivan Aivazovsky,
The Black Sea Fleet in 1850



Ivan Aivazovsky,
A Rainbow



Conversation Lab

Finding the Way to the Art Gallery/Museum

9. Listen and complete the conversation with one word in each space. Then act out the dialogue you get.

1.

A: Excuse me, could you help me?

B: Sorry?

A: Do you (1) ... if this is the (2) ... to The Tate?

B: Pardon?

A: The Tate. It's an art gallery.

B: I've no (3) I'm not from (4) ... myself. I don't really know the (5) Ask someone else.

2.

A: Excuse me.

B: Yes?

A: Do you know a place round here called (6)

B: Sorry, what was it called?

A: The Tate. It's an art gallery.

B: Oh right. Yes, I think I know the (7) It's down there (8) I'm not (9) ... whereabouts exactly.

A: Sorry?

B: I'm not sure where it is exactly, but it's down there somewhere. Just keep going (10) ... on down this road. Ask someone else when you (11) ... there.

A: OK. Thank you very much.

C: No problem. I (12) ... you find it.

10. Work in pairs. You are at the language school in the USA. It's Sunday, the 8th of November. You are planning to go to the New Britain Museum of American Art. Look through the information from the tourist bulletin on pp. 170–171 and talk to your friend. Ask him/her to join you. What can you see at the museum that day? Make a dialogue and act it out.



Homework

11. Find the information and write a short report about one of the painters in the list to Ex. 3a. Present it in class. Say what your favourite canvas of this painter is.

12. Write a conversation between you and a local when you are visiting an area you don't know and looking for the Museum of Fine Arts.



Lessons 9-10

The Golden Age in the British Painting



1. Look at the portraits. Have you ever heard the names of these artists? Have you ever seen their canvases? What do you know about the British art?



Thomas Gainsborough



John Constable



William Hogarth



Joshua Reynolds

Reading Lab

2. You are going to read the article about the British art. Look through the text (Ex. 3c) and try to understand the meanings of the highlighted words from the context. Consult the dictionary if necessary.

Vocabulary File

truly to raise pictorial a moral subject an allusion a passage contemporary to reflect sincerely a forerunner an impressionist herald deliberate glittering



3. a) Before you read the article, look at the sentence beginnings (1-6) given below and try to complete each statement with your own ideas. (Your ideas don't have to be based on the article.)

- 1. Painting in England in the 17th-19th centuries was...
- 2. During the 18th century a truly national school of painting...
- 3. In December 1768 the Royal Academy was founded and Reynolds...
- 4. Thomas Gainsborough was the first British artist to paint his native...
- 5. John Constable was the herald...
- 6. Painting seascapes...



- A ... was created.
 B ... countryside so sincerely.
 C ... was the favourite topic of an outstanding painter Joseph Turner.
 D ... greatly influenced by a number of foreign painters.
 E ... of Romanticism.
 F ... never forgave him.
 G ... became its first president.

b) Read the article about the British paintings. Match the sentence beginnings (1–6) to the endings (A–G) so they express the main ideas in the text. Copy the answer sheet into your exercise book. Write the letters of your choice on the answer sheet. There's one ending that you don't need.

1	2	3	4	5	6

c) After you read the text, match the sentences above (Ex. 3a) to the paragraphs (A–F). Write the letter of the paragraph on the answer sheet.

THE GOLDEN AGE IN THE BRITISH PAINTING

A Painting in England in the 17th–19th centuries was greatly influenced by a number of foreign painters. The Flemish painter Van Dyck was really the father of the British portrait school. The English king personally invited Van Dyck to London; during his first year in Britain the painter spent most of his time painting the King and the Queen. Van Dyck created a type of portraits which helped him to convey the subject's individual character.

B During the 18th century a truly national school of painting was created; William Hogarth was the first great British painter who raised pictorial art to a high level of importance. His pictures of social life which he called 'modern moral subjects' brought him fame and position.

Despite the satirical, often amusing details, Hogarth's purpose is serious. He expects his pictures to be read. They are full of allusions. At the same time, Hogarth remained an artist and passages especially in "Shortly after

Marriage" show how attractively he could paint.

As a painter Hogarth used harmonious colouring, and kept to direct theme and composition. He painted many pictures. He is well-known as a humourist and satirist on canvas.

C Sir Joshua Reynolds was the most outstanding portrait painter of the period. In December 1768, when the Royal Academy was founded, Reynolds became its first president. He created a whole gallery of portraits of his most famous contemporaries. He usually painted his characters in a heroic style, showing them as the best people in the nation. As a result, his paintings are not free of a character idealization. Reynolds was greatly influenced as a painter by the old masters. As the Royal Academy president, Reynolds delivered lectures. At these lectures he advised to use discoveries and ideas of the old masters to create a new style.

Reynold's contemporary George Romney reflects Reynold's style to some degree. He did not try to under-



stand the subject's character. He created only general impressions.

D Thomas Gainsborough, one of the greatest British masters, was a portrait and landscape painter. His portraits are painted in clear tones; blue and green are predominant colours. One of his most famous works is the portrait of the Duchess of Beaufort. He managed to create a true impression of the subject.

He was the first British artist to paint his native countryside **sincerely**. His work contains much poetry and music. He is sometimes considered the **fore-runner** of the **impressionists**.

E John Constable, an English landscape painter, is well-known. He is the first landscape painter who thought that every painter should make

his sketches directly from nature, that is working in the open air. His technique and colouring are very close to the impressionists. Constable ignored the rules established by Reynolds. He insisted that art should be based on observations of nature and feelings. Thus, was the **herald** of Romanticism. But the realistic qualities of his art are very strong.

F Joseph Turner was an outstanding painter whose favourite topic was the sea. He painted waves, storms, clouds and mists with great skill. Although his talent was recognized immediately, he **deliberately** turned his back on the **glittering** social world of London. Victorian England, which found it more important that a man be a gentleman, and only then a genius, never forgave him for his dissonance.

4. Find and read a word or a phrase in the article that has an opposite meaning to each of the following words and phrases.

☉ raise ☉ well-known ☉ to show ☉ true ☉ strongly ☉ foreign ☉

- | | |
|---------------------|-------------------|
| 1. To lower - ... | 4. False - ... |
| 2. To obscure - ... | 5. Weakly - ... |
| 3. To hide - ... | 6. Domestic - ... |

5. Read and choose the correct item to complete the sentences.

- The article deals with...
A British painters
B British portraitists
C British landscape painters
- The father of the British portrait school was...
A Sir Joshua Reynolds
B the Flemish painter Van Dyck
C William Hogarth
- ... created only general impressions of character.
A Reynold's contemporary George Romney
B John Constable
C William Hogarth

4. ... created a true impression of the subject, but in a heroic style.

- A Joshua Reynolds
- B Joseph Turner
- C Thomas Gainsborough

Gallery Talk:

Talking about a Painting

6. Look at the paintings of the famous British artists. Say what periods of painting they describe.



A *Anthony Van Dyck, Charles I with M. de St Antoine. 1633*

B *Joshua Reynolds, The Young Fortune Teller*

C *William Hogarth, Marriage a la Mode*



D *John Constable, The Haywain*

E *T. Gainsborough, Cottage Girl with Dog and Pitcher*

F *Joseph Turner, Bamborough Castle*

7. a) Place a sheet of paper or a poster with the name of the painting (for example, Painting A: *Anthony Van Dyck, Charles I with M. de St Antoine. 1633*) in one corner of the classroom or on the blackboard.
- b) Work individually. Go round the exhibition. Write two or three words or phrases expressing your attitude about each picture on the sheet of paper. Look at all the pictures in the gallery.
- c) Work in groups. Choose one picture from the gallery. Describe it using the words or phrases written by the other members of the class.



Conversation Lab

**8. Work in pairs. Act out a dialogue.**

Student A. You are having an art lesson at the art school. You are painting a portrait. You have some questions about how to do it.

Student B. You are the art teacher. Explain to your student the choices he/she has to make to depict the subject.

**9. Say what you know about painting and art masters. Talk about:**

- different periods in painting;
- the establishing of the British portrait school;
- the famous portrait painters;
- the famous landscape painters;
- the famous seascape painters.



Homework

10. Describe one of the paintings in a written form (Ex. 6).

11. Complete the article with the necessary words from the box on page 179.

Enjoy London Art Aside From the Crowds

By Mike



London is, undoubtedly, the best place to see (1) ... in the world. The British are very proud of their cultural (2) ... and the fact that London is now, and has been for ten years or more, the cultural centre of the world. Now, all this means that it is not hard to find great art as (3) ... in London – a trip to the National Gallery, Tate Modern or Tate Britain (in combination or alone) will more than suffice on the average short (4) ... However, it is little known to the fleeting visitor that the depth of London's (5) ... is such that real (6) ... can be found outside the state museums in galleries, big and small, contemporary and (7) ... that do not boast their wares and for that reason

can be enjoyed without a crowd of (8) ... tourists getting in the way! If you are looking for (9) ... to the major museums in the centre of London, visit The Courtauld Gallery, The Wallace Collection or the Wellington Museum. All three of these galleries feature outstanding significant (10) ... by principal (11) ... of the last (12) ... hundred years.



1.	A craft	B design	C art	D creations
2.	A gift	B treasure	C heritage	D collections
3.	A a visitor	B a stranger	C a master	D a collector
4.	A voyage	B travelling	C trip	D walk
5.	A purchases	B savings	C contributions	D collections
6.	A creations	B buildings	C drawings	D masterpieces
7.	A historical	B historic	C history	D old-fashioned
8.	A determined	B confident	C selfish	D annoying
9.	A variants	B alternatives	C options	D choices
10.	A crafts	B artworks	C models	D examples
11.	A artists	B craftsmen	C inventors	D designers
12.	A several	B some	C few	D many

Lessons 11-12 Project Work

Read the instructions to Project A and Project B and decide which project you'd like to do.

Project A

Matisse Cutouts

1. Read the information about a famous French painter.

Henri Matisse (1869 – Nice, 1954) was a French artist who loved pure colours. As an old man he was ill with arthritis and could no longer paint. But he didn't stop creating. During the last fifteen years of his life, Henri Matisse developed his final artistic triumph by 'cutting into colour'. He began creating paper collages, known as cutouts. Using large scissors, he cut stunning paper shapes and arranged them into dynamic designs. Although made when Matisse was into his 80s, the cutouts are among the strongest work of his career. For his cutouts Matisse used paper that had been hand-painted with gouache, and laid down in abstract or figurative patterns. Later, the shapes were glued to large white paper backgrounds for shipping or display. The colours he used were so strong that he was advised by his doctor to wear dark glasses.



H. Matisse, Self-portrait



2. a) Work individually or in groups. Read the instructions and design a picture.

Materials:

- Coloured paper
- Scissors
- White or black paper
- Glue or paste

Procedure:

Cut out different shapes with the help of scissors. Vary the sizes and colours. Once you have amassed a collection of shapes, arrange them on a sheet of white or black paper. After that glue the cutouts in place. Explain what you wanted to express in your picture.

- b) **Gallery Walk.** Look at the pictures. What feelings do they raise in you? What can you say about the artist's/artists' feelings and mood? Use the vocabulary on page 181.

**ART PROJECT VOCABULARY****Collage**

A collage is an artistic arrangement of materials and objects pasted or glued over a surface.

Positive space

Positive space is the space occupied by the subject in a picture.

Negative space

Negative space is the space that is not your subject. It is everything else. It is defined by the edges of the positive space and the frame.

For example, when one cuts a shape out of the middle of a sheet of paper, the cutout shape is the positive space; the rest of the paper, a rectangle with a hole in it, is the negative space.

Abstract

An abstract piece will not look real, but it might remind you of something real. Abstract artwork might exaggerate or simplify real things.

Realistic

A realistic piece looks "real", it shows recognizable places, people, and things. It is also known as "representational art", because it represents real things.

Organic shape

An organic shape is explained as a shape that appears in nature. Examples are the shape of a leaf or the shape of your shadow.

Geometric shape

A geometric shape is a shape that can "easily" be defined using mathematical formulas. Examples of geometric shapes include squares, circles, triangles, spheres, pyramids, and cylinders.

Primary colours

Primary colours are red, yellow and blue; these colours can be combined to produce all other colours.

Secondary colours

Secondary colours are green, orange, and purple; they can be made by mixing two primary colours together.

*Project B. Research Paper**Proverbs about Art*

- Work in pairs or small groups. Use a dictionary or other sources of information. Make a list of proverbs about art.
- Prepare a leaflet and write the explanation of a few proverbs. What are the Ukrainian equivalents to these English proverbs?
- Gallery Walk. Present the results of your research in class. Answer any questions.

Lessons 13-14 **Develop Your Skills***Listening Lab*

- 1.** You're going to listen about the way Picasso's linocuts enter a frame to fight climate change. Listen and write your answers to the questions given below. (2 marks each)



Picasso's linocuts

1. What dreams of one art-loving environmentalist will soon come true?
2. What is a linocut printed in five colours (each made from a separate block) called?
3. When did Picasso produce a series of linocuts that was used as posters for an annual exhibition of ceramics in the southern French town of Vallauris?
4. What is the town of Vallauris famous for?
5. What is the aim of the campaign?
6. What should entrants do if they want to win the artwork?

Score:/12

Vocabulary and Grammar

- 2.** Read the recommendations on how to use colours for painting. Complete the sentences with the words from the box. (1 mark each)

red to know can't make to highlight to draw secondary
 to lead yellow to create green to combine to provide

Basic Colour Theory

There are three primary colours (red, yellow, blue) and three secondary colours (orange, green, and purple). The primary colours are the colours that (1) ... by mixing other colours, and the (2) ... colours are made by mixing two primaries together. (3) ... combined with (4) ... makes orange, yellow combined with blue makes (5) ..., and blue (6) ... with red makes purple.



Different colours (7) ... to achieve different effects. Different colours may (8) ... the viewers in, (9) ... the eye of the viewer around the surface of an object or image, and (10) ... different emotional responses. Use of different colours (11) ... emphasis, emotion etc. Often colours (12) ... parts of an image to draw specific attention to it.

Score:/12

3. Rewrite the questions given below into reported questions. (1,5 marks each)

1. Were family portraits common a long time ago?
Ann wanted to know...
2. Are family portraits still popular today?
Kate asked...
3. Did you take photographs of your family on special days?
Ms Alison wanted to know...
4. What clothes are you going to wear to pose for your photograph?
Jim asked...
5. Does the Morgan family look happy or sad?
The pupil asked...
6. What objects is the man holding?
Ricky wanted to know...
7. Who would be in your family portrait if you were painting a picture?
My friend asked me...
8. Have you ever been to the National Gallery in London, Sue?
Mary was interested...

Score:/12

Reading Lab

4. You're going to read the text about Pablo Picasso. Some parts of the sentences have been removed from the article. Your task is to fill the gaps (1-6) with the sentences from the list (A-G). There is one answer that you don't need. Write the appropriate letter in your answer sheet. (2 marks each)

Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Ruiz y Picasso was born on October 25th, 1881. He was a Spanish **1. []**. Picasso showed his truly exceptional talent from **2. []**. His first word was lapiz (Spanish for pencil) and **3. []**. He learned to draw before he could talk. His father was an amateur artist. When he saw how beautifully Pablo completed a picture of their pigeons, **4. []**.





Picasso demonstrated the uncanny artistic talent in his early years, **5.** _____ adolescence. During the first decade of the twentieth century his style changed as he experimented with different theories, techniques, and ideas. He is best known for his **6.** _____ shapes. Guernica painted in 1937 is undisputedly one of the masterpieces of modern painting. It records the German bombing of Guernica during the Spanish Civil War. Picasso created over 6,000 paintings, drawings, and sculptures. Today a 'Picasso' costs several million pounds.

Pablo Picasso died of a heart failure on April 8th, 1973 in France.

- A painter, craftsman, and sculptor
- B he never painted again
- C there was no stopping him
- D painting in a realistic manner through his childhood
- E a very young age
- F Cubist pictures which used only simple geometric
- G he learned to draw

Score:/12

Conversation Lab

- 5.** Speak in class. Express your point of view on two pictures mentioned in the text of Ex. 4.



P. Picasso, The Dove of Peace



P. Picasso, Guernica

- 6.** Talk about the role of arts in public education.

Example:

A: The Arts are an essential part of public education. From dance and music to theatre and the visual arts. Art gives children a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures. Art brings us joy in every aspect of our lives.





B: Art education not only enhances students' understanding of the world around them, but it also broadens their perspectives about traditional academics. The arts give us the opportunity to express ourselves, while challenging our intellect. The arts integrate life and learning for all students and should be an integral part of the development of the whole person.

Writing Lab

7. Imagine that you are an artist. Write about the importance of art education.

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• talk about art and its forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the British and Ukrainian painters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the famous painters and their masterpieces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the well-known Fine Arts museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about my visit to the Fine Arts Museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• describe a painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the information and participate in a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand an excursion at the museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• read and understand a magazine article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write painting descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 6

Science and Technology

In this unit you will:

Listen, read and talk about ...

- the development of science and technology
 - modern means of information and communication
 - work on a computer
 - science fiction stories
 - famous scientists

Learn how to ...

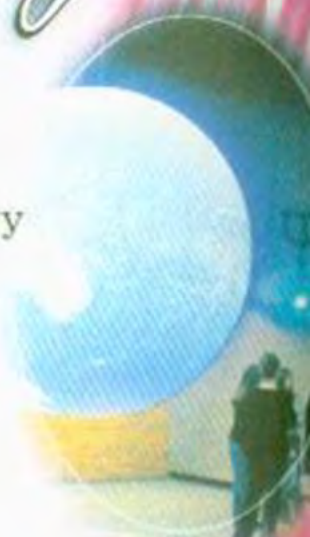
- find synonyms
- find the necessary information quickly
- do a multiple choice test

Practise/ Revise ...

- Relative Clauses

Write/ Make ...

- an official letter
 - an article
- a science fiction story
 - a project



Wise Quotes

It requires a very unusual mind to undertake the analysis of the obvious.

~Alfred North Whitehead

Genius is one percent inspiration and ninety-nine percent perspiration.

~Thomas Alva Edison

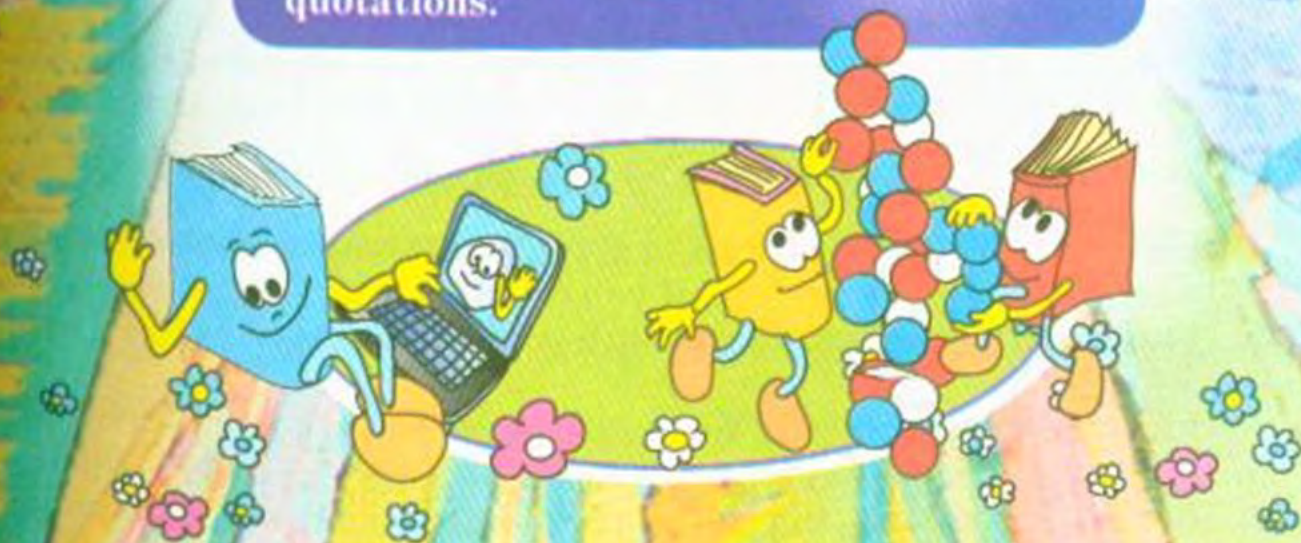
Every experiment proves something. If it doesn't prove what you wanted it to prove, it proves something else.

~Anonymous

Every great advance in science has issued from... imagination.

~John Dewey

Work in pairs or small groups. Discuss the quotations.



Lessons 1-2

Computers Here, There, Everywhere...

1. a) Look at the photos and name the objects you see. Why do people need these things at home?



A

a computer



B

a vacuum cleaner



C

a food processor



D

a dishwasher



E

a microwave oven



F

a fridge

b) Read the word definitions (1-6) and match them to the photos (A-F).

1. A mechanical device for cleaning dishes and eating utensils.
2. A kitchen appliance that cooks or heats food by dielectric heating.
3. A kitchen appliance used to facilitate various repetitive cutting tasks in food preparation.
4. A device that uses an air pump to create a partial vacuum to suck up dust and dirt.
5. A cooling appliance.
6. An electronic machine that stores information and uses programmes to help you find, organize, or change information.

2. Work in pairs. Ask and answer the questions about the photos in Ex. 1.

1. How would you clean your room if you didn't have a vacuum cleaner?
2. Where would you keep food if you didn't have a fridge?
3. How would you communicate with your friends if you didn't have a computer?
4. How would you heat your food if you didn't have a microwave oven?
5. What would you do in the evening if you didn't have a TV set?
6. How would you wash your clothes if you didn't have a washing machine?

- 3.** Speak in class. Decide which modern devices are the most useful for everyday life and say why. Make notes and then report your ideas in class.

Reading Lab

- 4.** You are going to read the text about the role of computers in our life. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

to obtain to take smth for granted to accomplish to benefit incredibly to weld an assembly line an altitude to predict an angle data an electronic drum kit an addiction

- 5.** a) Read the title of the article. Think of three examples of using computers now.

b) Read statements 1 and 2 given below. Which of the sentences (A, B, or C) has the same meaning as 1 and 2?

1. The computer, a modern complex machine, now accomplishes things we never thought possible.

A We couldn't predict that a machine would be able to do very complicated tasks.

B Complex machines can perform complex tasks.

C Computers can do the things which people thought were impossible.

2. Finally, more and more people have become unemployed because computers do what was done by these people before computers were so common.

A Computers can do work much better than people.

B Many people lose their job because of the computers.

C Many people don't want to work because of the technological advances.

- 6.** Now read the following text. Then read the statements (1–6) and find the paragraph which contains the necessary information. Prepare an answer sheet in your exercise book. Write the letter of your choice on your answer sheet. Finally, decide if the statements are T (True) or F (False). Write your answer on the answer sheet.

1. Computer technology has expanded enormously and has become a part of our daily lives.

2. Computers can help us create and edit documents very easily.

3. There are no disadvantages to working with computers.

4. Computers can't predict natural disasters.

5. People have always been sure that one day machines would be able to do some kinds of work instead of them.
6. Parents need to keep track of the time their children spend in front of the screen playing computer games.

Computers Here, There, Everywhere...

A Since the beginning of human life, we as people have always wanted to **obtain** machines or tools to make our lives easier. Before the computer was invented, people were performing boring, repetitive tasks that we now **take for granted**. The computer, a modern complex machine, now **accomplishes** things we never thought possible.

B On the one hand, computers have many **benefits**, for they provide entertainment, help modern cities function, and above all, they make the most difficult tasks **incredibly** simple. For example, computers can be used to create drawings for engineering or designing. Computers in fax machines are used to print signals from machine to machine. Some companies use computer-controlled robots to **weld** parts, work on **assembly lines**, and deliver parts. Computers help guide planes by giving pilots the important information about speed and **altitude**. Captains use computers to help navigate courses for yachts. Computers are used to help **predict** earthquakes and other natural disasters. Also, computers can be used in medicine. At hospital a patient's heart rate can be recorded and analyzed by a computer. Detailed pictures of the inside of a body can be taken from different **angles**. Moreover, computers run a lot of things in our house. A tiny computer chip controls our washing machine. Microwaves use computers to set the cooking time and temperature. Computers are used to control televisions. Using **data** produced by computers, networks might make their decisions about what shows stay on the air. Many performers use computer-controlled machines such as **electronic drum kits** to create special musical sounds.





C On the other hand, there are some negative concerns with computers. To start with, one of the most serious concerns is a child's preference for violent video games, which often leads to aggressive behaviour in real life. Also, there is Internet **addiction**; evidence shows that Internet addiction has a negative effect on academics, family relations, physical and mental health. Finally, more and more people become unemployed because computers do what was done by these people before computers were so common.

D All things considered, a computer has become an essential part of our life. People should keep in mind that no matter how smart the machine could be, we mustn't let it totally control our lives. Those who designed this powerful device wanted it to work for (and with) people.

7. Decide if the following words are used as verbs or nouns in the text. Write your answers in your exercise books.

- | | |
|----------------------|------------------------|
| 1. Signals (line 10) | 9. Set (line 20) |
| 2. Use (line 11) | 10. Stay (line 23) |
| 3. Lines (line 12) | 11. Air (line 23) |
| 4. Guide (line 12) | 12. Sounds (line 24) |
| 5. Speed (line 13) | 13. Concerns (line 25) |
| 6. Rate (line 16) | 14. Leads (line 27) |
| 7. Run (line 18) | 15. Work (line 36) |
| 8. Chip (line 19) | |

8. Read and complete the sentences.

1. If there were no computers, pilots...
2. Some natural disasters wouldn't be predicted if...
3. At hospital patient's heart rate couldn't be recorded if...
4. If it were not for computers, a lot of things...
5. If it were not for computers, children...
6. If there were less computers, more people...

Conversation Lab

9. a) Work individually. Read the statements on page 192. Decide to what extent they are true for you.

b) Work in small groups. Compare your findings and decide who is the most/least dependent on computers.

c) Speak in class. Use the statements to describe someone you know or read about who is really dependent on computers. Complete a list of warning signs if necessary.

CYBERJUNKIES: THE WARNING SIGNS

1. You spend hours looking for information when you wanted to spend a few minutes.
2. You don't tell the truth to your parents and friends about the time spent on your PC.
3. You suffer physical problems from sitting at a monitor for hours at a time.
4. You are looking forward to your next online session.
5. You often feel you're just 'one step away' from finding the information you need.
6. You find it easier to talk to people online than face-to-face.
7. You check your emails very often.
8. You skip meals and even classes to spend time online.



10. Work in pairs. Make a dialogue. Discuss the pros and cons of computer technology.

Student A. Talk about the advantages of working on computers.

Student B. Talk about some negative aspects of using computers (Internet addiction, video games, bad eyesight etc).



Homework

11. Read and complete the text with the words from the box given below.

users report organization crimes computer code passwords pretend information hurt ethics paste

Computer Ethics

By Brenda B. Covert

Ethics is a moral (1) ... involving a clear understanding of right and wrong. Another word for ethics is values. We are going to focus on computer ethics.

If you have good (2) ... ethics, you won't try to (3) ... people with your computer, and you won't commit (4) ... such as information theft or virus creation. A problem that can arise is that we don't see the harm in snooping in another person's private (5) ... or that we try to figure out their (6) It also seems smart to copy and (7) ... computer information on a school (8) ... and (9) ... that we wrote it. The crimes committed with hacking or gaming scams don't seem harmful to us because the victims may be faceless. Flaming (aiming abusive, insulting messages to another person online) seems risk-free since we are anonymous. No one is going to come knocking on the door and demand a physical confrontation. However, all these activities violate of computer (10)



The Computer Ethics Institute, a non-profit research and educational (11) ... in Washington, published a code of ethics in 1998 for computer (12)

12. Write a short essay about the pros and cons of computer technology.

Lessons 3-4

Dealing with Modern Technology

1. a) Look at the photos of a computer. Do you know the names of its parts?



b) Match the words (1-6) to their definitions (A-F).


1. A computer	A	<i>a peripheral which produces a hard copy of documents stored in electronic form</i>
2. A keyboard	B	<i>a machine that manipulates data according to a set of instructions</i>
3. A processor	C	<i>a device that optically scans images, printed text, handwriting, or an object, and converts it to a digital image</i>
4. A printer	D	<i>a device that accepts text and graphic output from a computer and transfers the information to paper</i>
5. A scanner	E	<i>a device that displays video and graphics information generated by the computer through the video card</i>
6. A monitor	F	<i>system that translates or converts different data formats</i>

c) Say what parts a computer consists of and why it is important to know about the computer set-up and computer functions.

Example:

Why is it important to know how any computer works? If you don't know how your computer works, it will be hard to control it. Computers today are small, fast, reliable, and extremely useful. Back in 1977 that was not the case. However, computers operated in basically the same way today. They receive data, store data, process data, and output data in the same way as our own brain functions. Let's look at computer memory first. A computer's storage function comes in many different sizes, types, and shapes. However, there are two basic categories: short-term and long-term memory. Each type of computer memory serves a specific function and purpose.

Reading Lab


 **2.** The following sentences are from the dialogue of Ex. 4. What do you think the words and phrases in bold print mean? Work out the meanings from the context. Don't use a dictionary.

1. Today computer skills are a **crucial** parameter to finding a good job and to be promoted.
2. I think, we need **acquaintances** to be happy and successful; computers give us the ability to communicate with distant relatives and friends.
3. So, it will not be so hard to progress if you are a **competent** computer user.

3. You are going to read about the importance of being a competent computer user. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

contemporary a foundation access research literacy
 crucial an artistry acquaintances competent

 **4.** Listen and read the dialogue. Do you agree that computer literacy is important now?

- A:** What is the most important skill a person should know in order to be successful in the modern world?
- B:** I believe that computer skills are one of the most important to know in the **contemporary** world. Since the 1980s computers have expanded everyone's life; it is hard to imagine today's world without email or finding information in the Internet. Computer skills can positively affect our studies, our work, and our private life.



A: You are right. Do you use a computer at school?

B: Of course, a good education is the **foundation** for a successful future and computer skills help us study more effectively. Computers use the software developed by computer programmers. A person who knows how to work on a computer could prepare better school lessons because he/she has **access** to a huge amount of information in the Internet. It's possible to make **research** projects without making expensive natural experiments and to improve your marks by using computer information.

A: Is it easier to find a good job if the person has good computer **literacy**?

B: Computer skills are a **crucial** parameter to finding a good job and to be promoted. Many people are surprised by the progress made by computer scientists in recent years. Now, every employer wants to have workers with good information technology background. Even doctors and school teachers are in need of such skills because they have to process the results of the laboratory tests or make power-point presentations using a computer and the interactive (smart) board. I don't mention the situations in high-tech industry, because there the necessary computer **artistry** is more advanced.

A: Do you use a computer for communication with your friends and relatives?

B: I think, we need **acquaintances** to be happy and successful; computers give us the ability to communicate with distant relatives and friends. It's quite easy to find people with similar interests by the Internet and we can improve communication skills every day. Emails sent by the Internet can reach any part of the world in minutes.

A: So, it will not be so hard to progress if you are a **competent** computer user.



5. Complete the sentences.

1. The most important skill a person should have nowadays is...
2. Computer skills could help us...
3. It's possible to make...
4. Computer skills are a crucial parameter to...
5. Even doctors and school teachers are in need of such skills...
6. Computers give us the ability to communicate...



6. Write 3 or 4 sentences about the role of computers in the modern world. Take out every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to figure out the missing words.

Grammar Lab

Relative Clauses (Revision)

7. a) Read the information.

The following sentences are from the dialogue of Ex. 4. Study how they were changed using a relative clause.

1. Computers use the software developed by computer programmers. – Computers use the software which was developed by computer programmers.
2. Many people are surprised by the progress made by computer scientists in recent years. – Many people are surprised by the progress which was made by computer scientists in recent years.
3. Emails sent by the Internet can reach any part of the world in minutes. – Emails which are sent on the Internet can reach any part of the world in minutes.



b) Rewrite the following sentences. Use *which*, *that* or *who* in your sentences. Consult the table given above.

1. The computer will use an algorithm worked out by a team of mathematicians.
2. In the past a blackboard, chalk and books used by teachers were the only methods of teaching and learning.
3. Students get better results because teachers explain the material using computer software, for example, Powerpoint shows images or video clips.
4. The students' search for information on the Internet can help them develop their ideas.
5. The often updated information on the Internet meets the demands of teachers and learners.
6. Time and distance difficulties prevented students from studying have been solved.



Conversation Lab

- 8. Work in pairs. Read and act out a dialogue. Discuss the pros and cons of the Internet.**

Student A is talking about the advantages of using the Internet.

Student B is talking about some negative aspects of using the Internet such as Internet addiction, violation of people's security and privacy, hacking etc.

- 9. Work in small groups. Discuss the situations.**

- How does the Internet change our lives?
- Printed books will soon be viewed as objects of art since people will rather use a computer if they need information or if they want to read fiction. Do you agree?

- 10. Work in pairs. Discuss the statements.**

Access to the Internet helps people save time and efforts while doing even simple things. Express your point of view on the following:

- the Internet is a big library;
- the Internet uses technologies like voice-talk and live webcam to communicate;
- the Internet provides online shopping.



Homework

- 11. Write a paragraph of approximately 80–100 words about how you use computers. Include the following points:**

- when you use it;
- why you use it;
- how much time you spend in front of the computer screen;
- if you see any signs of addiction;
- what you do when you are away from the computer.

- 12. Fill the gaps with the correct word, forming it from the letters given in brackets.**

The Internet has changed (1) ... (cmuiainomncto) as we know it. From education to (2) ... (giirvansted) this new (3) ... (tleacchingool) advance has affected (4) ... (lypraclacit) every aspect of our lives. Magazines, newspapers and even books are "online" and can be read on the computer. You can find (5) ... (mraotfinoin) on any topic – (6) ... (bipoesislisti) are (7) ... (essndel). The Internet can (8) ... (yinntstna) connect you to other computers, allowing you to "chat" with people all over the world. It's actually very easy to learn how to use the system, and once you're online, you'll never want to turn the computer off! The (9) ... (dvlpetnmoe) of such technology has come a long way. These (10) ... (mnagaiz) electronic devices have changed many people's lives forever.



English Beyond the Classroom
Searching for Authentic Examples

Look for examples of the sentences with relative clauses in the English-language newspapers and magazines or on the Internet. Write them in your exercise book. Share your examples with the class.

Lessons 5-6 **U R 2 Old**

1. Look at the pictures and discuss the ways of communication in the modern world.



face-to-face interaction



sending a message/
an email



talking over a mobile phone



sending a fax



a multimedia presentation



a virtual conference

2. Work in groups. Discuss the pros and cons of the different ways of communication. Use the phrases from the box on page 199.

- Face-to-face interaction
- Video-conferencing
- Telephone
- Mobile phone
- Letter
- Email
- Fax
- Text, e.g. SMS ("Texting")
- Computer systems
- Websites
- WAP phones



- a valuable tool for negotiating
- to allow personally meeting without the travel
- to lose the possibilities of body expressions and eye-to-eye contact
- a tool for making calls and giving information
- a tool for complex communications
- a point of danger for systems
- an excellent tool for getting pictures sent quickly
- to be low on clarity and personalisation
- to establish direct contact between companies and people
- to be aimed at one-way communications
- the Internet on the move

Listening Lab


3. Listen to the text "U R 2 Old" about the ways teenagers communicate with each other and choose the correct item (A, B, C, or D) to complete the sentences.

1. Katie and her friends were talking about...
 - A "The Pirates of the Caribbean" films
 - B Orlando Bloom
 - C a film star
 - D an actor
2. Katie's father looked into his rearview mirror and saw his daughter...
 - A talking on her mobile phone
 - B texting
 - C sending an email
 - D listening to music
3. The back-seat chattering stopped because...
 - A Katie rolled her eyes at her father
 - B Katie was phoning somebody
 - C Katie didn't want her father to hear the conversation
 - D Katie was sending a text message to her father
4. Mr Hampton turned his attention back to the freeway because...
 - A he didn't want to talk with Katie
 - B Katie's friends were playing
 - C he thought about cars, kitchens and bedrooms
 - D it was a common situation across the country

4. You are going to read the text about digital communication. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- to stay in touch
- an over-dependence
- an introvert
- a messenger
- LCD display
- a webcam
- a voice chat
- to acknowledge
- to convince
- a text message
- to talk over

 **5.** Read the article and discuss the pros and cons of modern communication.

Modern Communication and Our Generation

Email, the Internet, mobile phones, text messaging and instant messaging. All sold to use, free or not, to communicate with our relatives, and **to stay in touch** with friends.

How have modern communication, transportation, and technology changed the world we live in today?

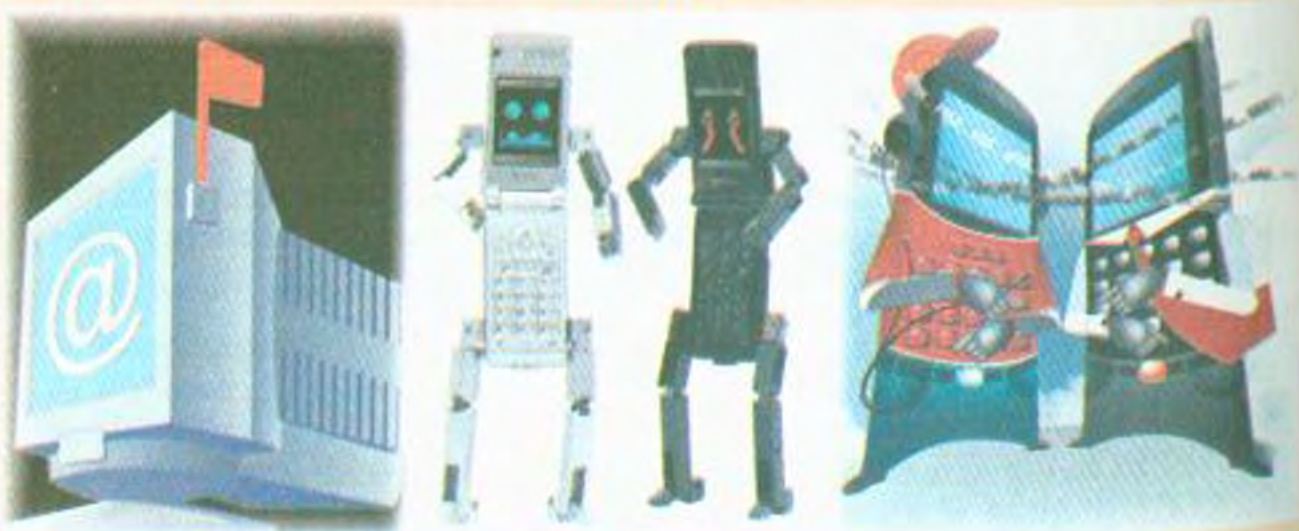
Has anyone noticed **an over-dependence** on these technologies? I long to be able to sit in a coffee shop with a friend and have the same conversations I may have online. I want to pay attention to expressions and body language, hear the tone of voice, and not just read a text.

As **an introvert**, I like being able to hide behind my **LCD display**, typing away on my keyboard, talking with my fingers. Frankly speaking, I used to do so. Until the other day. I realized that sometimes, using **a messenger**, I may spend so much time actually trying to fix what I say rather than just saying what I mean.

I appreciate technology. It has solutions to all these dilemmas. **Webcams**, and **voice chat**, for example. I also **acknowledge** that a messenger has its advantages. It gives us a possibility to communicate cheaply across the country or the globe. It lets you stay in touch with grandma and save on an expensive telephone bill, once you **convince** her to buy a computer.

But, unfortunately, we lose touch with our friends we relate with as we type and text away. Even the Internet blogs can't help the situation I'm talking (WRITING – to be more precise!) about.

I think people used to have a better time in the corner coffee shop somewhere in their neighbourhood. So don't phone me, or drop me **a text message**; let's meet and **talk over** a cup of coffee.





6. Read the following sentences from the article. Decide from the context what the words in bold print mean.

1. Has anyone noticed an over-dependence on these **technologies**?

Technologies mean

- A technique
- B applied sciences
- C methods
- D sciences

2. As an **introvert**, I like being able to hide behind my LCD display and type away on my keyboard, talking with my fingers.

An introvert means

- A an inner-directed person
- B a very active person
- C a lovely and friendly person
- D an outgoing person

3. I realized that sometimes, using a **messenger**, I may spend so much time actually trying to fix what I say rather than just saying what I mean.

A messenger means

- A agent
- B carrier
- C emissary
- D an all-in-one communication tool

4. It also has solutions to all these **dilemmas**.

Dilemmas means

- A problems
- B tasks
- C confusions
- D alternatives

5. I also **acknowledge** that a messenger has advantages.

To acknowledge means

- A to endorse
- B to accept
- C to confess
- D to come out

6. Even Internet **blogs** can't help the situation.

A blog means

- A email
- B a letter
- C a type of website
- D a text message



Unit 6

7. Complete the sentences.

1. Everyone has noticed...
2. I want to pay attention to...
3. I appreciate...
4. I like being able to...
5. I also acknowledge that...
6. Unfortunately...

Phrasal Verbs



8. Look at the table. Then use the phrasal verbs to complete the sentences. Use the verb to talk in the correct tense form and voice.

- **to talk round/around** – to persuade someone to change their opinion about something; to discuss a problem without really dealing with the important parts of it
- **to talk back** – to answer someone in authority such as a teacher or parent in a rude or impolite way
- **to talk down** – 1) to make something seem less successful, interesting, good etc than it really is; 2) to help a pilot land an aircraft by giving him instructions from the ground by radio
- **to talk somebody into something** – to persuade someone to do something
- **to talk something out** – to discuss a problem thoroughly in order to solve it
- **to talk somebody out of something** – to persuade someone not to do something
- **to talk something over** – to discuss a problem with someone before deciding what to do
- **to talk through something** – to discuss something thoroughly so that you are sure you understand it
- **to talk something up** – to make something appear more important, interesting, successful etc than it really is

1. Can't you ... them ... buying such expensive things?
2. Mrs Green doesn't like her pupils to ... to her.
3. Michael ... me ... going swimming.
4. Smiths and Johnsons ... the idea of the meeting.
5. I can't stand it when someone ... to me.
6. ... any worries with your counselor.
7. Leave Sam to me. I'll soon ... him ...
8. We need a little time ... this ...
9. Allow time to ... any areas of difficulty.



Conversation Lab

9. a) Look at the cartoon and read the dialogue. Does it remind you of a similar situation?

Dad: Hi sweetie, how was school today?

Ann: You can read all about it in my blog, Dad!

- b) Work in pairs. Discuss the questions.

- How has communication between parents and teenagers changed recently?
- Are you communicating effectively with your parents?



10. Put the verbs in brackets into the correct tense form and voice.

"For kids it (1) ... (to become) an identity-shaping and psycho-changing object," Ms Turkle said. "No one who creates a new technology really understands how it (2) ... (to use) or how it can change a society."

Mobile phones, instant messaging, email and the like (3) ... (to encourage) younger users to create their own inventive, quirky and very private written language. "That (4) ... (to give) us the opportunity to essentially hide in plain sight. We (5) ... (more / to connect) than ever, but were also far more independent," Ms Turkle's daughter explained.

Ms Turkle (6) ... (to recall) a vacation with her daughter in Paris, where she (7) ... (to hope) to immerse her in the local culture and cuisine. "Part of the idea of Paris is being in Paris," Ms Turkle said. But during an afternoon stroll, her daughter (8) ... (to receive) several calls and text messages on her mobile phone from friends back in Boston; her daughter (9) ... (to answer) to everyone.

When Ms Turkle asked why she (10) ... (not / to turn off) her mobile phone and enjoy the city, her daughter replied, "I (11) ... (to feel) more comfortable talking with my friends. They just (12) ... (to want) to know where I am," the girl said. "It is a new form of sensibility."



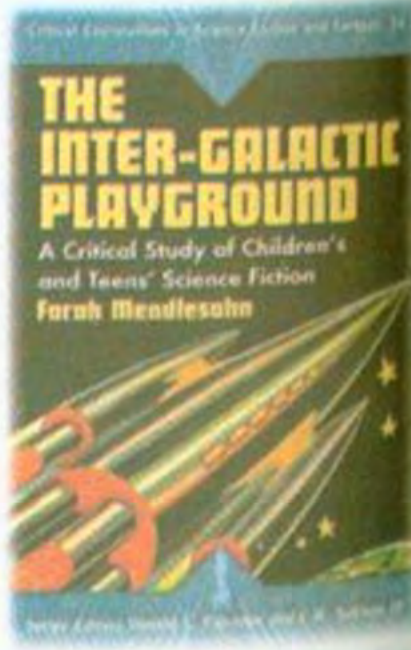
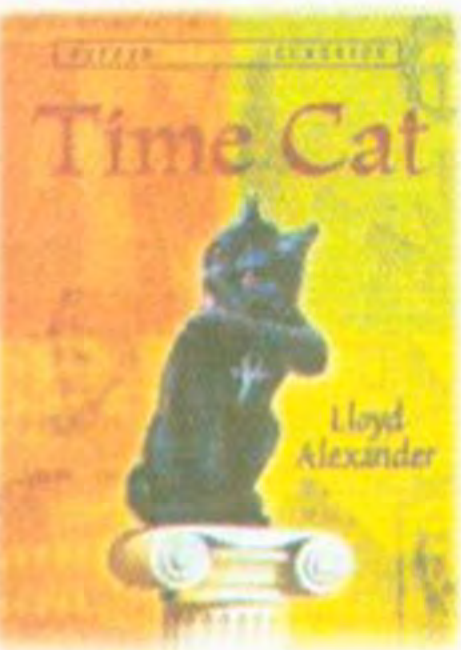
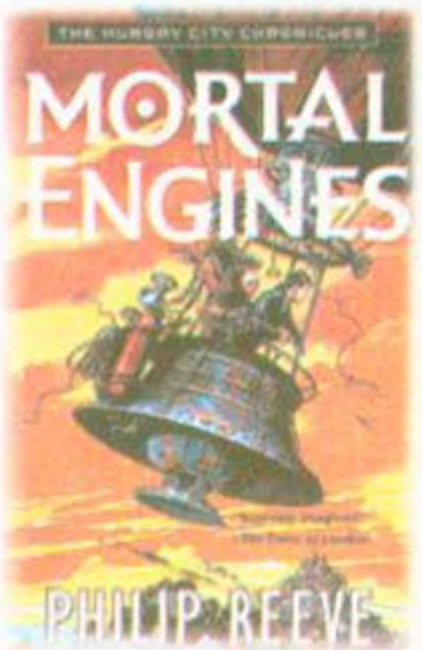
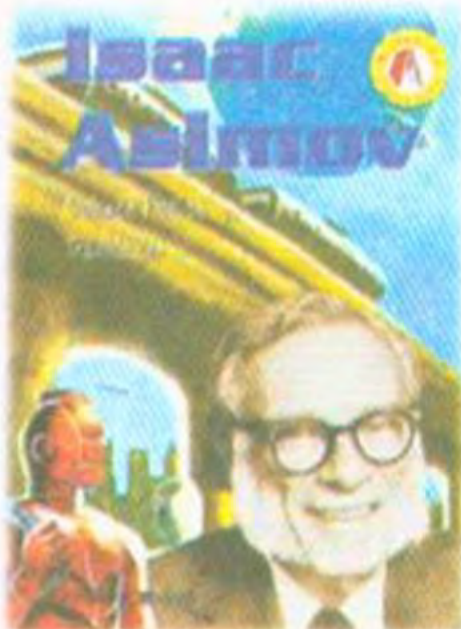
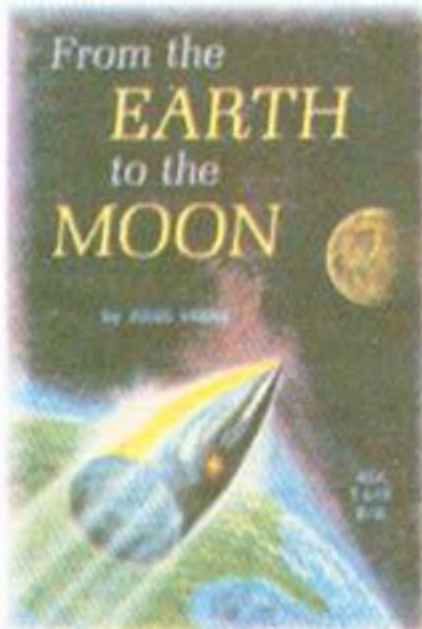
Homework

11. Children increasingly rely on personal technological devices like mobile phones to define themselves and create social circles apart from their families; it also changes the way they communicate with their parents. Write what you think about it.
12. Do Ex. 8 in a written form. Then make your own sentences with the phrasal verbs.



Lessons 7-8 Science Fiction Stories

1. Look at the book covers. Have you read any of these stories? Read the titles. What do you think the stories are about? Who are the main characters? What are the main events? Do they show scenes from the past/present/future?



2. Read the information about science fiction stories.

Science fiction stories combine imaginary characters, settings and plots in a story based on believable scientific or historic information. The range of science fiction is extremely broad. Stories may be set in the past, the present, or the future. Some science fiction writers have invented entire worlds, geographies, plants and animal life, and cultures. Some sci-fi writers have tried to show what might happen if a na-



tural disaster of cosmic proportions occurred such as a comet crashing into the Earth, the return of the ice age, or the sun exploding.

Early writers of science fiction often anticipated inventions that came much later. In 1865, Jules Verne, in *From the Earth to the Moon*, published in 1865, pictured a returned space capsule! Other scientific achievements of the 20th century anticipated by Verne were the submarine, aqualungs, and television.

3. Read and complete the sentences.

1. Science fiction stories combine...
2. Science fiction stories may be set...
3. The events in the science fiction stories are...
4. The main characters are...
5. The writers of science fiction often anticipated...
6. Some science fiction writers have tried to show what might have happened if...

Listening Lab

4. a) Listen to the paragraph from the science fiction story *Building Block* by Sonja Dorman. Complete it with the words from the box.

docked approached thrilled by to leave
to return rushed

... The shipload of colonists (1) ... at the new space colony. As the ship (2) ..., the colonists (3) ... to the ship viewports for their first glimpse of their new home. It looked just like a huge bicycle wheel rolling across the stars!

Even Anna Marie, who hadn't wanted (4) ... her home on Earth, was (5) ... the sight of the space colony. She tried to imagine what life would be like inside that giant wheel. When she said "Goodbye" to her friends just a few days before, she told them, "I'll be back soon!" Now as she left the ship with her parents, she wasn't sure how soon she would want (6) ... to Earth. ...

b) Think about the development and the ending of the story. What was life like in the new space colony? Do you think that life in space would ever be possible?

5. Work in pairs. Discuss the questions.

1. What events must have taken place before the story began?
2. Of the events told, which happened first?
3. What event happened last?
4. What was happening when the colonists rushed to the viewports?
5. What happened after the ship docked?

Writing Lab

Writing a Science Fiction Story

Procedure

• Before You Write

Fill in the story map. It will help you organize the information for your short story.

- | | |
|----------------|------------------|
| 1. Title. | 5. Problem. |
| 2. Setting. | 6. What happens. |
| 3. Characters. | 7. What results. |
| 4. Start. | 8. Ending. |

• Write

Write a science fiction story to read to your class.

1. Write your story as the first person. By using the first person, you can present the thoughts and feelings of one character, the person narrating a story. Telling the story in the first person gives it a sense of reality and can, therefore, make the reader feel personally involved.
2. Begin your story with a description of a setting. Then introduce the main character or characters. Use the notes on your chart to help you stay focused.
3. In your next paragraph, tell the problems of this story. In your remaining paragraphs tell what happens and how your story ends – the solution to the problem. Be sure to tell the events in the correct time order.

• Revise

Have a friend read your short story. Think about the following checklist as you revise.

1. Do the characters in your short story solve the problem they faced in the beginning? How can you make the story more interesting?
2. Does your story have all the necessary elements of a short story: a setting, characters, a problem, and a solution? What elements should be added or made more obvious?
3. Does everything in your story happen in an order that makes sense?
4. Did you tell your story as the first person, as if you were a character? How can we make your use of the first person more consistent?
5. Did you put quotation marks before and after each character's exact words? Where do you need to add quotation marks?
6. Did you indent each paragraph? Remember to start a new paragraph each time a different character speaks.
7. Did you check your spelling and punctuation carefully?

• Write a final copy to share.



- 6.** Write a plan and notes for a science fiction story to share with your class. Follow the recommendations on page 206. You can either write your own story or develop a story using the suggested ideas below and a paragraph from Ex. 4 on page 205.

Ideas:

- You are caught in a time warp and the building you've found yourself in is your only way to return.
- While travelling in your spaceship as a mail courier between planets you find yourself dragged off course into a home for some astounding creatures.



Homework

- 7.** Write a science fiction story using your notes. Use a dictionary to find the words you need for your story. Revise what you're written.

Lessons 9-10 Project Work

Read the instructions to Projects A, B and C. Decide which one you'd like to do.

Project A

World Of Tomorrow

- 1. a) Read the information.**

Science fiction stories provide a glimpse of an imaginary future. Below are descriptions of some exhibits included in the 1939 New York World's Fair. These exhibits were meant to show what life would be like in the future – in other words, around 1960!

1. The Perisphere. This white ball was as tall as an 18-storey building. People entering it, found themselves looking down on a future model of America called Democracy. It showed a spotless city that had no slums; it was surrounded by carefully laid-out suburbs and small towns with plenty of green space.

2. The Futurama. Moving chairs carried people through this seven-acre exhibit. In the Futurama, teardropshaped cars sped at 100 miles per hour along highways that had lanes for both high-speed and local traffic, multidecked bridges that stretched over valleys, and tunnels that cut straight through mountains. Also a full-sized city street intersection with elevated sidewalks was shown.

3. Elektro the Mechanical Man and other wonders. Among the smaller exhibits were robots known as Elektro the Mechanical Man and his dog Sparko, and an amazing new invention called television!



b) After reading the descriptions, gather in small groups. Imagine that you're planning exhibits for the 2050 world's fair with the same theme, "Building the World of Tomorrow."

2. Design three exhibits that show what you think life will be like in 2050. Write detailed descriptions of your exhibits and create drawings to accompany them.

Project B.

Lexicological Research

The explosion of recent lexicological activity in Contemporary Ukrainian at the beginning of the 21st century is evident. Neologisms have appeared and additional shades of meaning have been added to existing words. The lexicological system of the Ukrainian language is in constant motion. Massive borrowings from English are mostly connected with flood of scientific terminology, especially due to the computer technologies and modern means of communication.

a) Work in groups. Use a dictionary or other sources of information. You can look through newspapers and magazines either in Ukrainian or English. Make a list of words connected to science and technology which have come into the Ukrainian language recently.

b) Prepare a glossary and write explanations of these words in English. Work with an English-English dictionary to search for the meanings.

c) Gallery Walk. Present the results of your research in class. Answer any questions.

Lessons 11-12

Develop Your Skills

Listening Lab

1. a) Listen to the text about Vodafone, a mobile network operator. Mark the statements T (True) or F (False) on your answer sheet. (1 mark each)

1. Vodafone is an American mobile network operator.
2. Its headquarters is in Newbury, Berkshire, UK.
3. It is the largest mobile telecommunications network company in the United Kingdom.
4. As of 2009, Vodafone has millions of customers across 5 continents.
5. China Mobile is the second largest mobile telecom group in the world.
6. Vodafone and China Mobile are the largest mobile telecom groups in the world.

b) Listen to the text again. Choose the correct item (A, B, or C) to answer the questions. (1 mark each)



1. What mobile network operator is this text about?
 A American
 B British
 C Chinese
2. How many countries does Vodafone currently operate in?
 A 13 countries
 B 30 countries
 C 31 countries
3. How many countries does Vodafone currently have partner networks in?
 A 40 countries
 B 4 countries
 C 41 countries
4. The name Vodafone comes from **voice data fone**, chosen by the company to "reflect the provision of ...".
 A voice services over mobile phones
 B data services over mobile phones
 C voice and data services over mobile phones
5. How many customers does Vodafone have?
 A 33 million customers in 31 markets across 5 continents
 B 303 million customers in 31 markets across 5 continents
 C 303 million customers in 31 markets across 3 continents
6. Does Vodafone currently have operations in 31 countries including ... ?
 A Ukraine
 B England
 C the USA

Score:/12

Vocabulary and Grammar

2. Fill the gaps with the correct prepositions from the box given below.

with at of on about for

1. Yesterday I did not open an email without a subject because ... a fear ... viruses.
2. I always remember the rule: "Start ... a clear indication ... what the message is ... in the first paragraph" when I write an email.
3. As Tom's computer isn't working properly, he needs someone to check what's wrong ... it.
4. I have been working ... my Biology report for two weeks. I'll present it ... the lesson tomorrow.

5. We have not replaced any parts ... our computer yet.
6. I am sure this laptop is good enough ... you to work ... now.



3. For gaps (1–8) read the text given below. Choose the correct item (A, B, C, or D) which best fits each space to complete the text. There's an example (0) at the beginning.

The Computer History Museum in Mountain View

The Computer History Museum was (0) (B) *established* in 1996 in Mountain View, California. The Museum (1) ... originally ... The Computer Museum History Centre. Today the Museum is the home to the largest and most significant collection of computing artifacts in the world. It has (2) ... to present stories and artifacts of the information age, the computing revolution, and the computer's impact on our lives.

The Museum has three unique exhibits (3) ... to the history of computing and other related inventions. One of them is the Difference Engine No. 2, which was (4) ... by Charles Babbage in the 1840s and constructed by the Science Museum in London. It (5) ... exhibited from 10 May, 2008 through April, 2009. The museum's 15,000-square-foot (1,400 m²) exhibit "Timeline of Computing History" (6) ... 2,000 years of computing history. It (7) ... in late 2009. The group of volunteers usually (8) ... various activities at the museum: regular tours of the "Visible Storage", a lecture series, restorations of selected computers, archive work, and special events.



0.	A has established	B established	C establishes	D establish
1.	A was called	B is called	C were called	D is calling
2.	A been preserved	B preserved	C preserve	D been preserving
3.	A devotes	B devoting	C devoted	D to be devoted
4.	A has designed	B designed	C is designing	D designs
5.	A is	B will be	C was	D is being
6.	A covered	B has covered	C covers	D covering
7.	A will open	B has opened	C opens	D was opened
8.	A run	B runs	C ran	D is running



Reading Lab

4. a) Read the text about *Futurama*, an American sci-fi sitcom.

*F*uturama

Futurama is an animated American sci-fi sitcom created and developed by Matt Groening and David X. Cohen for the Fox network. The series follows the adventures of a late 20th-century New York City pizza delivery boy, Philip J. Fry, who after being cryogenically frozen for a thousand years, finds employment at Planet Express, an interplanetary delivery company in the 31st century.

Futurama is set in New New York at the turn of the 31st century, in a time filled with technological wonders. The city of New New York has been built over the ruins of present-day New York City, which is referred to as "Old New York". The architecture and various devices are similar to the Populuxe style. Global warming, inflexible bureaucracy, and substance abuse are a few of the topics given a 31st-century exaggeration in a world where problems have become both more extreme and more common.

Numerous technological advances had been made between the present day and the 31st century. Keeping heads alive in jars was invented by Ron Popeil, which resulted in the presence of many historical figures and current celebrities. The Internet, while being fully immersive and encompassing all senses (even featuring its own digital world) is slow and largely consists of pop-up ads, and "filthy" (or Filthy Filthy) chat rooms. Television is still a primary form of entertainment. Self-aware robots are a common sight and are the main cause of global warming, because of their alcohol-powered systems. Wheels have been forgotten and replaced by hover cars and a network of large, clear pneumatic transportation tubes.

In the environment, common animals remain, alongside mutated, cross-bred (sometimes with men) and extraterrestrial animals. Earth still suffers from the effects of greenhouse gases, but these have been





somewhat mitigated by dropping a giant ice cube into the ocean, and later by pushing Earth farther away from the sun.

The Futurama theme was created by Christopher Tyng. It is closely based on the 1967 composition "Psych-Rock" by Pierre Henry and Michel Colombier.

Adapted from *Wikipedia, the free encyclopedia*

b) Choose the answer (A, B, or C) which you think fits best according to the text. Write the appropriate letters on your answer sheet.

- According to the first paragraph, Planet Express is ...
 - a place to eat out
 - a firm specialized in food service
 - a planet discovered in the 31st century
- What things does the author connect with "global warming, inflexible bureaucracy, and substance abuse" (*lines 11–12*)?
 - serious challenges which became usual
 - technological advances and climate change
 - the ruins of Old New York
- Which of the following can be inferred from the text?
 - the world is changing because of the distance to the sun
 - the world is changing because of the cryogenic technologies
 - the world is changing because of the people's carelessness
- According to the text, which of the following is **WRONG** of the life in the 31st century?
 - Robots have become more intelligent.
 - The Internet provides people with useful information.
 - People still experience the greenhouse effect.
- The plot of sci-fi sitcom tells the viewers about different things **EXCEPT...**
 - the ways people combat global warming in the 31st century
 - the species of animals which appeared
 - the changes happened in the flora world
- According to the text, which of the following statements is **TRUE**?
 - People think about themselves more than about anything else.
 - Only with the help of cryogenic technologies life was saved.
 - A lot of nature-friendly discoveries were made.



Conversation Lab

5. You and your partner have been asked to give a presentation about the role of science and technology in today's society. Discuss and decide together how you will address the following:

- science and life at home;
- technology and the study place;
- education for science and technology;
- predictions for the future.





Writing Lab

6. Write an article about people and technology. Answer the following questions:

- How does the average person experience technology in daily life?
- Do you think technology helps us, or does it just cause problems? Why?
- How do you predict technology will affect our lives in the future?

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• talk about the development of science and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about modern means of information and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about my work on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the Internet and computer ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• retell science fiction stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about famous scientists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand the information during a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• read and understand a magazine or newspaper article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write an article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a science fiction story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 7 School Life

In this unit you will:

Listen, read and talk about ...

- the importance of education
- education in Ukraine and abroad
 - your school life and extracurricular activities
 - a model student
- language courses abroad

Learn how to ...

- read for details
- compare and contrast pictures

Practise/ Revise ...

- Tense Forms
- Conditionals
- Modal Verbs

Write/ Make ...

- a letter of enquiry

PHILLIP
HIGH SCHOOL



Wise Quotes

Education's purpose is to replace an empty mind with an open one.

- Malcolm Forbes

If I had learned education, I would not have had time to learn anything else.

- Cornelius Vanderbilt

It is a thousand times better to have common sense without education than to have education without common sense.

- Robert Green Ingersoll

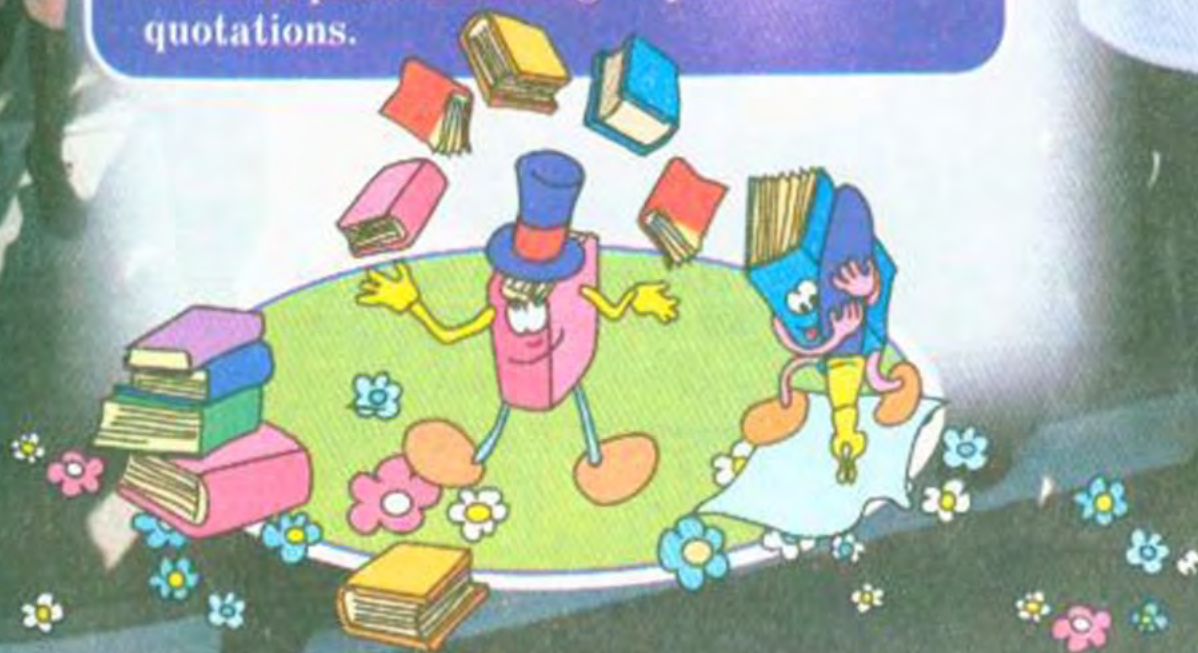
It is the mark of an educated mind to be able to entertain a thought without accepting it.

- Aristotle

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock

Work in pairs or small groups. Discuss the quotations.



Lessons 1-2

The Importance of Education

1. Look at the photos (A–F) and match them with the stages of education from the table. What kind of skills does a person get at each stage? What competencies does he/she develop?

kindergarten primary school secondary school grammar school lyceum college university PhD



2. Work in pairs. Take turns to ask and answer the questions.

1. What are the main stages of education?
2. Where are people educated?
3. What do you think about 'home school'?
4. Would you like to be educated at home? Why or why not?
5. What kind of education will children get in future?
6. What are the positive things about being educated at school together with peers?

Reading Lab

3. You are going to read the text about the importance of education. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

an attainment external to cultivate virtue to excel in
to come out of confusion to devise to instill



4. Read the text about the importance of education. Complete it with the choices (A–J) given below. There are two choices that you don't need.

The Importance of Education

The importance of education is quite clear. Education is knowing how **1.** One can safely say that a human being is not one in the proper sense till he is educated. Every person needs education basically for two reasons. Firstly, the training of a human mind is not complete without education. Education makes a person think. It leads a person to think and encourages him/her to make decisions.

Secondly, only through the **attainment** of education, man is able to receive information from the **external** world; he can acquaint himself with history and **2.** Without an education, a man seems to be in a closed room; with education he finds himself in a room with all windows **3.**

Education teaches the right behaviour and good manners; thus it **4.** We learn how to lead our lives. Education is the basis of culture and civilization. It is instrumental in developing our values and **virtues**. Education **cultivates** us; we **5.**, who are capable of planning for the future and making the right decisions. The future of a nation is safe in the hands of educated individuals.

Education forms a support system for talents **to excel in** life. It is the backbone of the society. Education is important because it **6.** to make our dreams come true. Brilliant career prospects also **come out of** your education and knowledge!

Education **7.** We don't remain **in confusion** about the things we learn. The knowledge we get brings up questions, and also **devises** ways to find satisfactory answers to them. It is education that **8.**, to face life, and to accept successes and failures. It **instills** a sense of pride in the individual about the knowledge and prepares him/her for life!

- A makes us civilized
- B get profound knowledge
- C to put one's talent to the maximum use
- D builds confidence to make decisions
- E receive necessary information regarding the present
- F become mature individuals
- G open towards the outside world
- H makes other people accept our ideas
- I helps create a clear picture of the surrounding world
- J equips us with all that is needed

1	2	3	4	5	6	7	8
C							

5. Complete the definitions with the words from the Vocabulary File.

- ... is a particular good quality or habit.
- ... to invent something new or a new way of doing something.
- ... to be very good at doing something.
- ... unsure thus may make a mistake about somebody or something.
- ... to develop an attitude, a way of talking or behaving.
- ... to gradually make somebody feel, think or behave in a particular way over a period of time.

6. Match the words (1–6) to the words (A–F) to make collocations from the text. Then make your own sentences about the importance of education.

1. To put one's potential	A a right thinker
2. To train	B from the external world
3. To make a man	C with past history
4. To receive and understand the information	D the human mind
5. To acquaint smb	E into mature individuals
6. To cultivate smb	F to maximum use

7. Work in pairs. Discuss the importance of education. Do all the students in the world have access to a good quality education? What should be done by the governments to improve the situation?

Phrasal Verbs

8. Look at the table on page 219. Then use the correct prepositions to complete the sentences.

- I'll come ... you at about ten o'clock.
- The label had come ..., so there was no way of knowing what was on the disk.
- Your English is coming ... really well.
- The opportunity to be involved in this project came ... quite by accident.
- Jane comes ... London originally.
- Steve turned some of the pages and they came ... in his hands.
- We're still waiting for our exam results to come ...
- I came ... a very interesting book in our school library.
- One or two excellent ideas came ... the meeting.
- We've been asked to come ... some new ideas for a school newspaper.
- That's what comes ... not practising – you've forgotten everything!



12. One of the teachers came ... and started talking to me.
 13. His parents were scared that if he left home to study abroad he'd never come ...
 14. No doubt the truth will come ... one day.

- **to come about** – to happen, especially in a way that is not planned
- **to come across smb/smth** – 1) to meet, find, or discover someone or something by chance; 2) if an idea comes across well, it is easy for people to understand
- **to come along** – 1) be coming along (informal) to be developing or making progress; 2) to appear or arrive
- **to come away** – to become separated from the main part of something
- **to come back** – to return to a particular place or person
- **to come for** – to arrive to collect someone or something
- **to come from smb/smth** – if you come from a place, you were born there or lived there when you were young
- **to come of** – to happen as a result of something
- **to come off** – to become removed from something
- **to come out** – 1) if something comes out, it is removed from a place; 2) if information comes out, people learn about it especially after it has been kept secret
- **to come out of** – 1) to no longer be in a bad situation; 2) to happen as a result of something
- **to come through** – if a piece of information, news etc comes through, it arrives somewhere
- **to come up** – if someone comes up to you, they come close to you, especially in order to speak to you
- **to come up with** – to think of an idea, answer etc

Conversation Lab

9. Speak in class. Talk about your educational experiences.

Example:

Semen: As for my education, I'd like to tell you right from the beginning. I went to a kindergarten when I was a little kid, and then after that I went to primary school. I studied there for 4 years and then, it was followed by secondary school. After the 9th form we passed exams for the basic secondary education. Some pupils left school to continue their study at colleges, lyceums of different profiles they chose for their future career. As for me, I decided to continue my extensive language learning at our school.

- 10.** Speak in class. Talk about the differences in teaching styles now and many years ago. Start like this:

Although school years are still a period when an individual gets knowledge about the world, the ways students are treated has changed greatly. Many years ago students were considered to be empty containers which were to be filled with as much information as possible. Today, the main focus is on the development of critical and creative thinking skills. Students are encouraged to do research papers, projects, etc.



Homework

- 11.** Write a short essay. Comment on the quotation.

The object of education is to prepare the young to educate themselves throughout their lives.

- Robert M. Hutchins

- 12.** Write a short report about the educational system in Ukraine. What do you think should be changed to provide a better quality education?

Lessons 3-4 Students and Schoolwork

- 1.** Agree or disagree with the statements below and give your reasons.

1. It's impossible to enjoy going to school.
2. Boys and girls should be educated separately.
3. It's good to be a model student.
4. A country's future depends on how well it educates its young people.

Listening Lab

- 2.** You are going to listen to the text about becoming an international student in Canada. For questions (1-8) listen and tick the statements T (True), F (False) or NI (No information). Write your answers on the separate answer sheet.

1. People of different nationalities live in Canada.
2. International students have wonderful experience because of diversity.
3. All students getting their education in Canada achieve good academic results.
4. All schools in Canada are fee-paying.
5. The system of education is the same in different provinces and territories.
6. The schools in Canada are all-inclusive which means that they admit the students with different abilities and talents.
7. You have to pass exams to become the student of a private school.
8. Private schools depend on private donations and fundraising.



3. Read and learn how to talk about students and schoolwork. Make sentences about your school life experience.

Talking about Students and Schoolwork

What students do at school

to attend school, to be at school, to be in class; to learn and practise skills, to discuss the ideas of smth/ problems etc, to answer the teacher's questions, to do the project work, to learn smth by heart, to swot for an exam, to cram, to do homework, to revise, to do/take oral/written test, to have high scores, to get top marks, to score ... in a test, to skip lessons

Extracurricular activities

to take up a subject or a sport, to be in a sports team, to go to a choir or for an orchestra practice, to go on school excursions/field trips, to take an active part in the clubs, to be a member of a youth organization

What makes a successful student

hard work, interest in a subject, motivation, ambition, concentration, attention, a sense of duty, obedience, good behaviour, respect for others, persistence, sociability, flexibility; having a gift for music/languages/sport, openness to new challenges, good time management etc

What makes an unsuccessful student

laziness, carelessness, bad behaviour, disrespect, dishonesty, being naughty, impolite, demanding, talkative, aggressive, being late for classes, poor time management

4. a) Look at the photos. What do you think connects them and what makes them different? Express your opinion. Use the questions given below to help you.



- Which scene reminds you of your own classmates?
- What are the students doing?
- What do you think Ann / Jack is saying?
- What are the roles of other students?

b) Describe the students on the photo. Who do you think can be a model student: Ann (photo A) or Jack (photo B)?

Reading Lab

5. You are going to read the text about a model student. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- mediocre • commitment • an academic setting • an assignment • an array • to achieve the model student status

6. a) Read the text and think how you can achieve the status of a model student. Match the headings (A–E) to paragraphs (1–4). There is one heading that you don't need.

- b) After matching all headings discuss each paragraph in class by using the questions.

- A How can one achieve the status of a model student?
 B What is another way you can achieve the status of the model student?
 C Why just graduate when you can graduate with honours?
 D Why do you want to be a model student?
 E What is a model student?

A Model Student

1.

Why settle for a hamburger when you can have a steak? Why settle for a Volkswagen when you can have a Mercedes? Why just graduate when you can graduate with honours? Don't settle for being **mediocre** or average. Shoot for the moon and if you miss, you'll still be among the stars.

2.

In some years you could be a model student. Model student. What is a model student? 'Model' is defined as one who is held up as an example to imitate. 'Student' is defined as one who seeks knowledge by extensive study, generally in an academic setting. So, a model student is one who, through their outstanding work, dedication, and **commitment** is looked upon as an example for others to follow. Is the model student looked upon as an example only **in an academic setting**?

3.

To achieve the model student status, one must first attend classes. A student who skips classes can't possibly be aware of what **assignments** are to be done, how the instructor wants them to be done, and when assignments are due. Most important, the student cannot take advantage of the vast **array** of knowledge the University of Phoenix has to offer if



he/she is not present. This is just one way **to achieve the model student status**

4.

Another way you can achieve the status of a model student is to participate in classroom discussions. Join discussions. Everyone can benefit when this happens. Not only can you learn from others, but others also learn from you. So, why not share your knowledge? Everyone has something to offer, even if not a fully developed idea.

If your goal is to achieve the status of a model student, just do it!

7. Match the words in the Vocabulary File (Ex. 3) with the definitions given below.

1. A group of people or things, especially one that is large or impressive.
2. Not very good, just 'so-so'.
3. Relating to education, especially at college or university level.
4. A promise to do something or to behave in a particular way.
5. The place where something is or where something happens and the general environment.
6. A piece of work that is given to someone as part of their job or class.

8. Complete the sentences with the words from the Vocabulary File.

1. I've worked with children in various ..., mainly in secondary schools.
2. I thought the book was pretty
3. There was a bewildering ... of options from which to choose.
4. She's gone to Italy on a special
5. I was impressed by the energy and the ... shown by the students.
6. He possessed no ... qualifications.

9. Read the following sentences and put the verbs in brackets into the appropriate conditional form.

1. I ... (not / to like) going to a foreign country if I ... (not / to speak) the language perfectly.
2. Please visit me soon! If you ... (to come) and stay with me, I ... (to show) you all the sights.
3. If I ... (can / to drive), I ... (to take) you all round the area!
4. You ... (really / to enjoy) meeting my friends as long as you ... (not / to mind) being teased.
5. Have you booked a flight? You ... (not / to get) one unless you ... (to book) one soon.
6. It's a promise! I ... (to meet) you at the airport – provided your flight ... (to arrive) at a reasonable time.
7. If I ... (to be) you, I ... (to take) an umbrella in case it ... (to rain).

Conversation Lab

- 10.** Speak in class. Talk about a model student. Use words and expressions from the box given below.

to be eager to do smth to show / demonstrate erudition to be capable of to work conscientiously to be imaginative / to have rich imagination to be ready to help to do smth ahead of time to be at the top of the class to do extra work to double one's efforts to be hard-working to be diligent

- 11.** Your school has had a competition "Model Student of the Month" recently. You are a member of the jury. You are having the final jury meeting. Express your opinion about the person who can become a winner. Use the prompts given below to help you.

Example:

A: As a young student, I am observant of the people around me. I've been searching for a person who can be "Model Student." I meet different kinds of people at school. Many of them are nice people. But, in my opinion, a model student is someone who stands out of the crowd. This is the person who not only studies well but also has a very strong personality. Probably, my criteria of a model student are too limited, but I believe that only a few show the values and characteristics which I look for in a real model student. In my search for a real model student, one person caught my attention. ... is a strong average student but he/she stands out. He/She may not always be at the top of the class but he/she maintains an impressive scholastic standing. In class, he/she works quietly and patiently. I believe he/she is always helpful to those who need to catch up with their lessons. He/She is smart, responsible, and supportive.

B: I believe, a model student cannot be just academically talented. What is more important, he/she is also an example of good values. A model student possesses sincerity, patience, and good leadership skills. I think that people can tell whether someone is sincere or not; if he/she strives to become a better person, he/she finds ways to do so. He/She performs all that is required, and does it well. This person does everything well and inspires others to do the same.

C: I think students should try to become a model student, just like



Homework

- 12.** Read and complete the text with the nouns from the box.

success future competition growth human capacity change disadvantaged mind learning world information societies prospects individuals benefits range horizons



The Learning Age

'We are in a new age – the age of information and global (1) We have no choice but to prepare for this new age in which the key to (2) ... will be the continuous education and development of the human (3) ... and imagination.'

In the 21st century, the new (4) ... will be those who do not have the (5) ... to learn. They will sink, unable to change and adapt as they are flooded with ever more (6) ... and (7) But (8) ... is about more than just getting by in a changing (9) Our ability to learn is what makes us (10) We are born curious and our ability to continue learning is what defines us – as (11) ..., as communities and as (12) Learning can bring you, your family, your organisation and your community any number of (13)

Just some of them include:

- personal (14) ... and expanded (15) ...
- increased employability and improved career development (16) ...
- a broader (17) ... of interests and a wider social life
- the ability to create your own (18)

13. Write about your teacher. Use the words and word combinations from the box.

- to create lesson plans tailored to their students' levels of ability
- to generate interest in their often sleepy students
- to have a good sense of humour
- to think like their students
- to capture the students' attention
- to watch the students' curiosity grow
- to have high expectations of their students; to deal with different personality types and ability levels; to treat the students fairly
- to perform administrative duties
- to be accessible to parents; to send progress reports home
- to participate in extracurricular activities with students
- to make a difference in the lives and futures of their students

Lessons 5-6 Writing A Letter of Enquiry

Listening Lab

1. a) Listen to the text about the role of English in the modern world. Say what these numbers refer to.

400 million, 30, 6, 75 %, 60 %, $\frac{1}{2}$, 44.

b) Work in pairs. Discuss the questions.

1. When did you start to learn English?
2. What do you find difficult/easy about learning a foreign language?
3. Where can you practise your English outside a classroom?
4. People say, "Learning a foreign language is opening a new world". Do you agree? Support your answer with real-life examples.

2. Look at the photo and describe it.



Reading Lab

3. You are going to read the text about a language school in the UK. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

multinational circumstances accept to seek welfare
 a self-access centre wireless

4. Read the text below. Say if you would like to study at the language courses in this school.

THE SCHOOL

BEET is a family-run independent school in the UK. It was founded in 1979, with just three students! Since then, it has grown rapidly in size and reputation. Now, hundreds of students pass through its doors each year. The school is medium sized, which allows the owners to provide a properly structured learning programme and also guarantees the students the individual attention they need.

BEET is a very **multinational** school, with normally between 20 and 40 different nationalities at any time. The average population is 180 students.

Although the average age of their students is 19 to 26 years, there is no upper age limit and it is usual to have students in their 30's and 40's, and even older. The minimum age is 17 (in exceptional **circumstances** they may **accept** a younger person).

From the beginning, the organizers have believed in the maximum of excellence. Their teachers are qualified, of course. However, what they **seek** in a teacher cannot be written on a diploma. It is the quality of talent, the ability to turn professionalism into inspiration combined with a high



degree of care for the individual student.

This philosophy applies to everything the school does, whether inside or outside the classroom. A top language school offers more than education. It is a total service, including accommodation, **welfare**, a full extracurricular programme, student counselling, even a school cafeteria where the students can buy good food at low prices. All of this must be of consistently high quality,

and at a personal level. If you're at BEET, you are guaranteed this.

The school building was originally a 19th century school and has great charm and character. Now modernised, the school is equipped with 15 classrooms, library and bookshop, 2 **self-access centres** with a total of 30 multimedia computers on ADSL broadband with free Internet and email services, language laboratory units, **wireless**, video facilities and canteen.

5. For questions (1–6) choose the correct answer (A, B, C, or D).

1. According to the first paragraph BEET is ...
 - A big enough for hundreds of students
 - B a well-known private school
 - C the state independent school
 - D the famous UK family school
2. What does the author mean by saying "the organizers have believed in the maximum of excellence" (*line 23*)?
 - A talented students
 - B up-to-date equipment and teaching techniques
 - C successful exam results
 - D highly-qualified teachers
3. Which of the following can be inferred from the text?
 - A The school building has preserved its 19th century appearance.
 - B The school is to be reconstructed according to the latest standards.
 - C The school aims at developing the students' competencies.
 - D The school hires only highly qualified teachers and admit talented students.
4. According to the text, which is WRONG about BEET?
 - A The school admits only the students of definite age groups.
 - B The school is well-equipped.
 - C The school has a good extracurricular programme.
 - D There are two places where you can have dinner.

5. When writing about BEET the author mentions all of the following EXCEPT ...
- A the nationalities of the students
 - B the students' background knowledge
 - C the qualification of the staff
 - D the study and leisure possibilities
6. The author has written this article to ...
- A advertise the BEET school
 - B emphasize the school's achievements
 - C inform about the methodology used in teaching
 - D invite other schools for collaboration

1	2	3	4	5	6

6. Read and complete the sentences with the necessary words. Use the word definitions given in brackets to help you.
1. The graduates of our school have always been able to ... (*look for smth*) success in life.
 2. The college my sister applied to has ... (*to give a place on a course*) her.
 3. I heard it on the ... (*a radio receiving set*).
 4. Some people believe that the ... (*existing in or involving many countries*) organizations have too much power.
 5. What were the ... (*conditions or facts connected with an event or action*) of moving to another school?
 6. Parents are responsible for the ... (*the good health, happiness, comfort, etc*) of their children.
 7. I went back to my old ... (*a place where children are taught*) recently to talk to children there.
 8. The university's reputation for academic ... (*the quality of being extremely good*) is known all over the world.

Writing Lab

A Letter of Enquiry

7. a) Read the information about a letter of enquiry.

Introduction

Letters of enquiry describe what the writer wants and why. The more unusual the request, the more convincing the reason needs to be.

Content of the Letter

1. **Subject Heading** should inform the reader that this is an enquiry or request:



e.g.

- Enquiry about the language course and textbooks
- Request for a brochure
- Enquiry about a website

2. **First Paragraph** should tell the reader what you want, e.g.

- *Please send me...* (for things that the organization offers)
- *I would be grateful if you could tell me...* (for things that are normally not offered)
- *I am writing to enquire whether...* (to see if something is possible)
- *I would especially like to know...* (+ a more detailed request)
- *Could you also...* (+ an additional enquiry or request)

3. **Second Paragraph** tells the reader why you are contacting his/her organization, and gives further details of the enquiry.


There are two reasons why you may contact an organization:

- you have contacted this organization before;
- you have heard about this organization. You should describe from where, such as from an advert or a recommendation, e.g.:
- *I saw your advert in The Day on Tuesday, 3 August 2010.*
- *Your company was recommended to me by...*


4. **Final Paragraph** should contain a polite expression and/or an expression of thanks to the reader. Possible language includes:

- *Thanks.* (For a very informal or normal enquiry request)
- *I look forward to hearing from you.*
- *Thank you for your assistance.*
- *Thank you very much for your kind assistance.*
- *I appreciate that this is an unusual request, but I would be very grateful for any help you could provide.*
- *I look forward to hearing from you.*

If you think the reader might have further questions, you can suggest that he/she contact you; e.g. 'If you have any questions, please do not hesitate to contact me'.

 b) Answer the questions.

- What kind of letter is the letter of enquiry: formal or informal?
- How many paragraphs does the letter of enquiry consist of?
- What kind of information should be presented in each paragraph?
- What details should the writer include in his/her letter?
- What kind of language should be used: formal or informal?

 8. Complete the letter with the words in the box.

- look forward to • clarify • doesn't say • find out • wanted to know
• worried • to your website • further details •

Dear Sir / Madam,

Enquiry about the Language Course


Please send me (1) ... of the English language courses your company provides. I am especially interested in a two-week course. According (2) ..., you have six different classes, but it (3) ... anything about each class level, and I (4) ... if you take absolute beginners. I am (5) ... that I may be too low a level for your classes. I also wanted to (6) ... the actual price for each course. The website says that fees start at – £500 for a 2-week course, but it doesn't mention a maximum price or if you run intensive courses. I would be most grateful if you could (7) ... this.

Your language school was recommended to me by my school English language teacher, Mrs Petrenko. She attended a CELTA course in your school last year.

Thank you in advance for your assistance. I (8) ... hearing from you soon.

Yours faithfully,

Ann Ivanenko

 **9.** You've read the advertisement in a local newspaper about the Summer Language Camp in your town/city. Write a letter of enquiry in which you:

- state about the reason for writing;
- ask to send you the details about the accommodation and food;
- ask about the teachers and the price for the course;
- thank for the information in advance.

Use the prompts given below.

Dear Sir / Madam,

(Subject Heading)

I am writing to ask for further information about ...

According to your brochure / your website / your advertisement, ... but it doesn't mention / it doesn't say exactly ... so I would be (most) grateful if you could clarify that for me.

I also wanted to know...

Thank you in advance for your assistance. I look forward to hearing from you soon.

Yours faithfully,

...



10. Proofread your letter. Make sure you've:

- written a subject heading;
- written three paragraphs;
- used the correct language (grammar and spelling);
- mentioned the source of information about the Summer Language Camp;
- used the correct style;
- used the necessary phrases.



Homework

11. Write about the advantages of attending a language course abroad. Start like this:

Attending language courses in a foreign country is a rewarding experience that you may want to share with friends or relatives.

When you learn English in the UK, you have the benefit of being in an area that has many exciting activities that you can enjoy. Your week will be filled with classes, of course. However, on the weekends you can escape to some of the beautiful areas outside of London.

12. Your friend has just come back from the language course in Great Britain. Write a list of questions to ask him/her about his/her learning experiences.

Lessons 7-8

School Life: In the Classroom and Beyond

1. Look at the photos and discuss the questions given below.



c. 1900 Englewood (NY) High School Students



High School Students in the Modern US School

1. What kind of atmosphere exists in the classroom?
2. How do the students feel at the lesson?
3. How have the teacher-learner relationships changed in recent years?
4. Do you think it's a positive or a negative change?
5. What school rules shouldn't be changed? Why do you think so?
6. What after-classes activities did the students have at the beginning of the 20th century and what do you have now?

Listening Lab

2. Listen to the text about the one-room school house at the West Virginia State Farm. Complete the text with the necessary words.

One-Room School House at The West Virginia State Farm Museum

The one-room school was an (1) ... institution in the (2) ... communities of West Virginia for a number of years. One-room schools were quite (3) ... in all counties of West Virginia until a few years after World War II. At that time, many of the counties began a (4) ... programme. Roads were (5) ... so that school buses could (6) ... in all kinds of weather. Thus, many of the one-room schools were closed, and the students were brought to a (7) ... school.

The one-room school had one teacher who was (8) ... for grades one (9) ... eight. These one-room schools usually had from 20 to 40 children. A school day was 9 a.m. to 4 p.m., with a morning and an afternoon (10) ... of 15 minutes each and an hour period for lunch. In those days, there were no TV's or radios to watch or listen to, so older boys and girls often came to school even (11) ... they had graduated from the (12) ... grade.

Source: <http://pages.suddenlink.net/wvsfm/school.html>

Reading Lab

3. You are going to read about extracurricular groups in the US schools. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

to increase rewards exposes forestry aquatics
comprised of canned food shelters

4. Read the text. Match the statements (1–12) to the paragraphs (A–F).

School Clubs: Extracurricular Groups Offer Opportunities to Explore Interests

By Kellie Hayden

At the middle school level (the USA), there are many academic clubs in which students can participate. Students are supposed to choose clubs that focus on an area of interest. Middle school academic clubs offer students a niche or a place to explore interests or talents. The clubs they join in middle school can help guide choices in future.

**A** **Mathcounts Club**

Mathcounts tries to **increase** excitement towards mathematic achievement. It is to provide students with the foundation for success in science, technology, engineering and mathematics careers. Schools select individuals and teams to participate in competitions. Local competitions are held in February with winners progressing to state competitions and then on to the national level. Mathcounts works to challenge student maths skills, develop self-confidence and give **rewards** for their achievements.

B **Envirothon**

The Envirothon programme focuses on natural resources knowledge and **exposes** students to diverse environmental issues, ecosystems, and topography. The ecology field competition for five-member middle school teams offers competitions in wildlife, soils, **forestry**, current environmental issues and **aquatics**. Students work and learn in middle school clubs and can compete at the local and state level.

C **Science Olympiad**

Science Olympiad is an academic club that focuses on science. Students can choose to become specialists from 23 different areas: amphibians and reptiles, anatomy, balloon launch glider, bio process, ecology, food science, meteorology, metric mastery, mystery architecture, oceanography, robo-cross, rocks and minerals, science word scramble, simple machines, tower builders etc. There are local and state competitions.

D **Future Problem Solvers**

Future Problem Solvers is an academic club that uses a six-step process to solve problems that may happen in the future. Students who are in the talented and gifted programme, who enjoy thinking about futuristic problems may like this club. Teams **comprised of** four students read future scenes and write up solutions in a booklet. Who is likely to go to the state competition and then to the international competition? Of course, teams that score high enough.

E **Odyssey of the Mind**

Odyssey of the Mind is an academic club that provides opportunities for students to develop creative problem solving skills. Students learn teamwork, self-respect, the appreciation and understanding of others, and the importance of a team. Teams compete and are scored on three components: long-term problem, style and spontaneous problem. The long-term problem is a skit of around eight minutes, which takes three-to-five months to produce. Style is a component of long-term where teams are judged on the five elements of the skit. The spontaneous problems encourage quick, off-the-top-of-the-head thinking. There are state and national competitions.

F Builders Club

Builders Club is open to any middle school student who wishes to perform community service. The members learn by doing, and they learn organization, teamwork, and leadership. Builders Clubs can provide a recycling collection point, organize **canned food** and clothing drives to support local shelters, adopt a resident at a local senior citizens home, adopt a highway, tutor, etc.

Which of the following ... ?

1. The members of this club are to be quick-witted and creative.
2. This is where the participants learn about civic education.
3. The members of this club can become specialists in different areas.
4. You can join this club if you are interested in food science.
5. The knowledge students get there can make a good foundation for the success in engineering and technology.
6. Students learn here by doing a lot of practical things.
7. The members of this club learns more about the surrounding world.
8. This club uses a six-step process to solve problems.
9. This club focuses on the task with three main components.
10. Local competitions in this club are held at the end of winter with winners progressing to state competitions and then on to the national level.
11. Four members of the team in this club think over and predict the coming events.
12. The competition in this club is for five-member middle school teams.

1	2	3	4	5	6	7	8	9	10	11	12

Grammar Lab

Modal Verbs

The modal verbs are: *can, could, may, might, must, ought to, will, would, shall, should*. They:

- take no *-s* in the third person singular. e.g. *He can ride fast.*
 - come before the subject in questions and are followed by "not" in negations. e.g. *"Could I leave now?" "I'm afraid you can't leave."*
 - are followed by an infinitive without *to* except for "ought to". e.g. *She could leave early but I really ought to stay till the end.*
- Each modal verb normally has more than one use.



e.g. *Shall I help you with the dishes? (offer) Shall we go out tonight? (suggestion)*

Certain verbs or expressions have virtually the same meaning as some modals. These are: **need (= must)**, **had better (= should)**, **have to/have got to (= must)**, **be able to (= can)**, **used to (= would)** etc. / *have got to hurry to catch the bus. (= I must hurry.)*

We use modal verbs to express: ability, advice, criticism, logical assumptions, necessity, offers, obligation/duty, permission, possibility, probability, prohibition, requests or suggestions.

Expressions Similar to Modal Verbs

• **Be supposed to + infinitive** means "should" but it expresses the idea that someone else expects something to be done.

e.g. *I'm supposed to make a report. (The teacher expects me to do so. I should make a report. It's a good idea because I might improve my semester results.)*

• **Be to + infinitive** means "must" but it expresses the idea that someone else demands something. E.g. *I am to be at school at 9.00. (My teacher has told me to go there, so I can't avoid it.) I must be at school at 9.00. (If I don't go there, there will be no one to open the classroom.)*

• **Be supposed to** and **be to** are used to express what someone expects about a previously arranged event. E.g. *The conference is supposed to/is to start tomorrow. (It is scheduled.)*

• **Be likely to** means "may" (possibility). To express possibility in questions we don't use "may". We use: **Is he likely to ...?**, **Is it likely that he ...?**, **Can he ...?**, **Could he ...?**, **Might he ...?**

e.g. *Is she likely to win the race? Is it likely that she will win the race? Could she win the race? etc*

• **Would you mind** is used to express polite, formal requests.

e.g. *Would you mind bringing the class register?*

• **Let's.../How about...?/Why don't we...?/What about...?** are used to make suggestions.

e.g. *Let's go on an excursion. How about going on an excursion? Why don't we go on an excursion? What about going on an excursion?*

• **Would you like to/Would you like me to...? (= Shall I...?)** are used when we offer to do something.

e.g. *Would you like me to help you? (Shall I help you?)*

• **Be allowed to** is used to express permission, to say what the rule is.

e.g. *He was allowed to rewrite his test, (not: He could rewrite his test) Was he allowed to rewrite his test?*

5. Look through the text of Ex. 4. Find the sentences with the modal verbs or modal expressions. Explain their functions. Consult the table given above.

6. Rewrite the following sentences. How else can you express the following?

Example.

Can I have a final check, please? – May/Could/Might I have a final check, please?

- Let's go for a field trip.
- Steve might be on holiday.
- Could you pass me that highlighter, please?
- My younger sister couldn't read until last year.
- You can't speak at the lessons.
- Bill has been scheduled to take you around our school.
- Shall we participate in the football match?
- Is it possible that Mark will be included into our project group?
- We should go to the school library today.
- Would you mind sitting at the front desk?
- Would you like me to make a report?
- You must hand in your compositions in two weeks.
- She'll be preparing her homework, I'm sure.
- The schoolchildren are expected to be at school on time.
- I'm sure Susan's application form will be accepted.
- I'm sure Jack didn't read that story up to the end.
- It's possible that a new school will be built in the neighbourhood.

7. Fill in a modal verb or a synonymous expression and the appropriate form of the verbs in brackets.

Example.

I don't work hard enough. I really have to try (to try) to do my best to pass the final exam, like the teacher said.

- What fine weather! ... (we / go) to the park?
- We're not sure where the teacher is. She ... (to be) in the Staff Room.
- That ... (not / to be) Ann's laptop. She doesn't own one.
- Clark ... (to read) but I'm not sure. Why don't we go and see?
- Don't worry. You ... (not / to dress) formally for the conference.
- If you wanted to borrow my dictionary, you ... (to ask) me.
- This bag ... (to belong) to Tom. It's got his name here.
- I saw Mary at school this morning. She ... (to move) to another school yet.
- He ... (to be) at the meeting yesterday. He was ill.
- They ... (to announce) the winners on May 15th. It's scheduled.
- I missed the lesson yesterday because I ... (to have) an appointment at the dentist's.
- Everyone in the world ... (to have) a good quality education.



Conversation Lab

8. Read the situations and respond using modals. What would you say in each situation? Sometimes more than one answer is possible.

1. A student has just come into the class and left the door open. It's noisy in the corridor. You say to him/her...
2. You have opened the classroom window to let in some fresh air. Your friend, who is recovering from a bad cold, comes in. You say to her/him...
3. Your friend wants to help you with Physics. You tell him/her it's not necessary.
4. A friend from Great Britain phones to tell you that he/she will be coming to Ukraine for Christmas. You want him/her to stay with you. You say...
5. Your friend failed the module test. He hadn't revised at all. You say to him...
6. Steve is taking part in a swimming competition. You don't know if it's possible for him to win. You ask your friend...



Homework

9. Describe one of the photos to Ex. 1 in a written form.

10. Rewrite the following sentences using the modal verbs.

1. You are not supposed to put your elbows on the table while eating because it doesn't allow enough space for the person who is sitting next to you.
2. It is important for you to respond to someone who wishes you 'good morning'.
3. It is no point expecting a three year old to know about table manners.
4. You will be forgiven for not knowing the rules of another culture, but you will not be excused for being careless in your own country.
5. It's a good idea to work evenings so that you can study during the day.
6. It's possible that she'll help me with my English.

English Beyond the Classroom

Searching for Authentic Examples

Look for examples of modal verbs and expressions in the news stories in the English-language newspapers and magazines, or on the Internet. Find at least one example for a function (e.g. ability, advice, necessity, etc.) Write them in your exercise book. Share your examples with the class.

Lessons 9-10 Project Work

Read the instructions to Project A and B. Decide which one you'd like to do.

Project A.

My Ideal School

Project Description

Schools are not perfect when they don't meet the technological progress of the 21st century.

Describe the buildings of your ideal school. How big would the classrooms be? Would they have more sports, music or science facilities? Would it be modern or traditional in appearance? Put together 'key rules' or a 'code of conduct' – basically ways of behaving and doing things that would make it the kind of school that would encourage study. What would be taught in your ideal school? What regular classes of traditional subjects would be required? What other activities not currently offered would you include, e.g. completely new activities, clubs or groups? For example, you might want counseling services, 'quiet spaces', or a projector for educational films.

Project Objectives

What can be improved at your school to become an ideal one?

Procedure

Step 1. Identifying what schoolchildren think about their school

Class Discussion

- Talk about some shot-comings in your school;
- discuss a few ideas about improving these problems.

Homework

- Find out more about shot-comings of schools in your community (ask people in the community, look through newspapers, listen to the radio or watch TV);
- list some ideas for a class discussion.

Step 2. Selecting a Problem for Class Study

Class Discussion

Step 3. Gathering Information on the Problem Your Class Will Study

- Identifying the source of information (libraries, newspaper offices, community organizations etc).
- Obtaining and documenting information (visiting libraries, interviewing people, requesting information, etc).
- Homework Assignment (analyzing the data).

**Step 4. Developing a Class Portfolio**

1. Specializations for Portfolios:
 - a) display section;
 - b) documentation section.
2. Portfolio Group Tasks:
 - a) Group One: School Building
 - b) Group Two: School-Community relationships
 - c) Group Three: A Model Student
3. Portfolio Evaluation Criteria.
- Instructions for Portfolio Groups

Step 5. Presenting Your Portfolio

1. Oral Presentation
2. Follow – up Questions
3. Preparation
4. Guidelines
5. Evaluation Criteria

Step 6. Gallery Walk. Present your project in class. Answer any questions.

Step 7. Reflecting on Your Learning Experience

- Conclusion

Project B. Research Paper

*E*ducational System in an English-speaking Country Compared to Ukrainian System of Education

- a) Work in small groups. Find information about the educational system in an English-speaking country. Define the basic principles of the system. Compare the system of education in Ukraine with schooling in the UK and other countries abroad. Develop a written report "If I were the Minister of Education of Ukraine..." Describe the changes you'd like to introduce.
- b) Gallery Walk. Present your ideas in class. Answer any questions.

Lessons 11-12 • **Develop Your Skills**

Listening Lab

1. Listen to the text about the educational system of Ukraine. Choose the correct item (A, B, or C) to answer the questions. (1 mark each)

1. What does the future of our country depend on?
 - A the education of young people
 - B the plans of the country
 - C the political situation in the country

2. What task does the general school have?
 - A to give the young generation profound knowledge of scientific fundamentals
 - B to show how to use scientific fundamentals practically
 - C to give the young generation profound knowledge of scientific fundamentals and show how to use these principles practically
3. What task does vocational secondary school have?
 - A to give young people training in the trades
 - B to give young people a secondary education plus trade training
 - C to give young people a secondary education
4. When do the pupils continue their studies in high school?
 - A after finishing general school, or vocational, or technical secondary school
 - B after finishing a vocational or technical secondary school
 - C after finishing general school or technical secondary school
5. Who can enter the university?
 - A only young men and women
 - B those who have good knowledge of the subjects taught at secondary schools
 - C all people
6. What types of institutions of higher education does Ukraine have?
 - A polytechnical and specialized institutes
 - B universities and polytechnical institutes
 - C universities, polytechnical and specialized institutes

Score:/12

Vocabulary and Grammar

2. Read the text given below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning. Write your answers on the separate answer sheet. (1 mark each)

Extracurricular Activities

Most of the (0) *pupils* and teachers stay at school (1) Some of the pupils come into to ask (2) ... about their assignments, to get extra (3) ... with their lessons, or even just to (4) The day is only half over for athletes who stay for (5) ... or for drama pupils who (6) ... for school plays and musicals. There are also (7) ... activities, such as, Debate Club, Maths Club, Science Club, Literature Club, Arts and Crafts Club, etc. For example, at Debate Club pupils talk about how important is to understand people of different (8) ... and (9) ... groups. Pupils have the opportunity to give their (10) ... and make (11)

So, there are many things the pupils do at school besides (12) ... classes.

Score:/12



3. Put the words in brackets into the correct form. (0, 5 mark each)

Do You Know Your Learning?

It's amazing how some people can effortlessly (1) ... (to memorise) the names of a football team or the words of a song, but (2) ... (to struggle) to learn a subject for school. Why do we learn some things more easily than others?

We all (3) ... (to learn) in different ways. Some people learn well by (4) ... sitting and (5) ... (to talk) in groups while others take in more if they (6) ... (to move) around or (7) ... (to listen) to music. Traditionally, school subjects (8) ... (to teach) using an approach that (9) ... (to rely) on students learning by (10) ... (to listen) and (11) ... (to write). Those school children whose natural learning style (12) ... (to suit) to this approach (13) ... (to get) a rough deal and (14) ... (may / to conclude) they (15) ... (to be) weak learners. In reality, they simply (16) ... (not / to have) the chance (17) ... (to learn) in a way that (18) ... (to suit) them.

So, in the same way as an athlete (19) ... (to improve) performance by (20) ... (to know) how their body works, you (21) ... (can / to improve) your learning effectiveness by knowing how your brain (22) ... (to work).

Taken from <http://www.campaign-for-learning.org.uk>

Score:/12

Reading Lab

4. You're going to read a conversation with a college student from Nottingham about her school years. The questions have been mixed up. Match the questions (A-F) to the answers (1-4). There is one extra question which you don't need. Write your answers in the boxes on the separate answer sheet. An example (0) has been given. (3 marks each)

- A When did you go to a secondary school?
- B Were there any unusual school rules?
- C Why do you prefer college to school?
- D Were the rules at your school strict? What kinds of rules were they?
- E What is your opinion about extracurricular activities?
- F What school rule do you find useful?

You (Y): 0. *When did you go to a secondary school?*

Kathy (K): When I was eleven, I went to a secondary school.

Y: 1.

K: As you know I don't like to remember my school years. Not because of the subjects, but because of the rules. Some were strict

and were not liked by all the pupils. For example, everyone had to play sports on Wednesday afternoons. We had to be punctual in the mornings. If you were late, you had to stay in at lunchtime. Even if you didn't like the food, you had to eat it all. If you didn't, you had to see the headmistress. We had to make sure that our desks were tidy. If your hair was long, you had to tie it back.

Y: 2.

K: Sure. In my opinion some of them were quite strange: we had to wear hats in the summer; and the girls were not allowed to wear trousers (nor were the women teachers); I used to hate the uniform because it was dark brown. We couldn't talk and run in the corridors.

Y: 3.

K: One rule I suppose was good enough: it was "no smoking".

Y: 4.

K: At college we are allowed to wear what we want. It does not matter if we're a bit late in the morning. In fact, we can do almost anything. That's why I am so delighted to study there.

Score:/12

Conversation Lab

5. Work in pairs or in small groups. Compare and contrast pictures.



a) What was it like to be an American kid about 100 years ago? One way to find out is to look at the paintings of Winslow Homer, a great American artist. "Snap the Whip" (picture A) is one of several school scenes Homer painted. Look at this painting and talk about it. Use the questions given below.

1. Who is depicted on the canvas?
2. Where are the children?
3. Are there any girls in the painting?
4. What are the children doing?
5. What do you think the children's school life was like those days?




Winslow Homer, a great American artist, created more than 1,000 pictures many of which were of children. His childhood scenes have become so famous that they symbolize what life might have been in the past. Homer painted children playing games, at the beach, in schools and on farms.

Winslow Homer was probably the most memorable American painter of children. When kids were painted before, they were usually shown sitting with adults. Homer's children were alone or with other children.

b) **Speak in class.** Compare a modern school building with the ones American children had 100 years ago. How different are the school facilities? What schoolyard activities today might be painted? What might the painting tell you about our life today?

Writing Lab

 **6. Write an essay.** Comment on the proverb.





☛ A fool can make more harm than the damage made by a natural disaster.


- A proverb

Self-Assessment

Think of your records. Decide how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	☛ talk about the importance of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ talk about education in Ukraine and abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ talk about school life and extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ talk about a model student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ talk about language courses abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ understand information during a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ read for details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	☛ write a letter of enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Unit 8 Career Prospects

In this unit you will:

Listen, read and talk about ...

- modern professions and career opportunities
- your skills and talents
- hobbies that can turn into successful business
- successful teens
- career preparation
- youth clubs

Learn how to ...

- find synonyms
- form a logical, coherent text
- compare and contrast pictures
- find the necessary information quickly

Practise/ Revise ...

- Tense Forms
- The Gerund

Write/ Make ...

- a short story/ an essay

Wise Quotes

● Good directors, playwrights and leaders are enablers who make it possible for others to succeed by providing the means and opportunities for actions.

- *Anonymous*

● Opportunity is missed by most people because it is dressed in overalls and looks like work.

- *Thomas Edison*

● Make your work be in keeping with your purpose.

- *Leonardo Da Vinci*

● Each person has their own calling on this Earth.

- *Billy Ray Cyrus*

● Work harder on yourself than you do on your job.

- *Jim Rohn*

Work in pairs or small groups. Discuss the quotations.



Lessons 1-2 Career Preparation

1. Look at the photos. How are they related to each other? Answer the questions.



- What periods of life are shown in the photos?
- What skills does a person develop at each stage?
- What is the role of education and personal experience in the professional development?

2. Speak in class. Share your ideas about the periods of human life shown in the photos. Use the phrases from the box given below.

• at the age of • to be good at • to dream about •
 interests and hobbies • to depend on • to be full of • to be able to •
 to be talented in • to be responsible for • to do one's best • to get a good
 education • qualification • to learn more about •
 to have difficulties with • to have a significant impact on •
 to be supposed to •

3. Comment on the quotations.

• Wherever you see a successful business, someone once made a courageous decision.

- Peter Drucker

• There is a time when we must firmly choose the course we will follow, or the relentless drift of events will take the decision for us.

- Herbert B. Prochnow

Reading Lab

4. You are going to read a text about career preparation. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

• to unlock • compelling • passion • to take smth up •
 to figure out •



Reading Lab



5. Read the text. Choose the correct item (A–D) to answer the questions (1–6) after the text.

CAREER PREPARATION

We have all been coached in some activity, i.e. learning to walk, reading, sports, arts, music, etc. To have a successful future you need to start your career preparation when you are at school. You have probably discovered by now that if you don't like doing something, you either don't do it or don't do it well. If you don't like your job, you will not be happy and you will not do your job well. You need to discover and **unlock** your talents and your real passions. Passion is an extreme, **compelling** emotion, excitement, or enthusiasm. You will have **passion** for something when you really like doing it. You have to be careful so you don't limit yourself to things you have a passion for now, or things you only like doing at this moment. It is important to discover new things and give them a chance. Don't stop doing something because you don't like it right away, or because you are not good at it. Many good musicians and athletes did not have a great passion at the beginning,

but they worked hard, became good, and developed a passion over time. The key is to choose or discover a passion and plan to put it to work for you. A sound advice **is taking up** a hobby. Find a way to enjoy your passion and use it daily to earn a living. After you have discovered your passion, you will need **to figure out** how to use it, to develop it further, and eventually use it to your advantage. If it is a sport, music, or arts, you can practise it by working on it at school, at home, or through special programmes in clubs or sections. If your passion is animals, you can find many ways to learn about taking care of animals. If you love to write, you can think of ways to write stories, write a book, prepare a diary or report local news. If you like to build things, there are many products to help you develop this interest, or just use good old sand, rocks, dirt, etc. The step to unlocking your passion is to do it, continue to enjoy it and try to make it an important part of your working life.

1. According to the article, how will you be able to have a successful future?
 - A by working hard
 - B by starting your own business
 - C by starting your career preparation when you are at school
 - D by starting your career preparation as soon as possible
2. What do you need to discover in yourself?
 - A your ideas and thoughts
 - B your inner world
 - C your problems
 - D your talents and your real passions



Unit 8

3. What does 'passion' mean?
A a strong feeling of deep affection
B extreme, compelling emotion, excitement, or enthusiasm
C a feeling of interest in something; a desire to be involved in it
D the state of feeling excited
4. What is the key to success?
A to choose or discover a passion and plan how to put it to work for you
B to find a treasure
C to try different jobs until you understand which is better
D to learn more and develop your skills
5. Where can you practise your skills?
A at the lessons
B in youth clubs
C at school, at home, or through special programmes in clubs or sections
D while interacting with others
6. How can you make your passion an important part of your working life?
A you should learn as much as possible
B you have to do it and continue to enjoy it
C you have to improve your skills all the time
D you have to work hard

6. a) Match the words (1-6) to their synonyms (A-F).

1. Successful	A to think about; to work out
2. To unlock	B opportunity
3. To discover	C prosperous
4. To figure out	D passion
5. A chance	E to open
6. An enthusiasm	F to find out

b) Complete the sentences with the words from the table above.

- Scientists around the world are working to ... cures for serious illnesses.
- It is a great ... to start your own business.
- Brad Pitt is considered to be a ... actor.
- Tom has real ... for painting.
- I can't ... how to finish this work.
- The divers hoped to ... the secrets of the seabed.



7. Make up your own sentences using the synonyms to the words from Ex. 6.
8. a) Listen to teenagers talking about their career plans. What skills have they got? What are they going to do to prepare themselves for a future career?

b) Talk about your career plans. Use the questions as a plan.

- What kind of skills do you possess?
- What kind of skills are you going to develop in yourself?
- Which of the following factors influence your choice of a profession: work hours, co-workers, working conditions, security, leadership, rewards, work challenges?

Phrasal Verbs

9. Look at the table. Then complete the sentences with the necessary prepositions.

- to take after (someone) – *to be similar to someone in character*
- to take (something) down – *to write, make a note of smth*
- to take (someone) in – *to make someone believe something which isn't true*
- to take off – *suddenly increase, to do well*
- to take (someone) off – *to imitate someone to make other people laugh*
- to take (time) off – *to have a holiday/change*
- to take (someone) on – *to employ*
- to take (something) over – *to take control*
- to take (something) up – *to start a new hobby*
- to take up (space/time) – *to occupy*

1. You should hear Simon taking ... Jack Brown – he's very funny.
2. This sofa takes ... far too much room in here. We should move it downstairs.
3. When he told her he had come to check the gas metre, she was completely taken
4. Interest in the environment has taken ... in the last couple of years and I don't really understand why.
5. I'm thinking of taking another secretary Do you know anybody suitable?
6. I've taken ... yoga recently. It's changed my life.
7. He's very dominating. When he joins a discussion, he usually takes ... and no one else has a chance to say anything.
8. Mary takes ... her father, she's very friendly and outgoing.
9. Helen, could you take ... the following letter for Brian's parents?
10. You should take a few days ... school, you're not looking at all well.



Unit 8

Conversation Lab



10. Discuss the ways of choosing a career. Answer the questions.

1. When do Ukrainian schoolchildren have to decide about a career?

Example:

Ukrainian schoolchildren have to decide about a career at the age of 13 or 14; that is when they have to choose from among the educational establishments to continue their education. I am not convinced that 13–14 year-old children are mature enough to choose a career. Those who leave primary school do not have the slightest idea about career choices, so they try to delay their decisions. A considerable number of them enrol in secondary grammar schools and make their final decisions during the final years of study.

2. Do you think that 13–14 year olds are mature enough to choose their future occupations?

3. Who should guide young people in their career choices?



Homework

11. Write what you think about having a part-time job during school holidays. What kinds of experience can you get while doing it?

12. Put the verbs in brackets into the correct tense form and voice.



Alana Berry



Alex Labayen



Diana Calma

Alana Berry and Alexander Labayen, both former students of the Toronto's International Academy of Design, (1) ... (to take) somewhat different approaches to fashion design.

Before studying fashion, Alana (2) ... (to pursue) a career in business and feels it (3) ... (to be) the best thing she could have done. "When I look



at the big picture now, I (4) ... (to realize) it's not just about being creative: fashion is also a business. If I (5) ... (not / to have) a strong understanding of business, it would be just a hobby." Once she realized that fashion (6) ... (to call out) to her, she enrolled at the Toronto International Academy of Design. When she (7) ... (to ask) about her experience, Alana says, "I know that some people (8) ... (to be) very successful with little formal training, but I would never pass up what I learned at the Academy."

When Alana (9) ... (to leave) school she almost immediately formed, 'Alana Berry', her own fashion company and label. She (10) ... (to team up) with one of her former Academy classmates, Diana Calma, and (11) ... (to design) elegant formal wear for her clients. Alana believes owning your own company can be very rewarding if you (12) ... (to prepare) for "long hours and hard work!"

Lessons 3-4

Every Man to His Taste

- 1. a)** Read the poem. Discuss it. Why does this person have to do so many jobs?

Job Description

A very special person
For a very special post.
Someone who knows how to cook,
(Especially beans on toast.)
Someone who can clean the house
And drive the children to school,
And buy the food and clothes and shoes
And use most household tools.
A teacher of all subjects,
A referee of fights,
Who, as a relief from boredom,

Is an 'on call' nurse at night.
A hairdresser and swimming coach,
At ease with dogs and cats,
(And hamsters, rabbits,
Fish and snakes,
Stick insects, birds and rats!)
Has laundry skills,
Is a taxi cab,
Makes costumes for school plays.
Who never goes off duty,
And whom no one ever pays.

By Daphne Kitching

- b)** Talk about your family members. How many jobs does your mother/father/you ... have to do during the day?

- 2. a)** Listen to the stories of Hollywood celebrities (1-4) and match them to their first jobs (A-D) (see page 252).

b) Speak in class about a teenager 'landing' his/her first job. Share your personal point of view: do you think it's good to start working at the early age? If you're thinking about looking for a job while you're at school, why do you want a job? Is it mainly to earn some money, or to get some skills relevant to the job you dream of landing in the future?



Unit 8



Jim Carrey



Sharon Stone



Brad Pitt



Madonna

1. Jim Carrey	A a McDonald's counter person
2. Sharon Stone	B a waitress and a dancer
3. Brad Pitt	C a security guard
4. Madonna	D did different odd jobs (sold cigarettes, delivered fridges, drove a limousine, assisted a soap opera writer)

Reading Lab

3. The following sentences are from the text you're going to read. What do you think the words and phrases in bold print mean? Work out their meaning from the context. Don't use a dictionary.
- You can gather job descriptions, examine the education and experience requirements, check out the career's **longevity** outlook, interview others already in the position, and visit the library for additional resources.
 - You should take different tests, as none is **infallible**. All may present opportunities you had not previously considered.
 - Choosing a satisfying career should not rely on how much a position pays, but rather how close it **embodies** your own goals and interests.
4. You are going to read about the ways of choosing a career. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- diligence blend self-assessment to utilize to evaluate
longevity infallible biased to embody temping



5. Read the text. Some sentences have been removed from it. Put the sentences (A–H) to spaces (1–6). There are two extra sentences which you don't need.

How to Choose a Career

Choosing a career is a very serious question. The most important things you need to make a good choice are **diligence** and an open mind.

1

Step 1. Your chosen career should be a harmonious **blend** of your skills, education, personality, and interests. A **self-assessment** test is a great way to identify a starting place for your search.

2 . Brainstorm several jobs that would **utilize** at least two of your likes yet avoid your dislikes. Use the list you have come up with to research and **evaluate** the options. You can gather job descriptions, examine the education and experience requirements, check out the career's **longevity** outlook, interview others already in the position, and visit the library for additional resources. 3 .

Step 2. 4 . Several good ones, most of which are free, including those provided by the Internet (you can visit such websites as *careerlab.com*, *keirseey.com* and *CareerFitter.com*). You should take different tests as none is **infallible**. All may present opportunities you had not previously considered. 5 . Be careful when listening to the **biased** opinions of other people about the monetary aspect rather than what would be a good fit for you. Choosing a satisfying career should not rely on how much a position pays, but rather how close it embodies your own goals and interests.

Step 3. If you are young, career advisers suggest '**temping**' (taking a temporary job). 6 . This would allow you to try out several different positions without committing yourself to a particular company for an extended period of time.

- A Following this process will put you in a much better position to choose which direction you would like to pursue.
- B You could also take a formal skills assessment test.
- C The following tips can help you make the right decision.
- D Join one or two temporary staffing agencies that specialize in your primary fields of interests.
- E Take time to jot down your likes and dislikes on a sheet of paper.
- F You don't need to take temporary jobs.
- G You can also get advice from parents, friends or classmates.
- H Take advantage of the resources at your school's career centre.

Unit 8

6. Say if the statements are true or false, according to the text. Correct the wrong statements.

1. Choosing a career is a very simple question.
2. When choosing a career you should take time to jot down your likes and dislikes on a sheet of paper.
3. You can gather job descriptions, examine the education and experience requirements, check out the career's longevity outlook, interview others already in the position, and visit the library for additional resources.
4. You don't need to take any formal skills assessment tests.
5. Choosing a satisfying career should not rely on how much a position pays but rather how close it embodies your own goals and interests.
6. If you are young, career advisers may suggest 'temping'.

7. Complete the sentences with the words and phrases from the box.

a career to take into account salary learn
that is related to deserves occupation values enjoying

Choosing (1) ... is an involved process and you should give it the time it (2) When planning a career, you should (3) ... enough about yourself and the occupations, which you are considering, in order to make an informed decision. You need (4) ... your interests, (5) ... and skills when choosing a career. It makes perfect sense to choose one (6) ... that you enjoy doing in your spare time. Just because the (7) ... outlook is good, it doesn't mean that it is the right job for you. While (8) ... is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people (9) ... what they do at work is much more important.

8. Write 3 or 4 sentences about a career which is interesting to you. Take out every 5th word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to figure out the missing words in your essay.

Conversation Lab

9. Work in pairs. Make a short dialogue and act it out in class. Discuss the ways of choosing a career. Use the information from Ex. 5.

10. Speak in class. Express your point of view on your career opportunities. What are you going to do when you leave secondary school? What are you going to choose as a career? Why?

Start like this:

After leaving my school I would like to study at one of the universities. I simply can't tell you what I am going to study yet. Well, I have thought of



becoming ... (a teacher of ...). My parents share/do not share this idea, they want me to become... (a doctor). They may be right, because a ... (doctor's) work is more respected and acknowledged in a society. But I am not really persuaded by them saying that I would earn more money and would have a better life as ... (a doctor). This job is simply not for me. I would rather choose ... (teaching) than ... (medicine) as a career. I have no doubts about the poor financial prospects, but, you know, money is not everything. It is much more important for me to do something I really love.



Homework

- 11.** Do Ex. 10 in a written form.
- 12.** You've found the following letter in one of the youth magazines and you've decided to respond.

Dear Editor,

I am a 17 year old boy staying with my widowed mother and two sisters. My elder sister and mother are working and my younger sister is still in school. I can see the amount of trouble my mother and sister are having to keep me and my younger sister comfortable. I want to help as much as I can. Can you suggest ways by which I can earn enough money at least to foot some of my college bills?

Mark

Write a letter to the magazine. Include the following:

- appreciate the effort Mark is going to make;
- state that there are some part-time jobs the boy can do like selling newspapers and washing cars or delivering documents to offices;
- share examples from your or your friends' working experience;
- advise the boy to make studies his priority now.

Start like this:

Dear Mark,

It's really great that you understand and appreciate the efforts of your sister and mother. It shows what a caring and sensitive person you are. Your family must be really proud of you. I understand your need to contribute to the family budget. Alternatively, if you are really good in some activity like dance or music you could offer to coach others. Whatever you do, make studies your prime undertaking right now. ...



Unit 8

Lessons 5-6 From Hobbies to Career

1. a) Work in pairs. Look at the photos. What hobbies and extracurricular activities do you recognize? What do you think about them? Discuss the questions with your partner.



1. What activities are interesting for these people?
2. Do you think these hobbies could be turned into a career for these students? Where could they be employed?
3. Which ones do you think can be freelance jobs? Why?
4. Can you do these activities at school? Where can you practise these hobbies?
5. Which of them do you think is practical and which is artistic? Explain your point of view.

b) Speak in class. Talk about the photos above.

- Give at least three reasons why you'd like to take up this hobby.
- Give at least three reasons why you wouldn't like to have these hobbies as your future occupation.

Reading Lab

2. You are going to read about the educational programmes in the USA. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.



Vocabulary File

to embrace to sign up for to embark job-search skills job readiness to become self-directed learners to reinforce to be engaged in knowledgeable cognitive skills enquiry-based activities

3. a) Read the information about education and career development programmes in the USA. Match the headings (A–E) to the paragraphs (1–4). There is one extra heading that you don't need.

- A Project Learn
- B Fan Club
- C Career Launch
- D Immersion Presents
- E Power Hour: Making Minutes Count

Education & Career Development

Will **enables** students to become proficient in basic educational disciplines, to set goals, explore careers, prepare for employment, and **embrace** technologies to be successful in a career. These are just a few goals we've set while launching this project. Here is a list of the clubs the teens can join.

1. is a fun and exciting programme that prepares teens for the working world. Club teens (13–18) **embark** on a journey to explore careers, so they can make sound educational decisions and be successful in the world of work. Staff members work with teens in small groups to build **job-search skills** and **job readiness**.

2. helps all Club members be more successful in school by providing homework help and tutoring. It encourages members **to become self-directed learners**.

3. **reinforces** the skills and knowledge young people learn at school during the hours they spend at the Club. This programme strategy is based on research demonstrating that students do much better in school when they spend their non-school hours **engaged in** fun but academically beneficial, activities which include leisure reading, writing activities, discussions with **knowledgeable** adults, helping others, homework help, tutoring, and games that develop young people's **cognitive skills**.

4. helps students understand the positive roles science and technology play in their everyday lives, by engaging them in hands-on, multimedia and **enquiry-based activities**; in turn this helps them succeed in science, maths and technology.



Unit 8

b) Speak in class about life skills the teenagers can develop while participating in the youth clubs. Start like this:

Attending the youth club is quite useful experience. Teenagers who in future wish to participate in visual art related to theatre should have a background in the theatre arts as well as fundamental visual art training. Apprenticeship with theatre groups is necessary. In my opinion, the members of the Drama Club can have a good starting point there.

4. a) Read what the children think of attending a club. Match the paragraphs (A–D) from Ex. 2 with the statements (1–4) given below.

b) Speak in class. Talk about your own experience. Have you ever participated in such a club? Would like to attend one? Why or why not?



1. "The Club opens its doors to anyone. We are like a big huge family. The staff support the members in everything they do – no matter what." (Kate S., 14 years old)
2. "I am always learning new things that are handy for life. Having my friends here only makes it better." (Cassidy W., 15 years old)
3. "This Boys & Girls Club has inspired me to be a better person and has given me the ability to overcome any obstacle that comes in my way." (Carlos R., 15 years old)
4. "I like the Club because I make lots of nice friends. No one is mean. I like to participate in all activities especially Immersion and gym. All of the staff are my favourite because they all help me with different things all the time. I can't choose just one." (Michelle V., 9 years old)

5. You are going to read the text about hobbies, which turned into business. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- entirely to hook up affordable accessible campus
feedback peer showcase funky persistent



6. Read the text and discuss how a hobby influenced the girls' lives.

HOBBY TO BUSINESS

By Mandy Abrahams

*Having a hobby to keep you busy in your spare time is one thing, but being able to take the activity you love and turn it into your full-time, money-making job is something very different – and **entirely** possible. The people you are going to read about turned their hobbies into full-time work, creating a successful, money-making business out of what they love to do best.*

Jen Kluger and Suzie Orol, the founders and designers for Foxy Originals (Ontario, Canada), **hooked up** at the Richard Ivey School of Business in London. Their mission was to make high fashion, yet **affordable** jewellery **accessible** to young women. Together they designed and sold their creations to friends and acquaintances on **campus**.

"We got great **feedback** from our customers and realized our jewellery was in demand," says Suzie. Soon after, they took to the road selling their pieces at festivals and concerts.

"That was a hobby, and we wanted to prove to ourselves and our **peers** that we could run a business and be successful doing something we love," says Suzie.

News spread quickly about the distinct style of Foxy Originals; soon the jewellery could be found in boutiques across the country. Today it is sold in over 350 stores across North America, **showcased** in national magazines, and found on celebrity "must have" lists; Eve, Kim Cattrall, Nelly Furtado and Paris Hilton have all been spotted wearing Foxy's **fun** and funky creations. Both Jen and Suzie still rely on the skills and knowledge they gained from the university to market and promote Foxy in countries around the world. Suzie says you need more than a formal education, "Really put your mind to it," she says, "Be **persistent**, ask lots of questions and you will find a way."



7. Complete the sentences. Use the information from the text of Ex. 6.

1. Having a hobby to keep you busy in your spare time is one thing, but...
2. Jen Kluger and Suzie Orol turned their hobbies into... . They created...
3. Together they designed and sold...
4. This was a hobby. They wanted to prove to themselves and their peers that...
5. News spread quickly about the distinct style of Foxy Originals, and soon...
6. ... have all been spotted wearing Foxy's fun and funky creations.



Unit 8

Listening Lab

- 8.** a) Listen to the interview with Jen and Suzie, the founders and designers of Foxy Originals.
 b) Match the questions (A–F) to the paragraphs (1–6).
 c) Complete the interview with the words you hear. Use the words from the box given below.

a marine researcher a eating sushi a Madeleine Albright a
 snowboarding a a journalist a the Coral Reef a a good friend a
 hip-hop dancing a in common a rollerblading a

- A Who is your favourite designer?
 B When you have spare time, what's your favourite way to spend it?
 C How would you like to be remembered?
 D How do you stay in shape?
 E Who do you most admire?
 F If you could attempt any career other than your own, what would it be?

Journalist (J): 1. _____

Suzie Orol (SO): (1)... I may not be good at it, but I love it!

Jen Kluger (JK): I (2)... with my friends.

J: 2. _____

SO: I am a big fan of alternating fitness activities. I take various classes like Bikram yoga and Swiss ball. I also try to be outside as much as possible... (3) ... in the winter and tennis in the summer.

JK: I like jogging, (4) ... and working out at the gym. I have a personal trainer who keeps me working hard.

J: 3. _____

SO & JK: Foxy Originals of course!

J: 4. _____

SO: I thought about being (5) ..., but my brother stole that profession before I had the chance to explore it further.

JK: I am fascinated by (6) ... and it saddens me that it is being destroyed now. I think it would be amazing to be (7) I could spend time in the ocean with all the beautiful creatures, while at the same time I could be working towards protecting the Reef.

J: 5. _____

SO: As someone who lived each moment to the fullest with no regrets.



JK: As someone whose life story is biography-worthy. If it doesn't turn out that way, I will be happy being remembered as (8) ... to all who knew me.

J: 6.

SO: I am currently reading, 'Madam Secretary: A Memoir', by (9) What a life this lady has lived so far! She is very inspiring.

JK: I admire so many people... I can't choose. The one thing they all have (10) ... is they have all gone against the odds to pursue their dreams.

9. Put the verbs in brackets into the correct tense form. Act out the dialogue.

A: Good morning, sir.

B: Good morning! Can I (1) ... (to help) you?

A: I (2) ... (to read) about the job you advertised in the local paper. I (3) ... (to come) to make some more enquiries about it.

B: Just a moment, I (4) ... (to call) the personnel manager. Here he (5) ... (to come).

A: Good morning, sir. I (6) ... (to come) to find out some more details about the job you (7) ... (to advertise) yesterday. I'm on summer holidays and I'd like to have a part-time job as a courier in your office.

B: How old are you?

A: 15.

B: Then we (8) ... (to need) your parents' permission to hire you. Will your parents let you (9) ... (to work)?

A: I don't think they (10) ... (to be) against it. What kind of documents do I need?

B: Here is the sample. It has to be filled as shown in this form. Then you (11) ... (to have) to bring your resume.

A: OK. Thank you.

B: Have you got any other questions?

A: How about the salary?

B: 800 hryvnias a month before taxes.

A: That (12) ... (to sound) all right.

Conversation Lab

10. You're on summer holidays. You have read a job advertisement in the local paper about a part-time job. You want to learn more about the job so now you go to the place and

- tell the clerk which job interests you;
- ask about the nature of the job;
- ask about the working hours;
- ask about the salary;
- ask when you could come for a job interview.



Unit 8

11. a) Work in pairs. Answer the questions.

1. What do you consider is the most important thing about a job?
2. What would you say is less important?
3. How important is money to you?
4. What does work mean to you?

b) Share your ideas about a good job.

Example:

I think I can only be successful in my job if I am interested in it. So it's important to know that you are in the right job. Of course, you should be well-paid for your work, so you don't have to work on the side. It's good to have responsibility and freedom in decisions, as well as a chance of being promoted.

12. a) Read the text. Answer the questions after it.

Foxy Originals

Foxy Originals is looking for a customer service manager.

Requirements: male/female, under 30, higher education, previous work experience, knowledge of primary accounting documents, PC accuracy (excellent Excel), English is a plus.

Please send your CV to
recruitcv@bigmir.net

1. What kind of text is it?
2. What is the company's name?
3. Who is the company looking for?
4. Are women or men needed?
5. What is a CV?
6. What kind of letter should you send?



b) Work in pairs. Read and act out the situation.

Your elder sister/brother is looking for a job. Tell her/him about the advertisement you've come across while reading the newspaper (Ex. 12a). Inform her/him about the requirements for the position. React to her/his ideas about sending a resume and going to an interview with this company.



Homework

13. Write about the things you like doing in your free time. Do you think they can be turned into a successful business?

14. You've read the following advertisement (Ex. 12). Write a letter of enquiry. In your letter:

- ask if it is possible to work part-time;
- ask about the time to start your work;
- ask about the level of English needed;
- clarify the details about a salary.



Lessons 7-8

Emma Cianchi, the UK Youngest Farmer

1. Look at the photos. Discuss what the people are doing. How do you think these pictures are related to each other?



2. Work in pairs or small groups. Discuss the statements given below. Are they true or false? Comment on your ideas.

1. Pigs can make good pets.
2. Keeping rare bred, free-range pigs can be incredibly rewarding.
3. Teenagers can run their own business successfully.
4. It's great when you're running your own business together with your family members.
5. Parents rarely support the creative ideas of their children.
6. Being a farmer is great.

Reading Lab

3. You are going to read about Emma Cianchi, the UK's youngest pig farmer. Look through the list of words in the Vocabulary File. Consult the dictionary to know their meanings.

Vocabulary File

- rare • to gain smth • discerning • sibling • prestigious • to acquire • to branch out into smth • tickling • ultimate •



Unit 8

4. a) Read the magazine article. Some parts of the sentences have been removed from the text. Put the correct part (A–L) on page 265 in each space (1–12) to form a logical, coherent and correct text.

Emma's Pigs: The Young Lady Who Dares to Be Different

Emma Cianchi talks about her Herefordshire based pig rearing business and shares the secrets of her success.

When Anne and Pete's daughter asked for a couple of **rare** breed piglets for her 14th birthday, little did they imagine that in less than two years the whole family

1.

At first Emma Cianchi's parents thought Emma was just interested **2.** . However they couldn't have been more wrong, the more Emma found out about British rare breed pigs, **3.** by farming them!

When questioned about her initial motivation Emma recalls watching the BBC2 documentary series 'Jimmy's Farm' where **4.** . "I thought, if he can do it why can't I?"

Already 'Emma's Pigs' **has gained** **5.** . It now supplies pork and sausages not only to the **discerning** British diner, but **6.** ! Emma and her **siblings** Claire (17) and Ben (13) have been invited to talk about pigs at the **prestigious** Children's Festival of Food at Blenheim Palace. Emma **has acquired** **7.** , appearing on countless television and radio programmes.

The business has also **branched out into** other pig-related activities. It sells pig arks to a wide range of people, from farmers to film stars! It has also launched its pig keeping courses. The idea is to provide a fun day, learning about pigs and **8.** , from feeding the pigs to **tickling** their tummies! It is the **ultimate** gift for anyone passionate about pigs, whether **9.** . Finally for those people who might like to own a pig but don't have the space or time **10.** and send monthly updates on its progress and photographs of its antics! At the end of the period you get the pig back **11.** happy in the knowledge that you know exactly where **12.** and how it has been treated.



Emma's first pig Acorn



- A the more determined she became to preserve them
- B taking part in the day-to-day pig rearing activities
- C there is a special 'Own a Pig Scheme' where Emma will look after the pig for you
- D would be caught up in a thriving pig business
- E an enviable reputation
- F novice Jimmy Doherty left his job to become a pig farmer
- G it also has orders from across the Atlantic in the USA
- H in having an unusual pet
- I an almost celebrity status herself
- J your food has come from
- K you intend to go on and get pigs or not
- L as pork and/or sausages

b) Discuss the kind of business Emma Cianchi runs. What do you think helped her find the road to success?

5. Look through the text and fill in the correct prepositions to make collocations. Then choose any six word combinations and make sentences.

- | | |
|--|--------------------------------------|
| 1. To ask ... | 9. To learn ... smth |
| 2. To be caught smth | 10. To take part ... |
| 3. To be interested ... | 11. To go ... |
| 4. To find ... | 12. To look ... |
| 5. To have orders the Atlantic | 13. To send updates ... the progress |
| 6. To talk ... | 14. To get smth ... |
| 7. To appear ... TV | 15. To be happy ... knowledge |
| 8. To branch smth | 16. To come ... |

6. Order the following sentences to form a summary of the article.

1. Emma became a celebrity.
2. In less than two years the family was running a successful business.
3. Emma and her siblings were invited to participate in the Children's Festival of Food at Blenheim Palace.
4. For her 14th birthday Emma wanted to have a pig as a present.
5. Emma is sharing her business experience with others.
6. 'Emma's Pig' gained an enviable reputation.

7. Look through the text of Ex. 4. Find examples of sentences with different tense forms and write them in your exercise books:

- Present Simple Active Voice;
- Past Simple Active Voice;
- Present Perfect Active Voice;
- Present Perfect Passive Voice;
- Future Simple.



Unit 8

Listening Lab

- 8.** You're going to listen to an interview with Emma's team. Listen and take notes about people's responsibilities. Make stories about the photos of Ex. 1. What are the people's names?

Name	Responsibilities
Emma	
Claire	
Ben	
Pete	
Anne	

Conversation Lab

- 9.** Work in groups of four.

- Make a placemat. Write 3–4 things that you find most amazing about Emma's business. Then agree on the top three points and write them in the middle of the placemat.
- Present your group's results to the class. Does the class agree on the top three things?
- Talk about Emma Cianchi, discussing what is special about her.

- 10.** Talk about the village life in Ukraine. Are the teenagers involved in agriculture and farming?



Homework

- 11.** Write a short essay. Comment on one of the quotations given below.
- A person is a success if they get up in the morning and get to bed at night, and in between he/she does what he/she wants to do.
- *Bob Dylan*
 - Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.
- *Albert Schweitzer*

- 12.** Complete the text with the words from the box given below.

business • livestock • conditions • basic • sciences • tools • run • farming • accounting • apprentice • veterinary • manage



Do You Get Ready to Be a Farmer?

Many people learn (1) ... from growing up on a family farm. Young people also learn in farming clubs like Future Farmers of America (FFA) and 4-H.

But modern farmers make complex scientific and (2) ... decisions, so even people who grew up on farms often need more education. Students who want to be farmers should take classes in Maths, Biology, and other life (3)

More farmers are getting college degrees. Some farms offer (4) ... programmes.

Farmers must know enough about crops, growing (5) ..., and plant diseases to make good decisions. A basic knowledge of (6) ... science and animal care is important for (7) ... and dairy farmers. Farmers also need to be good at using (8) ... and fixing things.

Farmers need business skills, too. They need to know (9) ... and book-keeping. Being able to (10) ... people and resolve conflict is also important.

Some people start doing (11) ... farm work before they try to (12) ... a farm.

Taken from <http://www.bls.gov>



English Beyond the Classroom

Searching for Authentic Examples

Look for examples of different tense forms of verbs in the news stories in English-language newspapers and magazines, or on the Internet. Find at least one example for each tense form.

Write them in your exercise book. Share your examples with the class.

Lessons 9-10 Project Work

Read the instructions to Projects A and B. Decide which one you'd like to do.

Project A.

A Way to Success

Look in an English-language book or on the Internet for information about a teenager who has managed to become successful in his/her life. Follow the steps on page 268 to write a paragraph about this person.



Unit 8

Step 1. Do research in the library or on the Internet. Use the questions below to make notes.

- What is/was this person's job or profession?
- What made him/her take steps to change his/her life completely?
- Why is/was this person famous?
- How does/did he/she influence other people?
- What does this person's life make you think about?

Step 2. Write a first draft.

Step 3. Read your work carefully and check it for grammar and spelling mistakes. Work with a friend to decide how to fix the mistakes and improve the content.

Step 4. Write the final version to your portfolio.

Step 5. Gallery Walk. Present your work in class. Answer any questions.

Project B. Lexicological Research

Learning about English Word-building

a) Work in groups. Use a dictionary or other sources of information. Make a list of professions in English. Define the suffixes they are built with and the root words from which they are built. Group the names of professions according to their structural elements. Summarize what you've found. Prepare a poster.

Example:

To teach – teacher
Environment – environmentalist
Sport – sportsman

b) Compare the names of professions in your list with the Ukrainian equivalents. Are there any patterns you've discovered? Make a conclusion.

c) Gallery Walk. Present the results of your research in class. Answer any questions.





Lessons 11-12 Develop Your Skills

Listening Lab

1. a) Listen to the text about florists and gardeners. Mark the statements T (True) or F (False) on your answer sheet. (1 mark each)

1. A florist must know how to arrange flowers.
2. In summer gardeners tidy the gardens; they pick up leaves and pull up old summer flowers.
3. Florists use parts of plants to make more plants.
4. Gardeners arrange whole groups of living plants.
5. Gardeners use clean soil and water so that the plants will be healthy.
6. Florists know how to care for plants, what to do to grow healthy plants.

b) Listen to the text again. Choose the correct item (A, B, or C) to answer the questions. (1 mark each)

1. How do flowers and plants help us?
 - A They make the places we live beautiful.
 - B They use clean soil and water.
 - C They control the light and temperature.
2. Why do florists use parts of plants?
 - A to make them bloom at different times
 - B to make more plants
 - C to care for plants
3. When do florists have flowers?
 - A in autumn
 - B in summer
 - C almost all year round
4. What do the gardeners do with living plants?
 - A arrange whole groups of living plants
 - B plant together flowers that bloom in summer
 - C grow plants at the best temperatures and humidity
5. Where do the gardeners work in any season?
 - A in the gardens
 - B in the florist's shops
 - C outside in the open
6. Who are the artists?
 - A the gardeners
 - B the florists
 - C both florists and gardeners

Score:/12

Vocabulary and Grammar



2. Read and choose the correct items to complete the sentences.
(1 mark each)

By *Many Goel*

Certain (1) ... like doctors and dentists, are obliged to follow mandatory lifelong (2) This is done so that they keep pace with all the research and development done in the medical (3) These professionals not only need to (4) ... themselves about these developments, but also learn new (5) ... of practice and perfect old ones. Learning about (6) ... management and the delivery of care is rather a continuing (7) Since these professionals, especially doctors have huge moral (8) ... towards the patients and society in general, continuing education is a must for them.

It is in such a scenario that distance education comes into the (9) Since professionals do not have the time to (10) ... classroom classes, distance education comes as a (11) ... alternative. They can learn at a time convenient to them and from the comfort of their (12)

Taken from <http://www.keydegree.com>

1.	A specialists	B professionals	C persons	D members
2.	A practice	B study	C teaching	D learning
3.	A field	B ground	C area	D surrounding
4.	A upgrade	B inform	C update	D challenge
5.	A techniques	B conducts	C contents	D technologies
6.	A treatment	B patients'	C patient's	D patient
7.	A technology	B process	C method	D practice
8.	A response	B responsiveness	C responsibility	D respond
9.	A picture	B life	C being	D learning
10.	A prepare	B follow	C check	D attend
11.	A comfort	B convenient	C costly	D cosy
12.	A area	B houses	C homes	D arial

1	2	3	4	5	6	7	8	9	10	11	12

Score:/12



3. All the sentences below contain mistakes. Find and correct the mistakes. There's an example (0) at the beginning. (2 marks each)

0. *Almost every adult have a career of some kind. – Almost every adult has a career of some kind.*

1. To succeed engineering, you should have abilities for verbal reasoning, numerical reasoning, and spatial relations.



- The subjects that you like in school and leisure activities you prefer are indications of your interests.
- Many people base their career choices on his interests.
- People should understand their values prior to makes a career decision.
- You can to develop an understanding of your values by asking yourself what is more important to you.
- For example, if it is importance to you to spend time with your family, you should find a job that requires little travel or overtime work.

Score:/12

Reading Lab

4. Read and match the careers in fashion (1–4) with the statements (A–J) on page 272. There are two statements which you don't need. (1,5 marks each)

Careers in Fashion

1. Fashion Designers

Fashion and clothing designers create new styles or adjust and change existing styles. They may work in men's, women's or children's clothing design. Designers work with sketches or directly with fabric in creating a design. They must understand colour, fabrics, production processes and costs, as well as the public's tastes and preferences. People who want a career in designing often take any job they can in the fashion field to get a start.

2. Fashion Illustrators

Fashion illustrators draw models wearing the latest fashions. They also do accessories such as gloves, handbags and hats. The artwork appears in catalogues, newspapers, magazines and television commercials. Most of them are freelancers. Others are staff members of clothing manufacturers, fashion designers, mail-order firms, or department stores. A definite style and excellent technique are required.

3. Art Director

The fashion art director is employed by an advertising agency which may be devoted solely to fashion, producing ads showing fashion items for department stores and for fabric, jewellery, or clothing manufacturers. This art director must choose photographs, models and illustrators with whom to work in the production stage of the ad. The fashion art director sees the ad through the reproduction phase, using type and layout.

4. Fabric Designer

Fabric designers are the ones who create the printed patterns that appear on dress fabrics, blouses, scarves, curtains and dozens of other things we wear or buy for our homes. They may also create wallpaper,



Unit 8

develop decorative patterns on wall and floor tiles, and design rugs, knitted and embroidered fabrics, shower curtains, lamp shades, towels, linens for the bedroom and dining room, wrapping paper, decorative screens and wall hangings, wallboard and any surface that might be enriched by design.

Which of the following...?

- A creates the samples of shapes, colours, lines etc to be used while manufacturing goods
- B studies the current trends in fashion and keeps in mind the customers' desires while doing the tasks
- C introduces samples of men's, women's or children's clothing
- D is responsible for the design of decorations that people wear or carry to match their clothes
- E works with material of different texture to improve them by design
- F creates opportunities to increase sales of the product, e. g. designs posters, leaflets etc
- G is responsible for production processes in fashion industry
- H starts one's career with any position in the fashion field
- I cooperates with other professionals in the field to have a better result
- J presents the results of his/her work in printed editions

1	2	3	4

Score:/12

Conversation Lab

5. Speak in class. Talk about the things you look for in a job. Choose the five most important features and put them in the order of importance. Do you feel optimistic about the future of your work?
6. Compare and contrast the jobs on the photos. Use the words from the box on page 273.





- to keep up-to-date with the latest developments
- to be well-paid
- to be promoted to a more responsible position
- to find the unpredictable nature of the job exciting
- to feel that people may have the wrong idea about the job
- to be involved in planning activities for other people
- to be optimistic about your future career prospects
- to work with a more experienced colleagues
- to raise money to support the work you do
- to work on your own / with others
- to work indoors / outdoors
- to work under pressure
- to require different personal qualities

Writing Lab

7. Write an essay. Comment on one of the quotations.

- Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.
- Albert Schweitzer
- Small opportunities are often the beginning of great enterprises.
- Demosthenes

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = need to improve

Skills	Now I can...	4	3	2	1
	• talk about modern professions and career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about my skills and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about successful teens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about career preparation and youth clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• talk about the ways to choose my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• compare and contrast pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• understand information during a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• do a multiple choice test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• form a logical, coherent text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• find the necessary information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• write a short story / an essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendices

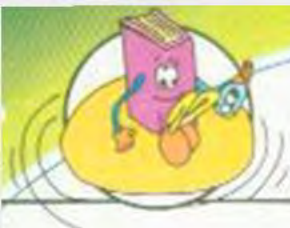




English Tenses Timeline Chart

This tenses timeline chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present and future. The forms of the verbs are highlighted in bold.

SIMPLE ACTIVE	SIMPLE PASSIVE	TIMELINE	CONTINUOUS ACTIVE	CONTINUOUS PASSIVE
She had already eaten when I arrived.	The dinner had been cooked by the time I came.	PAST TIME ↑ Past Perfect		
I bought a new car last week.	The book was written in 1876 by Frank Smith.	↑ Past Simple	I was watching TV when she arrived.	The TV programme was being discussed when I came.
She has lived in California for many years.	The company has been managed by Fred Jones for the last two years.	↑ Present Perfect	She has been working at Johnson's for six months.	
He works five days a week.	Those shoes are made in Italy.	↑ Present	I am working at the moment.	The TV programme is being discussed now.
		PRESENT TIME ↓ Future Intention	They are going to fly to New York tomorrow.	
The sun will shine tomorrow.	The food will be brought later.	↓ Future Simple	She will be teaching tomorrow at six o'clock.	The TV programme will be discussed tomorrow.
I will have cooked dinner by the time you come.	The dinner will have been cooked by the time you come.	↓ Future Perfect	She will have been cooking dinner for an hour before you come.	
		FUTURE TIME		



THE PASSIVE VOICE

The Active sentences focus on what the **person (subject)** does, did, or will do. The Passive sentences focus on **the object** of the action:

My Granny bought vitamins for me. (Active Voice.)

Vitamins were bought for me. (Passive Voice.)

We form the Passive Voice by means of the verb *to be* and *the third form* (Past Participle) of the main verb.

Note: We do not normally use the Passive Voice in the Present Perfect Continuous or the Past Perfect Continuous.

We use the Passive Voice:

- when we don't know who does/did/ etc. the action.
My car has been stolen!
- when we are not interested in who does/did/ etc. the action.
The monkeys are fed every day at three.
- when it is obvious who does/did/ etc. the action.
A man was arrested in a local park last night.
- for emphasis, formality and impersonal style.
Passengers will be informed of any delay as soon as possible.

Changing from Active into Passive

When we change the sentence from Active into Passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb changes into a passive form.
- The subject of the active sentence becomes the agent.

The agent is not mentioned when:

- it is unknown;
- it is unimportant;
- it is obvious from the context.

Prepositions in the Passive Voice

When we want to say who did the action, we normally use **by**.

The light bulb was invented by Edison.

When we want to describe (mention) something we used to do an action, we normally use the preposition **with**.

This rope has been cut with a knife.

MODAL EXPRESSIONS

To Let Smb Do Smth and To Be Allowed to Do Smth

Active Voice	Passive Voice
My parents let me play computer games every day.	I am allowed to play computer games every day.
They don't let him talk over the telephone for so long.	He is not allowed to talk over the telephone for so long.
Sue let Jim use her pen yesterday.	Jim was allowed to use Sue's pen yesterday.
We will let them finish writing a composition tomorrow.	They will be allowed to finish their composition tomorrow.



To Make Smb Do Smth

Active Voice	Passive Voice
His mother made me eat a plate of soup.	I was made to eat a plate of soup.
The teacher didn't make us learn the poem by heart yesterday.	We weren't made to learn the poem by heart yesterday.
My mother usually makes me read in summer.	I am usually made to read in summer.
Active Voice	Passive Voice
His sister will make him clean the room tomorrow.	He will be made to clean the room tomorrow.

MODALS: ABILITY, PERMISSION, ADVICE, OBLIGATION

We can use modals (*can, could, may, must, should*) and semi-modals (*have to, ought to*) to express permission, ability, obligation, advice and criticism.

- *have to* has a similar meaning to *must*
- *ought to* has a similar meaning to *should*

While *modals* and *ought to* have only one form (*I should, he should, etc.*), *have to* changes its form depending on person and tense.

She has to go home now. We have to consult a doctor.

We had to consult a doctor yesterday.

Modals are never followed by the full infinitive (with *to*). Use the bare infinitive.

She could play the guitar when she was three.

Ability

- Use *can* to talk about ability now or generally.
The doctor can see you now. Terry can speak Arabic.
- Use *can* to talk about the decisions made now about future ability.
We can go to the concert tomorrow, if you like.
- Use *will be able to* to talk about future ability.
You will be able to take your driving test after a few more lessons.
- Use *could* to talk about ability in the past.
Tommy could read when he was two years old.

Can cannot be used as an infinitive. Use *to be able to*:

I'd love to be able to go on a round-the-world cruise.

(NOT: *I'd love to can go on a round-the-world cruise.*)

Permission

- Use *can, could* or *may* to ask for and give permission now, for future, or generally. They mean the same thing, but *could* is more polite than *can*, and *may* is more polite than *could*.

Can/Could/May I go on the school trip next week?

- To talk about past permission, we don't usually use a modal.

I was allowed to go on the school trip.

(NOT: *I could go on the school trip.*)



Grammar Reference

Note: We do use *could* to talk about **past permission** in the Reported Speech.
My parents said I could go on the school trip.

Advice

- Use **should** or **ought to** to ask for and give advice now, for future, or generally. They have a very similar meaning, but **should** is much more common in spoken and written English (both formal and informal) than **ought to**.
You should/ought to eat less fast food.

Obligation

- We often use **must** for **personal obligation** now, in the future, or generally.
I must remember to get my Dad a birthday present.
- We often use **have to** for **external obligation** now, in the future, or generally.
I have to study for a test tonight.
- We also use **will have to** for **future obligation**.
I'll have to be more careful in future.
- For **personal or external obligation in the past**, use **had to**.
I had to tidy my bedroom last night.

Note: It is very unusual to use **must** for questions. We usually use **have to**.
Do I have to be at home by midnight?

Compare:

You mustn't eat that! = Don't eat that!

You don't have to eat that. = You can eat it if you want to but it isn't necessary.

Must cannot be used as an infinitive. Use **to have to**:

I'd hate to have to go to school on Sundays.

(NOT: *I'd hate to must go to school on Sundays.*)

When we make **deductions** (form an opinion based on the evidence), we use different modals to show how sure we are.

- For **deductions about the present**, the modal is followed by the bare infinitive.
- For **deductions about the past**, the modal is followed by the perfect infinitive (**have** + Past Participle).

We use **must**, **can't** and **couldn't** for **deductions we think are almost certainly correct**:

Sharon reads books in English quite often so she must enjoy them.

I haven't received Amy's letter, so she can't/couldn't have sent it.

We use **should** and **ought to** for **deductions we think are probably correct**:

Liam's trained very hard, so he should/ought to win the match.

We use **could**, **may** and **might** for **deductions we think are possibly correct**:

Didn't Nick call you? He could/may/might have forgotten.

INFINITIVES AND -ING FORMS

Infinitives: *to go, to break, to see, etc.*

-Ing forms (also called 'Gerunds'): *going, breaking, seeing, etc.*

We can use both **-ing forms** and **infinitives** as subjects (but **-ing forms** are more common).



Smoking is bad for you. (More natural than *To smoke is bad for you.*)

We can use **infinitives** to say **why** we do things.

I got up early to catch the 7.15 train.

After some verbs we use **infinitives**; after others we use **-ing forms**.

I expect to pass my exams. (NOT: *I expect passing...*)

I'll finish studying in June. (NOT: *I'll finish to study...*)

We can use **infinitives** after some **adjectives** and **nouns**.

She's ready to leave. I'm glad to see you. I've got work to do.

After **prepositions** we use **-ing forms**, not **infinitives**.

You can't live without eating. (NOT: *... without to eat.*)

I usually watch TV before going to bed. (NOT: *... before to go to bed.*)

Infinitives often have **to** before them; but not always.

I want to go home, but I can't go now.

Infinitives: Using to

• We usually put **to** with **infinitives**.

I want to go home. (NOT: *I want go home.*)

I telephoned my sister to say 'Sorry'.

• But we use **infinitives without to** after **do/does/did** in questions and negatives.

Does John speak Russian?

I didn't understand him.

• We also use **infinitives without to** after the modal verbs **can, could, may, might, will, would, shall, should, must** and **had better**.

I can't swim. Must you go now? We had better find a hotel.

• We use an **infinitive with to** to say **why** we do something.

I turned on the TV to watch the news. Joanna went to Paris to study music.

We make **negative infinitives** with **not (to) + verb**.

Try not to forget your keys. The company did not make any money last year.

• After some verbs we use an **infinitive with to**.

I hope to be an airline pilot. Did Jeremy agree to help you?

After **begin, start, continue** and **prefer** we can also use **-ing forms** with the same meaning.

When did you begin to learn/begin learning karate?

I prefer to live/prefer living in the country.

-ing forms as subjects

We often use **-ing forms** (also called 'gerunds') as **subjects** – more often than **infinitives**.

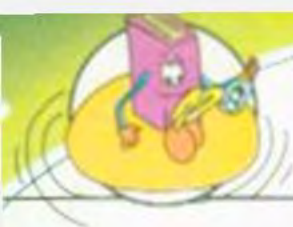
Smoking is bad for you.

Swimming is good exercise.

Travelling takes a lot of my time.

We can put **objects** after **-ing forms**.

Learning languages is difficult and takes time.



Verb + -ing forms

After some verbs we use **-ing** forms. Some of these verbs are: *keep (on)* (= 'continue', 'not to stop'), *finish*, *stop*, *give up* (= 'stop', for habits), *go*, *can't help* (= 'can't stop myself'), *suggest*, *practise*, *enjoy*, *love*, *like*, *(not) mind* (= '(not) dislike'), *dislike*, *hate*.

I can't help feeling unhappy. Do you mind sharing your room?

After *love*, *like* and *hate* we can also use infinitives with *to* with the same meaning.

I love singing. = I love to sing.

She hates to cook/cooking on an electric cooker.

Prepositions + -ing forms

When we have **preposition + verb**, we must use an **-ing** form.

The children are tired of going to the same place every summer.

I worry about spending too much money.

Thank you for coming.

We use **by ... + -ing** and **without ... + -ing** to say how people do something.

I earn my pocket money by working in a petrol station.

She passed her exams without studying.

After *before*, *after* and *since*, we can use an **-ing** form or **subject + verb**.

I usually read the paper before going/I go to work.

Bill has changed a lot since getting/he got married.

Sometimes *to* is a preposition (for example, *I look forward to your answer*). In this case we must use **-ing** forms of verbs after *to*.

I look forward to hearing from you. (NOT: I look forward to hear from you.)

RELATIVE CLAUSES

There are two types of relative clauses: **defining** and **non-defining**. With both types, we use different **relative pronouns** depending on what we are referring to:

- **who** for people (and animals when we want to give them a personality);
- **which** for things (and animals when we don't want to give them a personality);
- **when** for times;
- **where** for places;
- **why** for reasons;
- **whose** the possessive of *who*.

Defining relative clauses give us **essential** information. We cannot remove the relative clause and still understand the sentence. If we remove the relative clause, the sentence doesn't make any sense:

The Nature Reserve which I've visited attracts many scientists and ecotourists.

With **defining relative clauses**, we:

- cannot use commas;
- can replace **who**, **which**, **when** and **why** with **that**.

Non-defining relative clauses give us **extra** information. We can remove the relative clause and still understand the sentence:



Ascania Nova, which was Freidrich F. Falz-Fein's native village, was the place of unique beauty.

With **non-defining relative clauses**, we:

- **must** use commas;
- **cannot** replace the relative pronoun with **that**;
- **cannot** leave out the relative pronoun.

PHRASAL VERBS

A **phrasal verb** is a verb followed by one or two adverbs or prepositions. Here are some examples: *get up* (вставати), *look after* (доглядати), *look forward to* (очікувати на) etc.

It is usually impossible to guess the meaning of phrasal verbs just from knowing the meaning of the verb and the adverb or preposition.

For example, 'to take something up' means to start doing a particular job or activity. It has nothing to do with taking things.

Many verbs in English are part of several phrasal verbs. The phrasal verbs are shown in dictionaries in alphabetical order after the main verb. Of course, verbs are often used with their formal meanings with adverbs and prepositions, too:

I went into room. (Я увійшов у кімнату.)

He put the book on the shelf. (Він поклав книгу на полицю.)

These are not phrasal verbs.

Compare:

It's cold outside. Put on a warm sweater. (Надворі холодно. Одягни теплого светра.)

What made you decide to go into business? (Що спонукало тебе зайнятися бізнесом?)

One phrasal verb can have more than one meaning. Often, the meanings are not related:

Just pick up the phone and ring her! (Просто підними слухавку та зателефонуй їй!)

She picks up languages really easily. (Вона, справді, швидко вчиться мов.)

The Grammar of Phrasal Verbs

Some phrasal verbs have objects, some do not, and some sometimes have objects and sometimes do not. This is shown in the way the phrasal verb is written in the dictionary. The way the phrasal verb is written also shows you whether the object is a person, a thing, or an action.

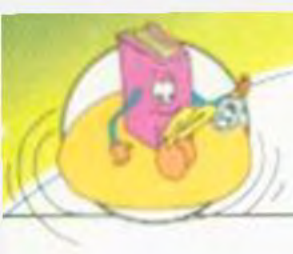
Phrasal verbs that don't need an object are shown like this: *check in*, *get up*.

Phrasal verbs that need an object are shown like this: *look smth up*, *break smth in*, *break smth down*.

Phrasal verbs where an object is sometimes used and sometimes not used are shown like this: *pack (smth) up*.

Prepositions following phrasal verbs

Many phrasal verbs are often followed by particular prepositions. These are to be learnt by heart to be used correctly. You can also consult a dictionary.



VOCABULARY

Short Forms

v verb

n noun

pr pronoun

adj adjective

adv adverb

prep preposition

conj conjunction

phr v phrasal verb

1...8 – numbers of units

Aa

- academic setting** 7 /ækə'demik 'setɪŋ/ академічний план (сенса)
accept 7 /ək'sept/ приймати
accessible 8 *adj* /ək'sesɪbəl/ доступний
accomplish 6 *v* /ə'kʌmplɪʃ/ завершувати; вдосконалювати
acknowledge 6 *v* /ək'nɒlɪdʒ/ усвідомлювати; підтверджувати
acquire 8 *v* /ə'kwɪə/ здобувати; досягати
addiction 6 *n* /ə'dɪkʃən/ схильність; згубна звичка
adjustment 1 *n* /ə'dʒʌstmənt/ пристосування
admire 5 *v* /əd'maɪə/ захоплюватися
adolescence 1 *n* /ædɔ'lesəns/ юність
adolescent 5 *n* /ædɔ'lesənt/ підліток
adulthood 1 *n* /ædʌlθud/ дорослість
advance in smth *phr* /əd'vɑ:ns/ високий рівень у чомусь
affect 4 *v* /ə'fekt/ впливати
affection 8 /ə'fekʃən/ показна, удавана
affordable 8 *adj* /ə'fɔ:dəbl/ можливий
age range 2 /eɪdʒ 'reɪndʒ/ вікова група
allusion 5 *n* /ə'lu:ʒən/ натяк
altitude 6 *n* /æltɪ'tju:d/ висота
amaze 1 *v* /ə'meɪz/ вражати
angle 6 *n* /'æŋɡəl/ кут
apart from 2 /ə'pɑ:t frəm/ не враховуючи
apparently 4 *adv* /ə'pærəntli/ очевидно
appeal 5 /ə'pi:l/ заклик, відозва, звернення
apron 1 *n* /eɪprən/ фартух
aquatics 7 /ə'kwætɪks/ водний спорт
argument 1 *n* /ɑ:dʒɪ'mənt/ сварка

array 7 *n* /ə'reɪ/ велика кількість, безліч

art gallery 5 /ɑ:t 'gæləri/ галерея мистецтв

assembly line 6 /ə'sembli/ конвеєр

assignment 7 *n* /ə'saɪnmənt/ завдання

attainment 7 *n* /ə'teɪnmənt/ надбання; досягнення

attend 1 *v* /ə'tend/ відвідувати

attribute 5 *n* /ə'trɪbjʊt/ символ, атрибут

Bb

bake 3 *v* /beɪk/ пекти, випікати

balanced diet 3 /bælənst 'di:ət/ збалансована дієта

bay leaf 3 /beɪ li:f/ лавровий лист

be accountable for smth 2 /ə'kauntəbəl/ бути відповідальним за щось

be consumed 3 /kən'sju:mt/ споживається

be enchanted by 5 /ɪn'tʃɑ:nɪʃd/ бути зачарованим, захопленим

be engaged in 8 /ɪn'geɪdʒd/ вступати; займатися

be exposed 5 /ɪk'spəuzd/ бути

виставленим, експонованим

be fascinated by 1 /fæsɪneɪtɪʃd/ бути захопленим

be geared to someone's specific needs and interests *phr* /ɡɪəd/ бути налаштованим до чийхось особливих потреб

be in danger 4 /deɪndʒə/ бути в небезпеці

be laced with smth 4 /leɪst/ бути прикрашеним чимось

be thrilled with 5 /θrɪld/ тремтіти від

become self-directed learners 8 *phr* /'li:ɪnəz/ бути самопрофілюючими учнями

benefit 6 *n* /benɪ'fɪt/ користь, вигода

biased 8 *adj* /baɪst/ упереджений

bitterly 2 *adv* /'bɪtəli/ гірко; люто

blend 8 *n* /blend/ суміш

boast 4 *v* /bəʊst/ хвалитися

boil 3 *v* /bɔɪl/ варити

branch out into smth 8 /brɑ:ntʃ/ відкрити нове відділення



breadcrumbs 3 *n* /bredkɹɑ:mz/ сухарі
breath-taking 5 *adj* /breθ'teɪkɪŋ/ диво-
 вижний, фантастичний
breeding site 4 /brɪdɪŋ/ місце
 виховання
bring chaos 4 /keɪnz/ приносити хаос
broth 3 *n* /brɒθ/ м'ясний відвар, бульйон
burst 4 *v* /bɜ:st/ вибухати, прориватися

C

campus 8 *n* /kæmpəs/ територія школи
 (університету)
canned food 7 /kænd fud/ консервована їжа
carry away 4 /kæri ə'weɪ/ відносити;
 захоплювати
carry off 2 /kæri əv/ забирати, відносити;
 вигравати
cause 4 *v* /kɔ:z/ спричиняти
challenge 1 *n* /tʃælɪndʒ/ виклик
channel excess energy 2 /tʃænl/ спря-
 мовувати надлишок енергії
circumstances 7 /sɜ:kəmstænsɪz/
 обставини
civilization 4 *n* /sɪvəlaɪ'zeɪʃən/ цивіліза-
 ція; культура
clean-up 4 *n* /kli:nəp/ прибирання
coach 2 *n* /kəʊtʃ/ тренер
cod 3 *n* /kɒd/ тріска
coddle 3 *n* /kɒdl/ пестун, пестунчик
cognitive skills 8 *phr* /kɒgnɪ'tɪv/ когні-
 тивні вміння
come out of 7 *phr* /kʌm ʌv əv/ виходи-
 ти, з'являтися (у пресі); виявляти-
 ся, розпускатися (про листя);
 застрайкувати; виводитися (про
 плями)
commitment 7 *n* /kə'mɪtmənt/ зобов'я-
 зання
compelling 8 *adj* /kəm'peliŋ/ дуже ціка-
 вий, інтригуючий
compete in smth 2 /kəm'pi:t/ змагатися
 в чомусь
competent 2 *adj* /kəm'pɪtənt/ компе-
 тентний
comprised of 7 /kəm'praɪzəd əv/ склада-
 тися з (чогось)
compromising 1 *adj* /kəm'prɒmɪzɪŋ/
 компрометуючий

confusion 7 *n* /kən'fju:zən/ бентеження;
 безладдя
contemporary 5 *n* /kən'tempərəri/ сучас-
 ник
convince 6 *v* /kən'vɪns/ переконувати
cultivate 7 /kʌltɪ'veɪt/ розвивати у (в)
culture-minded 5 *adj* /kʌltʃə 'maɪndɪd/
 захоплений культурою
cut 4 *v* [kʌt] відрізати

D

dam 4 *v* /dæm/ загачувати, запруджу-
 вати
damage 4 *v* /dæmɪdʒ/ руйнувати
data 6 *n* /deɪtə/ відомості
dedicated 2 *adj* /dedɪ'keɪtɪd/ відданий
deliberate 5 *adv* /dɪ'libərət/ навмисне,
 свідомо
densely 4 *adv* /densli/ густо
dependency 1 *n* /dɪ'pendənsi/ залеж-
 ність
depict 5 *v* /dɪ'pɪkt/ зображати; змально-
 вувати
derive 5 *v* /dɪ'reɪv/ походити
determined 1 *adj* /dɪ'tɜ:mɪnd/ рішучий
develop greater self-confidence 2
 /self 'kɒnfɪ'dəns/ розвивати більшу
 самовпевненість
devise 7 *v* /dɪ'vaɪz/ придумувати; вина-
 ходити
diligence 8 *n* /dɪ'lɪdʒəns/ старанність,
 дбайливість
dill 3 *n* /dɪl/ кріп
dimension 3 *n* /daɪ'menʃən/ вимір
discerning 8 *adj* /dɪ'sɜ:nɪŋ/ проникли-
 вий, гострий
distinctive /dɪ'stɪŋktɪv/ відмінний,
 характерний
distinguish 1 *v* /dɪ'stɪŋgwɪʃ/ розрізняти;
 відрізняти
divine 5 *adj* /dɪ'vaɪn/ божественний
drain 4 *v* /dreɪn/ осушувати
draw smb's attention to smth 4
 /dɹɔ: ə'tenʃən/ звернути чиюсь увагу
 на щось
dream of doing smth 1 /dri:m əv 'du:ɪŋ/
 думати, мати намір зробити щось
drought 4 *n* /draʊt/ засуха
dump 4 *v* /dʌmp/ звалювати



Vocabulary

Ee

- eat "on the run" 3** /i:t ɒn ðə rʌn/ їсти «на ходу»
- electronic drum kit 6** /,elɪk'trɒnɪk 'drʌm ki:t/ електрична ударна установка
- elevate 5 v** /elɪ'veɪt/ підносити
- embank 4 v** /ɪm'bæŋk/ захищати насипом
- embark 8 v** /ɪm'bɑ:k/ починати, братися
- embrace 8 v** /ɪm'breɪs/ сприймати; обіймати
- emission 4 n** /ɪ'mɪʃən/ виділення
- empower 4 v** /ɪm'paʊə/ уповноважувати; дозволяти
- encourage 1 v** /ɪn'kʌrɪdʒ/ заохочувати, підбадьорювати
- encourage healthy energy 3** /ɪn'kʌrɪdʒ/ підтримувати рівень енергії, необхідний для здоров'я
- endurance 2 n** /ɪn'dʒʊərəns/ витривалість; міцність
- energy levels and weight 3** /weɪt/ рівні енергії та ваги
- English self-study software phr** /sɒftweɪ/ комп'ютерна програма для самостійного вивчення англійської мови
- enjoy smth in moderation 3** /ɪn'dʒɔɪ ɪn mə'dɪərɪʃən/ насолоджуватися чимось помірно
- enquiry-based activity 8** /ɪn'kwɪrɪ bəɪzɪd/ дослідницька діяльність
- enrich 5 v** /ɪn'ri:tʃ/ збагачувати; прикрашати
- enrol on a language course phr** /ɪn'rɔʊl/ записатися на мовні курси
- ensure 1 v** /ɪn'ʃʊə/ гарантувати
- entire 2 adj** /ɪn'taɪə/ повний
- entirely 8 adv** /ɪn'taɪəli/ цілком, повністю
- escape 5 v** /ɪ'skeɪp/ утекти; уникнути
- eternal 5 adj** /ɪ'tɜ:nəl/ вічний
- evacuate 4 v** /ɪ'veɪkjʊeɪt/ евакуювати
- evaluate 8 v** /ɪ'veɪljueɪt/ оцінювати
- excel in 7** /ɪk'sel/ переважати, перевищувати
- exchange 1 v** /ɪks'tʃeɪndʒ/ обмінятися
- exhibition 5 n** /,eksɪ'bɪʃən/ виставка

- exist 5 v** /ɪg'zɪst/ існувати
- expand someone's horizons 2** /ɪk'spænd hə'reɪzən/ розширювати чийсь горизонт
- expansion 4 n** /ɪk'spænsən/ розширення
- explosive 4 adj** /ɪk'spləʊsɪv/ вибуховий
- expose 4 v** /ɪk'spəʊz/ піддавати, виставляти, викриття
- exquisite 5 adj** /ɪks'kwɪzɪt/ чудовий; вишуканий
- extensive 3 adj** /ɪk'stensɪv/ поглиблений
- external 7 adj** /ɪk'stɜ:nl/ зовнішній

Ff

- feedback 8 n** /'fi:dbæk/ зворотній зв'язок
- fibre 3 n** /'faɪbə/ волокно
- figure out 8 phr v** /'fɪɡə aʊt/ обчислювати
- flavour 3 v** /'fleɪvə/ здобувати; мати присмак
- float 4 v** /fləʊt/ плавати
- flood 4 n** /flʌd/ повінь
- flood 4 v** /flʌd/ виходити з берегів
- forerunner 5 n** /fə'reʌnə/ попередник
- forestry 7** /'fɒrɪstri/ лісовий масив
- from the first sight 1** /frəm ðə fɜ:st saɪt/ з першого погляду
- frustrated 1 adj** /frʌ'streɪtɪd/ розчарований
- funky 8 adj** /'fʌŋki/ яскравий, примітний

Gg

- gain smth 8** /geɪn/ домагатися, здобувати щось
- gain smb's confidence phr** /geɪn 'kɒnfɪdəns/ здобувати впевненість
- gain a sense of achievement 2 phr** /geɪn ə sens əv ə'tʃɪvmənt/ здобувати відчуття успіху
- genre painting 5 phr** /'ʒɒnrə 'reɪntɪŋ/ жанрова картина (на побутову тематику)
- genuine masterpiece 5** /'dʒenju:ɪn 'mɑ:stəpi:s/ істинний шедевр
- get acquainted with 1** /get ə'kwetɪntɪd/ познайомитися з
- get by in phr** /get baɪ/ обходитись, виживати
- give updates about smth 1** /gɪv 'ʌpdeɪt/ дати оновлені дані про щось



glittering 5 *adj* /'glɪtərɪŋ/ розкішний, блискучий
good facilities 2 /fə'sɪlɪtɪz/ гарне (спортивне) обладнання
good set up for smth 2 /gʊd set ʌp fə/ гарна основа (початок) для чогось
grill 3 *v* /grɪl/ смажити, пекти
gulf 5 *n* /gʌlf/ прірва

Г

haddock 3 *n* /'hædək/ пікша
halibut 3 *n* /'hælbət/ палтус
have numerous friends online 1 /'nju:mərəs frɛnds ɒnlaɪn/ мати багато друзів онлайн
healthy meals 3 /'helθi/ здорова (корисна) їжа
herald 5 *n* /'herəld/ герольд, вісник
history painting 5 /'hɪstəri 'peɪntɪŋ/ картина (живопис) на історичну тематику
hook up 8 /hʊk ʌp/ підключати
hourglass 5 *n* /'aʊəglɑ:s/ пісковий годинник
human brain 1 /'hju:mən breɪn/ людський мозок

И

idol 2 /'aɪdl/ ідол, кумир; предмет поклоніння
immortal 5 *adj* /ɪ'mɔ:tl/ безсмертний
impact 1 *n* /ɪmpækt/ вплив
impressionist 5 *n* /ɪm'preʃənɪst/ імпресіоніст
in a non-judgmental way 2 /ɪn ə'nɔ:dʒməntl/ некритичним шляхом
in accordance with 5 /ɪn ə'kɔ:dəns wɪð/ відповідно до
in combination with smth 2 /kəm'bɪneɪʃən/ в поєднанні з чимось
in muck 4 /ɪn mʌk/ у погані (смітті)
in particular 2 /ɪn pə'tɪkjʊlə/ особливо, зокрема
incorporating 4 /ɪn'kɔ:pəreɪtɪŋ/ включаючи
increase 7 /ɪn'kri:s/ збільшувати
incredibly 6 *adv* /ɪn'kredəbli/ неймовірно; надзвичайно

infallible 8 /ɪn'fælbəbl/ безпомилковий; надійний, вірний
initiate 1 *v* /ɪ'nɪʃɪət/ проявляти ініціативу
initiative 1 *n* /ɪ'nɪʃətɪv/ ініціатива
inkling 2 *n* /ɪŋkɪŋ/ натяк
inspiration 1 *n* /ɪnspə'reɪʃən/ натхнення
inspire 1 *v* /ɪn'spaɪə/ надихати
instil 7 *v* /ɪn'stɪl/ нав'ювати, вселяти
interfere 2 *v* /ɪntə'fɪə/ втручатися
introvert 6 *n* /ɪn'trɔ:vz:t/ інтроверт

Й

job readiness 8 /dʒɒb 'redɪnɪs/ готовність працювати
job-search skills 8 /dʒɒb 'sɜ:tʃ skɪlz/ необхідні для пошуку роботи вміння
jolly 1 *adj* /dʒɒli/ веселий, жвавий
jot down 8 /dʒɒt daʊn/ записати

К

knowledgeable 8 *adj* /'nɒldʒəbəl/ добре обізнаний

Л

landscape 5 *n* /'lændskeɪp/ пейзаж
language learning books *phr* /'læŋgwɪdʒ lɜ:nɪŋ bʊks/ підручники та посібники для вивчення іноземної мови
LCD display 6 /el si:'di: drɪspleɪ/ дисплей на рідких кристалах
long-await(ed) 1 *adj* /lɒŋ ə'weɪtɪd/ довгожданий
longevity 8 *n* /lɒŋ'dʒevɪtɪ/ довговічність
look forward to doing smth 1 /lʊk 'fɔ:wəd/ чекати чогось
loyal 1 *adj* /'lɔɪəl/ лояльний

М

make goalposts 2 /meɪk 'gəʊlpoʊst/ забивати гол (у ворота)
make healthy diet choices 3 /tʃɔɪsɪz/ вибрати здорову дієту
make up one's mind *phr* /meɪk ʌp 'wʌnz 'maɪnd/ вирішувати
marsh 4 *n* /mɑ:ʃ/ болото
maturation of smth 2 /mætʃjʊ'reɪʃən/ дозрівання чогось

meaningfulness 5 *n* /'mi:nɪŋfəlnis/ змістовність
mediocre 7 *adj* /mi:di'əʊkə/ посередній; звичайний
messenger 6 *n* /mesɪndʒə/ посланець
microwave meals 3 /'maɪkrəweɪv mi:l/ їжа з мікрохвильової печі
miserably 4 *adv* /'mɪzərəbli/ жалюгідно
misunderstanding 1 *n* /'mɪsʌndə'stændɪŋ/ непорозуміння; неправильне розуміння
moderate 2 *adj* /'mɒdərət/ помірний; поміркований
moral subject 5 /'mɒrəl 'sʌbdʒɪkt/ повчальний сюжет
mortal 5 *adj* /'mɔ:tl/ смертний
multinational 7 /'mʌlti'næʃənəl/ багатонаціональний
muscular strength 2 /'mʌskjʊlə 'streŋθ/ мускульна сила

N

nightingale 5 *n* /'naɪtɪŋgeɪl/ соловей
numerous 5 /'nju:mərəs/ багаточисельний

O

obtain 6 *v* /əb'teɪn/ одержувати
obviously 2 *adv* /'ɒbvɪəsli/ очевидно
occasionally 1 *adv* /ə'keɪʒənəli/ зрідка, час від часу
offal 3 *n* /'ɒfəl/ тельбухи
old-fashioned *adj* /əʊld,fæʃənd/ старомодний
Olympiad hero 2 /ə'lɪmpɪəd 'hɪərəʊ/ чемпіон Олімпійських ігор
online learning *phr* /'ɒnlaɪn 'lɜ:nɪŋ/ дистанційне вивчення іноземної мови (в режимі Інтернет)
Oriental Art 5 /,ɔ:ri'entl,ɑ:t/ східне мистецтво
originate 3 *v* /ə'ɪdʒɪneɪt/ давати початок; походити
overall 2 /əʊvə'ɔ:l/ повний, загальний, граничний, всеосяжний
over-dependence 6 *n* /əʊvə dɪ'pendəns/ надмірна залежність
overflow 4 *v* /əʊvə'fləʊ/ затоплювати
ozone layer 4 /'əʊzəʊn 'leɪə/ озоновий шар

P

pagan divinity 5 /'peɪgən dɪ'vɪnəti/ язичницьке божество
painter 5 *n* /'peɪntə/ художник
parsley 3 *n* /'pɑ:slɪ/ петрушка
passage 5 *n* /'pæsɪdʒ/ епізод, момент
passion 8 *n* /'pæʃən/ пристрасть
pastry cook 1 *n* /'peɪstri,kʊk/ кондитер
peer 8 *n* /pɪə/ одноліток
permanently 3 *adv* /'pɜ:mənəntli/ постійно
persistent 8 *adj* /pə'sɪstənt/ наполегливий
pertinent 3 *adj* /'pɜ:tɪnənt/ доречний, слушний
pick up 2 /'pɪk, ʌp/ піднімати, підбирати
pictorial 5 *adj* /'pɪk'tɔ:riəl/ живописний, образотворчий
pictorial history 5 /'pɪk'tɔ:riəl 'hɪstəri/ живописна (образотворча) історія
plaise 3 *n* /pleɪs/ камбала
plunge into 5 /'plʌndʒ 'ɪntə/ кидатися, вриватися
portrait 5 *n* /'pɔ:trɪt/ портрет
potentially 1 *adv* /pə'tenʃəli/ потенційно
power up 2 /'paʊə ʌp/ запускати (машину)
powerful tool 1 /'paʊəfəl tu:l/ потужний інструмент
predict 6 *v* /prɪ'dɪkt/ передвіщати
prestigious 8 *adj* /prə'stɪdʒəs/ престижний
probably 1 *adv* /'prɒbəbli/ можливо
profound 1 *adj* /prə'faʊnd/ глибокий, проникливий
proper 2 *adj* /'prɒpə/ відповідний; правильний
proper coaching structure 2 /'prɒpə 'kəʊtʃɪŋ 'strʌktʃə/ правильна система тренувань
protective gear 2 /prə'tektɪv ,dʒɪə/ захисне вбрання
psychologist 1 *n* /saɪ'kɒlədʒɪst/ психолог
push boundaries 2 *phr* /puʃ 'baʊndəriz/ розсувати кордони
put pressure on smb 1 *phr* /pʊt 'preʃə ɒn 'sʌmbədi/ тиснути на когось



R

- radiate 5 *v* /reɪdi'eɪt/ випромінювати
 raise 5 *v* /reɪz/ піднімати
 ranking 2 *n* /ræŋkɪŋ/ рейтинг
 rare 8 *adj* /reə/ рідкісний, незвичайний
 recall 1 *v* /rɪ'kɔ:l/ згадувати
 recognize 2 /rɪkə'naɪz/ пізнати, визнавати
 reduce 4 *v* /rɪ'dju:s/ зменшувати
 reflect 5 *v* /rɪ'flekt/ відображати
 remarkable 1 *adj* /rɪ'mɑ:kəbəl/ дивовижний; видатний
 require 2 *v* /rɪ'kwaɪə/ вимагати; потребувати
 rescue 4 *v* /reskjʊ/ рятувати, звільняти
 resemble 3 *v* /rɪ'zembəl/ скидатися, бути схожим
 resist 5 *v* /rɪ'zɪst/ опиратися
 resort 1 *n* /rɪ'zɔ:t/ курорт
 response 1 *n* /rɪ'spɒns/ відповідь
 restoration 4 *n* /restə'reɪʃən/ відновлення
 reward 7 /rɪ'wɔ:d/ винагорода

S

- sample 5 *n* /sɑ:mpl̩/ зразок, взірець
 scenic view 5 /sɪ'nɪk vju/ мальовничий краєвид
 sceptical 1 *adj* /skeptɪkəl/ скептичний
 sculpture 5 *n* /skʌlptʃə/ скульптура
 seascape 5 *n* /si:skɛɪp/ морський краєвид
 seaweed 3 *n* /si:wi:d/ водоріть
 seek 7 /si:k/ шукати
 self-access centre 7 /self 'ækses 'sentə/ центр вільного доступу
 self-assessment 8 *n* /self ə'sesmənt/ самооцінка
 sensitive 4 *adj* /sensɪ'tɪv/ чутливий, сприйнятливий; образливий
 shape 4 *v* /ʃeɪp/ формувати; надавати вигляду
 shelter 7 /ʃeltə/ притулок
 showcase 8 *n* /'ʃəʊkeɪs/ вітрина
 sibling 8 *n* /sɪblɪŋ/ брат чи сестра
 sifted 3 *adj* /sɪftɪd/ просіяний
 sign up for 8 *phr* /saɪn ʌp fɔ:/ записатися (напр., у гурток)

- significant 4 /sɪg'nɪfɪkənt/ значний, важливий
 sincerely 5 *adv* /sɪn'sɪəli/ щиро
 skull 5 *n* /skʌl/ череп
 snow chains 1 /snəʊ tʃeɪnz/ цеп для пересування засніженими дорогами
 snuffed 5 *adj* /snʌft/ нагар (на свічці)
 soak smth up *phr* /səʊk ʌp/ всмоктувати, вбирати
 soak up 4 /səʊk ʌp/ насолоджуватись; швидко запам'ятовувати
 spectator 2 *n* /spek'teɪtə/ спостерігач, очевидець, глядач
 staple 3 *adj* /steɪpəl/ основний, головний
 stay in touch 6 /steɪ ɪn tʌtʃ/ підтримувати зв'язок
 step out 1 *phr v* /step aʊt/ відійти, відступити
 stewed 3 *adj* /stju:d/ тушкований
 still life 5 /stɪl laɪf/ натюрморт
 stir-fry 3 *v* /stɪz 'fraɪ/ смажити на розжареному маслі
 sugary drinks 3 /'ʃʊəəri ,drɪŋks/ солодкі напої

T

- take smth for granted 6 /teɪk fə 'grʌntɪd/ приймати щось на віру, вважати доведеним
 take smth up 8 *phr* /teɪk/ займатися чимось
 talk over (a mobile phone) 6 /tɔ:k 'əʊvə/ говорити по мобільному телефону
 temping 8 *n* тимчасова співпраця
 tendency 2 *n* /tendənsi/ тенденція; прагнення
 testify to 5 /testɪ'faɪ/ свідчити на користь
 text message 6 /tekst 'mesɪdʒ/ текстове повідомлення
 threaten 4 *v* /'θreɪn/ погрожувати
 tick 2 *v* /tɪk/ робити позначку
 tickling 8 *n* /tɪklɪŋ/ лоскіт
 top-level games 2 /tɒp 'levəl/ ігри високого рівня
 toss 2 *v* /tɒs/ підкидати
 transform 4 *v* /træns'fɔ:m/ змінювати, перетворювати

transience 5 *n* /trænzɪəns/ швидкоплинність
transition 1 *n* /træn'zɪʃən/ перехід
travel abroad *phr* /trævəl ə'brɔ:d/ подорожувати за кордон
trendy outfits 1 /trendi 'aʊtfɪts/ трендовий, модний одяг
triumph 2 *v* /traɪəmf/ перемогати
triviality 5 *n* /trɪvɪ'ælɪtɪ/ банальність
truly 5 *adv* /tru:li/ правдиво
tuition 7 *n* /tju:'ʃən/ навчання, викладання
tune 5 *n* /tju:n/ мотив; гармонія
turn out 1 /tɜ:n aʊt/ виявлятися

Uu

ultimate 8 *adj* /ʌltɪ'mɪt/ основний; максимальний
unhealthy snack 3 /ʌn'helθi snæk/ нездорова (некорисна) закуска
unlock 8 *v* /ʌn'lɒk/ відкривати
utilize 8 *v* /ju'tɪlaɪz/ утилізувати, використовувати

Vv

valuable practice *phr* /væljuəbəl 'præktɪs/ цінна практика
virtue 7 *n* /vɜ:tʃu/ чеснота
Voice Chat 6 /vɔɪs tʃæt/ голосовий чат
voluntarily 5 *adv* /vɒləntərɪ'li/ добровільно

Ww

warn 4 *v* /wɔ:n/ попереджати
wash away 4 /wɒʃ ə'weɪ/ зносити
wash out 4 /wɒʃ aʊt/ вимивати; зруйнувати
Webcam 6 *n* /webkæm/ веб-камера
weld 6 *v* /weld/ зварювати
welfare 7 /welfeə/ добробут
wheaten 3 *adj* /wi:tn/ пшеничний
whiting 3 *n* /waɪtɪŋ/ мерлан
wireless 7 /waɪələs/ радіо
workout 2 *n* /wɜ:kəʊt/ тренування
write in response to smth 4 /raɪt ɪn rɪ'spɒns tə smθɪŋ/ писати у відповідь на щось



TAPESCRIPTS

Unit 1, Lessons 1–2, Ex. 3, p. 15

Friendster

Friendster is a social networking website, established in Mountain View, California by Jonathan Abrams. Launched in March 2002, now it's one of the most famous social networking services in the world. It is more widely used in Asia and its headquarters are in Sydney, Australia.

Friendster is a wholesome site which is appropriate for both young and old, connecting registered users worldwide. Registering is free. All you'll need is an email account and a password. It connects through networking; friends invite their friends, and those friends invite yet more friends. This creates a big web of interconnected people. The service allows users to contact other members, maintain those contacts, and share online information with those contacts.

This site is user friendly; it has a pleasant appearance which is refreshing to the eyes. It has many good features; but the most important and more commonly used features are the Friend Finder, Picture Uploader, Blogs, and Groups. Equipped with these features, the site has become a pastime for some, a refuge for others, and a separate world for many.

Unit 1, Lessons 1–2, Ex. 7, p. 17

1. *Online*: Connected to other computers through the Internet.
2. *Response*: a reaction to something that happened or was said.
3. *Updates*: The most recent news or information about something.
4. *Initiate*: To start something independently such as an official process or a new play.
5. *Fascinated*: Extremely interested 'by' or 'in' something or someone.
6. *Outfit*: A set of clothes worn together, especially for a special occasion.

Unit 1, Lessons 3–4, Ex. 6, p. 23

Ann: It's my birthday soon. I'll be sixteen next Friday.

Aunt Olha: Oh, really? Are you going to have a party?

Ann: I'm going to have lunch or dinner in a café with a few friends.

Aunt Olha: That'll be nice.

Unit 1, Lessons 9–10, Ex. 2, p. 36

Keys: (1) A lifestyle, (2) values, (3) cultural symbols, (4) In business, (5) interact, (6) accepted.

Unit 1, Lessons 13–14, Ex. 1, p. 42

Keeping in Touch

By Emily Burton, 11

There is one thing better than making a new friend, and that is keeping an old one.

Elmer G. Leterman

Two years ago my family moved. The day that we left, my best friend and I cried together in my empty bedroom for hours. I was miserable and homesick during the five-hour car ride to my new house. Life was unbearable.

When we finally arrived at my new house, I ran to the phone to tell my best friend my address and phone number. We talked for a little while, but I had to hang up because the long-distance call was expensive.

On the first day of school, I called her to tell her how it went. Then, on Halloween, I sent her a letter and a picture of my new friends and me.

Finally, she wrote me a letter. It wasn't even a letter – just a bunch of pieces of paper saying, "Best friends forever."

When I finally got her email address, I emailed her the longest letter I have ever written. I never received an email back, and by the third email letter with no response, my messages grew shorter and shorter. With each passing day, I got angrier and angrier. I never received a reply from her.

Mum said that I could always call my other friends, that I didn't need to always call her. Give up on my best friend? Give up on the person I had known all my life? The person that I had gone from diapers to Barbies to nail polish with, and who had been in the same class with me from the first through the fifth grade?

My first answer was automatically, "No way!" But after five more email messages, three phone calls and two more letters, I started to consider what my mum had said. Every night for about a week, I stayed up in bed thinking, "Should I give up? Should I keep trying?"

The way I looked at it, if I'm her best friend, she'd take a minute to push a few buttons on the phone, or type a short "hello" on the computer, or scribble a few words on a piece of paper. To me, keeping in touch is part of being a friend and is important. To her, it really didn't seem to matter.

After two years of disappointment, I finally got a phone call from my best friend. She told me how sorry she was for not writing, and about how busy she had been. It was so unexpected, I forgot about everything that happened and how angry I had been at her. I forgave her. I guess keeping in touch just isn't her style, and it didn't mean she didn't care about me.

I came to realize that true friends never really lose their special connection. Even after two years, it felt like we had just talked yesterday. Now she and I write regularly—or at least she tries to, and she tries hard.

What more could a friend ask for?

*Taken from Chicken Soup for the Preteen Soul
by Jack Canfield, Mark Victor Hansen, Patty Hansen, Irene Dunlap*

Unit 2, Lessons 1–2, Ex. 5, 6, p. 52–53

Keys:

Journalist (J): (0) Where did you go to school and was sport an important part of your school life?

J: (1) How did your career develop at school?

J: (2) Which sports people inspired you as a schoolgirl?

J: (3) What was your most memorable sporting event as a schoolgirl?

J: (4) Did sport interfere with your schoolwork?

J: (5) What advice would you give to schoolchildren interested in a sports career?

J: (6) What are your views on how sports should be handled in school?

Unit 2, Lessons 3–4, Ex. 4a, p. 57

A: Do you enjoy sports?

B: I quite like dancing. And you?

A: Well, I really like watching dancing but I don't like doing dancing very much.

B: What about other sports?

A: Well, I quite like swimming but my sister Ann really hates it.

Unit 2, Lessons 3–4, Ex. 7b, p. 59

Keys: 1) An activity; 2) a weight; 3) to toss; 4) to exercise; 5) to moderate; 6) workout; 7) to lift; 8) muscular strength.

Unit 2, Lessons 5–6, Ex. 2, p. 61

Jane: Hi Ann! How are you?

Ann: Hi Jane! I'm quite fine. It's been a long time since we last met!

Jane: Where are you going? School again?

Ann: Yes. We have yoga classes at 5 o'clock.

Jane: Yoga... that's nice. It has become popular recently. How did you get involved with that?



Ann: A friend told me about it. I started in the eighth form; I've been practising yoga for two years.

Jane: Have you got any sports goals and plans?

Ann: Not really. There are power yoga tournaments. But I don't think my hobby will develop into a professional career. Yoga just helps the inner energy move inside the body. You begin to feel more comfortable with your physical strength and health. Yoga is good.

Jane: What do you enjoy most about doing yoga?

Ann: My feelings of self-balance.

Jane: Sounds great. I'll think about signing up for yoga classes, too.

Ann: They will work for you.

Unit 2, Lessons 5–6, Ex. 8, p. 65

A: Who does it?

B: (1) Gwyneth Paltrow, Geri Halliwell, Sadie Frost, Jude Law, Madonna.

A: What do you do?

B: (2) The Backward Bend is great for getting super-toned arms and legs.

A: How hard is it?

B: (3) Very hard, but there are beginner courses that teach you the basics.

A: Who is it good for?

B: (4) It is good for those who have already done other forms of yoga, for workout fanatics who need a new challenge, and for women who want to develop strength.

A: Can you give an example?

B: (5) Power yoga is the most physically demanding. It's based on a dynamic continuous flow of movements and postures. Breathing is an essential element, as you need to learn to synchronise it with movements and use it to get in and out of the postures.

A: Where can you do yoga?

B: (6) Everywhere. You just have to surf the Internet; you will find the information.

Unit 2, Lessons 7–8, Ex. 3, p. 67

Keys: 1) afternoon; 2) park; 3) back; 4) game; 5) extra; 6) lend; 7) hot; 8) meet.

Unit 2, Lessons 9–10, Ex. 8b, p. 77

The 2012 Olympic Games will be held in London. By December 2011 all the preparations will have been finished by the organizers. Currently the construction of the Olympic Stadium is being done. The Olympic Stadium site will be surrounded by canals. The stadium will have a capacity of 80,000 and will be converted into a 25,000-seat venue after the event. The Olympic Village will have 2,800 apartments accommodating participants and officials. Soon the company will start building *The Aquatics Centre*, which will be the 'gateway' to the Olympic Park. The Park will include a 50 m competition pool, a 25 m competition diving pool and a 50 m training pool. VeloPark will house a 6,000-seat velodrome for indoor cycling events and a BMX circuit.

Unit 2, Lessons 13–14, Ex. 1, 82

Athlete Profile: Katie Calvert

Interviewer (I): How did you get involved with your sport? How old were you?

Katie (K): A friend told me about it, and I started when I was 9 years old.

I: Where do you train?

K: At Woldgate School, Pocklington.

I: Describe a typical week in your sporting life (how many times you train, how long you train for etc.)

K: I train for approximately 10 hours a week, I train on Tuesday from 18:45 – 21:00, Thursday 16:45 – 19:15, Friday from 17:00 – 19:00, and Sunday from 10:00 – 13:00.

I: What is your greatest sporting achievement so far?



K: I competed in the Suzuki World Cup in Tokyo, Japan. My trio came first in the Welsh Championships in 2007.

I: **When is your next big competition? What are you doing to prepare for this?**

K: My next competition is on the 3rd-5th October and to prepare for this I am training through the week practising my routine, and our trio routine and keeping my fitness at a high level. I will also be going to Austria at the end of October for a competition.

I: **What are your sporting goals and dreams?**

K: To become British Champion in both my trio and individually.

I: **Who is your sporting hero and why?**

K: My sporting hero is Marcela Lopez because she has been a female world champion many times. I love to watch her perform, and aspire to be like her in the future.

I: **What do you enjoy most about being an athlete?**

K: What I enjoy most about being an athlete is competing in competitions and being fit, as this helps in many things.

I: **Who is your biggest supporter and why?**

K: My family because everyone works around my training and competitions, my parents come with me to every one.

Unit 3, Lessons 1-2, Ex. 2, p. 89

Oksana: What a delicious chicken salad! Would you like some?

Ivan: Thanks. Shall I pour you some Coke?

Oksana: No, thank you. I'd better drink orange juice.

Ivan: OK. What about a meat pie?

Oksana: No, thank you. Could you pass me some vegetable sandwiches?

Ivan: Of course.

Unit 3, Lessons 3-4, Ex. 2b, p. 93

Borshch is certainly a national dish of Ukraine. This uniquely Ukrainian soup has many versions served throughout the country. It reflects the individuality of Ukrainians as well as their skills for creating dishes. The beet-based soup can contain as many as 20 different ingredients, depending on the season, region, and of course, the personal preferences of the cook. It can be meatless or prepared from a rich meat stock, and either beef or smoked pork.

Varenyky are dumplings made from boiled or fried dough which can be filled with meat, potatoes, cabbage, and/or mushrooms as an entree. Filled with cherries or sweetened cottage cheese and raisins they can be a dessert. Any can be accompanied by butter or sour cream.

Golubtsi are cabbage rolls stuffed with meat and rice or buckwheat. They are often covered with a thin tomato sauce.

Salads are often prepared with mayonnaise. The favourite Oliviersalad is called 'oliviér'; the recipe was created by a French cook living in Russia in the 19th century. The Olivier salad is made of a boiled vegetables, eggs and cold meat seasoned with mayonnaise. It is also a very popular salad in Ukraine. Salads are common, but rather than being a lettuce-based salad, combinations of fresh, cooked, and preserved vegetables mixed with meat, cheese, or fish.

Unit 3, Lessons 5-6, Ex. 2, p. 97

1. Everyone in Britain understands that "breakfast" is the first meal of the day. Generally speaking **the British breakfast** is much bigger than in most other countries. Many people start their day with full English breakfast, which includes orange juice, cereals (e.g. cornflakes, muesli, or porridge), ham and eggs, bacon and eggs, fried eggs, scrambled eggs, fried tomatoes, baked beans, or black pudding, sausages, mushrooms, sandwiches and toast. Some people prefer the so-called continental breakfast which is just a toast and marmalade with tea or coffee.

2. If you go to Britain to study English and stay with a family, you will almost certainly be given a "**packed lunch**" to eat for your midday meal. Many schools have canteens where you can have lunch, but the packed lunch is more common. A packed lunch usually includes sandwiches, a packet of crisps, an apple, a packet of juice or a can of Coca-Cola.



3. In England, the traditional time for **tea** is from three to five o'clock. The menu includes three particular courses served specifically in this order: tea with savories (tiny sandwiches or appetizers), scones (served with jam and Devonshire or clotted cream), and pastries (cakes, biscuits, shortbread and sweets). There are also special kinds of foods which are called Cream Tea (tea, scones, jam and cream), Light Tea (tea, scones and sweets), and the Full Tea (tea, savories, scones, pastries and a dessert).

4. **Sunday lunch** is usually the best meal of the week; many of the meals which are considered typically British are eaten for Sunday lunch. The most typical thing to eat for dinner is "meat and two vegetables". Typically it's roast beef, lamb, or a chicken roast, Yorkshire pudding (which is a baked biscuit). This is covered with "gravy" (a sauce) made with the juice that was obtained when the meat was cooked. Two boiled vegetables are also served; one of the vegetables is almost always potatoes.

Unit 3, Lessons 7-8, Ex. 3, pp. 101-102

Keys: 1) am; 2) have; 3) mind; 4) corner; 5) for; 6) like; 7) else; 8) next street; 9) sushi bar; 10) good; 11) sure; 12) anything.

Unit 3, Lessons 7-8, Ex. 7, p. 103

- A:** Does the lasagne have cheese in it? I'm not allowed to eat **any** dairy products. I'm allergic to them.
B: Not much, but it does have **some** on top. How about spaghetti? That doesn't have **any**.
A: I don't mind **eating** this dish.

Unit 3, Lessons 13-14, Ex. 2, p. 112

The triple-decker steak sandwich

Method

- Two days before the dinner, place the meat in a dish with garlic, thyme, 4 tbsp of olive oil and some freshly ground pepper. Cover and refrigerate until needed. To make the sauce: tip gherkins, capers, red onions and parsley into a bowl. Add mayonnaise to bind the ingredients. Season to taste with Tabasco. Set aside. Heat a pan until very hot; it starts to smoke. Remove the meat from the marinade, sear for about 20 mins, until it's really browned, and cook to medium-rare. Set the meat aside to cool.
- Trim the loaf to a rough rectangle that will fit both steaks side-by-side, then cut the loaf lengthways into three pieces.
- Give the pan a wipe with kitchen paper, and place it back onto a low-dish heat with the rest of the olive oil. Fry each slice of bread on both sides until crisp and browned, adding a drop more oil to the pan if necessary.
- When ready: assemble the sandwich by carving the steak into thin slices. Starting with the bottom of the loaf, build up with lettuce leaves, a generous spreading of the sauce, a half tomato and a layer of sliced steak. Top with a middle piece of bread and repeat the layers: finish with the top of the loaf.
- Press down lightly on the sandwich; secure along the loaf with long 4 wooden skewers. Using a very sharp bread knife, carefully cut between the skewers to give 4 tall sandwiches. Serve the sandwiches with chips and any remaining sauce in a side dish.

Unit 4, Lessons 1-2, Ex. 3, p. 119

- A:** Do you think we can stay longer?
B: Why do you ask?
A: Look! There are dark clouds over there, and it's getting windy. I think it's going to rain soon.
B: Don't worry! The rain won't last long. Nothing was said about rain in the weather forecast.
A: I don't think weather forecasts are always true.
B: Nevertheless, if it rains, we'll be able to run away. We are not far from home.
A: OK. Let's hope it'll clear away.

Unit 4, Lessons 1–2, Ex. 7b, p. 120

1. *Weather* is the state of the wind, rain, sunshine, etc.
2. A *forecaster* is someone who predicts what the weather is going to be.
3. *To suntan* means to lie in the sun to make your body brown.
4. *To soar* means to rise or become very high.
5. A *cloud* is a mass of very small drops of water floating in the sky.
6. *The temperature* is the amount of heat or cold in the air.

Unit 4, Lessons 3–4, Ex. 2, p. 122

- A: Have you listened to the weather forecast this morning?
 B: Yes, I have.
 A: What is the weather in Lviv today?
 B: Sunny but with some cloudiness. No rain, they say.
 A: We didn't use to have this kind of weather in autumn a few years ago.

Unit 4, Lessons 3–4, Ex. 3, p. 123

Weekends are wetter

The feeling that it always rains on weekends may be more than just a myth about the weather. New research shows weekends are wetter. The cause, scientists suspect, is the build up of pollution during the week, which results in rain on weekends. "We know that cities have an effect on local weather conditions with urban heat islands and so forth. We're pretty sure that it's a general global effect of carbon dioxide," said Dr Randall Brown of London State University. "But nobody looked at the in-between area of large-scale regional weather. We appear to be affecting global weather on a large scale."

Unit 4, Lessons 3–4, Ex. 9, p. 133

BURMA

'A Tragic Situation'

May 5, 2008

By Daniel Stone

Survivors of Burma's devastating cyclone now face epidemics and hunger. With us in the studio Rashid Khalikov, a U.N. official who describes the challenges of providing aid to a closed society.

NEWSWEEK (N): What is the international community currently doing to get aid to the affected areas of Burma?

Rashid Khalikov (RK): Before we do anything, we must take into account the specific damage that has been wrought. Roads are blocked, communications are down, and the area is not the most advanced in terms of communication capabilities. So it's very difficult to assess the damage at this point. What we know is the population in the affected territories is 24 million.

N: What are some threats facing the victims in the short and longer term?

RK: Epidemics. It's quite warm there this time of year. You have much water, that becomes a recipe for all kinds of disasters. Plus, normal water supply systems are damaged, so the access to clean water won't be easy. The second thing is, with so many people whose lives were disturbed, they will need some kind of shelter. And, of course, there will be food shortages.

N: What distinct challenges are you facing to get relief to people who live in such a closed society?

RK: It was not clear what happened to Burma in some of the most affected areas, because there is not good communication. We are negotiating with the government in Burma and in New York. The mission is to find out what kind of arrangements we can put in place, to make sure an international relief effort is effective.

Unit 4, Lessons 7–8, Ex. 2, pp. 140–141

- A: I say Mary. Here's an article about water pollution again. 90% of the river pollution is due to industrial wastes.



- B:** The problem of water shortages has just started. If people continued living like this, this problem will become even worse.
- A:** If I were a world leader, I would try to stop the destruction of the earth. I would try to make the world a better place for all people.
- B:** What would you do?
- A:** If I had the power, I would ban all cars from city centres and increase public transport. If there were more trees, the air we breathe would be cleaner. In addition, I would introduce laws to reduce pollution.
- B:** Why don't you write an article to our local newspaper with your suggestions? Unless measures are taken soon, it will be too late both for ourselves and our children.

Unit 4, Lessons 13–14, Ex. 1, p. 146

WEATHER

For the week that was

For much of the UK it has been a completely dry week, although Tuesday brought some light rain to eastern and northern Scotland. It was warm and sunny almost everywhere until Friday, with temperatures exceeding 25°C (77°F) and peaking at 28°C (82°F) in Worcester on Friday. From Sunday onwards, however, central and eastern districts became cool with a maximum of just 13°C (55°F) at Scarborough on Sunday.

Last week brought serious floods to central Sweden, after seven consecutive days of rain. Widespread flooding was also reported in Belarus, Ukraine and around Moscow. Much of the US wilted in a midsummer heat wave, but San Francisco has had an abnormally cool July, with a mean temperature to date of 17°C (63°F).

The southern hemisphere winter continues to be an unusually cold one in South America with eighty cold related deaths, and last week frost hit some of the prime coffee-growing districts of Brazil.

Source: *The Week*, 29 July 2000

Unit 5, Lessons 3–4, Ex. 2, p. 156

The Ukrainian painter Evhenia Gapchinska is an unusual artist. Her paintings are so sincere and childishly naive, light and positive, that you can look at them for hours. For example, the picture "The Birth of Venus" is a modern interpretation of the great artist S. Botticelli, who is a master of Renaissance art. Botticelli created his painting in about 1484. This is a group portrait with landscape fittings. In the foreground Gapchinska depicted a little girl, a modern Venus, in a swimsuit. Venus appears on an enormous shell that serves as a platform. She stands demurely in the centre of the painting. A gentle breeze, which is personified as the God of Wind, lifts the hair of Venus. Her shell is pushed to the shore by Zephyr and Aura amid a shower of roses. As little Venus is about to step on the shore, one of the Nymphs reaches out to cover her with a red cloak. She has a serene look on her face as she enters her new land. A shade of internal suffering is combined with the elegant beauty of a picture. In the background you see a blue sky, the surface of greenish water covered with ripples, dark green foliage, the blue cloak of Zephyr, gold hair of Venus; pink flowers create rich and refined colours. Blue and green colours predominate. Light and shade are perfectly combined in this picture to evoke a warm feeling.

Unit 5, Lessons 3–4, Ex. 4b, p. 157

Word combinations: 1) a shocking mural; 2) a realistic landscape; 3) a simple still life; 4) a contemporary abstract; 5) a modern sculpture; 6) a beautiful nude; 7) a traditional portrait; 8) divine harmony; 9) moral figures; 10) a wonderful picture; 11) sophisticated taste.

Unit 5, Lessons 5–6, Ex. 3

Khanenko Museum: Kyiv Museum of Western and Oriental Art

The Museum of Art named after Bohdan and Varvara Khanenko was founded in 1919 from the private collection. The museum is also called the Museum of Western and Oriental Art.



The number of exhibits has been increased more than 13 times – from 1,250 to nearly 17,000 artworks, with 2,000 pieces exposed in museum halls. Visitors can view many remarkable samples of Ancient Greek, Roman, Italian, French, Spanish, Flemish, Dutch, Japanese, Chinese, Persian, Turkish, Egyptian, etc art. With time the collection was enriched through the efforts of many famous people.

The museum collection today consists of 25 thousands exhibits and is considered to be the biggest foreign art collection in Ukraine. Among the museum's collection there are masterpieces which include Diego Velasquez's "The Portrait of Infanta Margaret", located in the Spanish Hall. Although the collection covers a wide range of countries, it does not claim to completely represent periods and styles of foreign art and the creative manners of foreign artists. It is not the number of art pieces, but the unique nature of many that makes Kyiv Museum of Western and Oriental Art famous not only in Ukraine but far abroad as well. In 2009 the museum celebrates its 90th anniversary.

Unit 5, Lessons 7–8, Ex. 3, pp. 168–169

Mykola Pymonenko (Kyiv, 1862 – Kyiv, 1912)

Mykola Pymonenko was one of the most popular artists in Ukraine; he continued the realistic traditions in the Ukrainian genre painting. He studied at the school of iconography in the Kyiv Cave Monastery, in M. Murashko's school (1878–1882), and in St. Petersburg Academy of Art (1882–1884). He also studied with Volodymyr Orlovsky, who introduced him to a circle of famous realists like Ilya Repin, Ivan Shyshkin and Arkhyp Kuindzhi. They influenced his artistic development and views. Due to a lung illness, he was forced to return to Kyiv where he taught at the Kyiv School of Drawing. After 1893, he participated in travelling exhibitions. His artworks were displayed in Munich and Paris, where he was elected a member of the International Union of Art and Literature (sponsored by Auguste Rodin, among others). He painted the mural, 'Dormition of the Mother of God' in the Church of St. Cyril (Kyiv) at the invitation of Mykhailo Vrubel. Pymonenko was an academician of painting from 1904. His work is often referred to as an encyclopedia of Ukrainian village life, because Pymonenko's paintings are an accurate depiction of villages. He was attracted to folk rituals. Following in the footsteps of Shevchenko, he coloured his realism with the romanticism of Ukrainian ethnography.

Unit 5, Lessons 7–8, Ex. 9, p. 173

Keys: 1) know; 2) way; 3) idea; 4) here; 5) way; 6) the Tate; 7) way; 8) street; 9) sure; 10) straight; 11) come up; 12) hope.

Unit 5, Lessons 13–14, Ex. 1, p. 182

Picasso print enters the frame to fight climate change

Ever fancied owning an original Picasso? How about a signed one? And what if it was also something that helped fight against global warming? Well, the dreams of one art-loving environmentalist will soon come true.

The 10:10 campaign plans to give away an original, signed linocut made by Pablo Picasso in 1956. Vallauris is a linocut printed in five colours, each made from a separate block.

Picasso produced a series of linocuts from 1951 to 1964, which were used as posters at an annual ceramics exhibition in the southern French town of Vallauris, where the Catalan artist settled in 1948. The town is famed for its ceramics, arts and crafts exhibitions, and bullfighting. Picasso made many of his ceramic artworks near Vallauris, in the local Madoura pottery.

Now the Vallauris linocut take a new place in history, that is to raise money for fighting climate change. To win the artwork, entrants can buy as many lottery tickets as they wish (each priced at £10.10) and answer a question about Picasso's work. Correct entries will be drawn from a proverbial hat on January 31st next year. All proceeds go to the 10:10 campaign.

"Short of robbing a gallery, this is the best chance that ordinary mortals have of getting hands on a Picasso. And you'll be saving the planet at the same time," said Franny



Armstrong, the founder of the 10:10 campaign. "If we could sell 100,000 tickets, we could run the whole campaign for another 18 months."

The 65cm by 54cm artwork, valued at around £4,500, is one of a few printer's proofs made by Imprimerie Arnera in 1956. It was printed on Arches paper by the Association des potiers de Vallauris. It was donated to the 10:10 campaign by the art dealer and philanthropist Fred Mulder.

Source: www.guardian.co.uk

Unit 6, Lessons 5–6, Ex. 3, p. 199

U R 2 Old

"Katie and her friends were sitting in the back seat talking to each other about some film star; I think it was Orlando Bloom," recalled Mr Hampton. "His company produced the "Pirates of the Caribbean" films, in which the actor starred. I made some comment about him, I don't remember exactly what, but I got the typical teenager sigh and Katie rolled her eyes at me as if to say, 'Oh Dad, you are so out of it.'"

After that, the back-seat chattering stopped. When Mr Hampton looked into his rear-view mirror he saw his daughter sending a text message on her mobile phone.

"Katie, you shouldn't be texting all the time," Mr Hampton recalled telling her. "Your friends are there. It's rude." Katie rolled her eyes again.

"But, Dad, we're texting each other," she replied. "I don't want you to hear what I'm saying."

Chastened, Mr Hampton turned his attention back to the freeway. It's a common scene these days, one played out in cars, kitchens and bedrooms across the country.

Unit 6, Lessons 7–8, Ex. 4, p. 205

Keys: 1) approached; 2) docked; 3) rushed; 4) to leave; 5) thrilled by; 6) back.

Unit 6, Lessons 11–12, Ex.1, p. 208

Vodafone is a British mobile network operator, with headquarters in Newbury, Berkshire, England. It is the largest mobile telecommunications network company in the world by turnover. Vodafone currently has operations in 31 countries and partner networks in further 40 countries.

The name Vodafone comes from voice data fone; this was chosen by the company to "reflect the provision of voice and data services over mobile phones".

As of 2009, Vodafone had an estimated 303 million customers in 31 markets across 5 continents. Thus, it is the second largest mobile telecom group in the world behind China Mobile.

Unit 7, Lessons 5–6, Ex. 1, p. 225

English in the Modern World

Today, English is one of the major languages in the world. It requires imagination to realize that this is a relatively recent thing, that in Shakespeare's time, for example, only a few million people spoke English. The language was not thought to be very important by other European nations, and English was unknown in the rest of the world.

Now approximately 400 million people speak English as their mother tongue. About the same number use English as their second language. English is one of the official languages of thirty countries, which represent different cultures; it is also the major international language of communication and one of the six official languages of the United Nations Organisation. English is the language of aviation, international sports, and pop music. 75 % of the world's mail is in English, 60 % of the world's radio stations broadcast in English, 60 % of the world's telephone calls are in English, and more than half of the world's periodicals are printed in English. It is an official language in 44 countries.

Throughout the world English is the language of business, commerce, science, technology and diplomacy.



Unit 7, Lessons 7-8, Ex. 2, p. 220

Going to School in Canada

Canada is a multi-cultural country that has a great deal to offer any international student. With its diverse geography and seasonal variations, every day offers an exciting new adventure and challenge. Karen Strobel, Director of the St. James-Assiniboia School Division in Manitoba, believes, "Diversity and tolerance make Canada a great place to study and these features characterize the Canadian lifestyle. Students who study in Canada not only achieve academic results, but also have wonderful experiences, life-time memories and lifelong relationships from their time in Canada."

One choice an international student will be faced is whether he/she wants to go to public or private school. In Canada, individual provinces and territories regulate the education system. Public schools receive funding from the provincial government, and must admit and educate all students in Canada. Private schools depend on students' tuition, fundraising, and donations for funding, and they are selective and have competitive admission standards. Some Canadian provinces offer religiously based education that is funded by the public, while others have private faith based schools. Another option the students have is an all-girls, all-boys, or co-educational school, depending on their preference. Whichever they choose, Canada's educational system is world renowned for its high standards and acceptance of international students.

Taken from <http://www.schoolsincanada.com>

Unit 7, Lessons 7-8, Ex. 2, p. 232

One-Room School House at The West Virginia State Farm Museum

The one-room school was an (1) important institution in the (2) rural communities of West Virginia for a number of years. One-room schools were quite (3) common in all counties of West Virginia until a few years after World War II. At that time, many of the counties began a (4) consolidation programme. Roads were (5) improved so that school buses could (6) travel in all kinds of weather. Thus, many of the one-room schools were closed, and the students were brought to a (7) central school.

The one-room school had one teacher who was (8) responsible for grades one (9) through eight. These one-room schools usually had from 20 to 40 children. A school day was 9 a.m. to 4 p.m., with a morning and an afternoon (10) recess of 15 minutes each and an hour period for lunch. In those days, there were no TV's or radios to watch or listen to, so older boys and girls often came to school even (11) though they had graduated from the (12) eighth grade.

Source: <http://pages.suddenlink.net/wvsfm/school.html>

Unit 8, Lessons 1-2, Ex. 8, p. 249

Ann: School life is finishing in a year and my parents often ask me about my career choices. Have you made up your mind about your career prospects, Dan?

Dan: As for me, I'd like to be a graphic designer. They often work on a freelance basis designing magazines, ads, and promotional material. I don't like to spend hours in the office. If you are a freelancer, you plan your daily routine by yourself and can't accuse others of your failures in case you have any.

Ann: That's a good choice, I think. You've always been interested in art and drawing. Besides, you have very good communication skills and enjoy working with people.

Dan: You're right. Although some of my friends think that a graphic designer works with computers more than with people, I know that one must be able to work with illustrators, photographers, letterers, typesetters, and printers because a job must be supervised through every phase from rough sketch to final production. A high degree of organizational ability is also necessary. What is your decision, Ann?

Ann: I haven't decided yet. I'm still thinking. Probably, I'll work as a toy designer.

Dan: A toy designer? That sounds great.

Ann: A future toy designer must be able to use the graphic design, type, mechanical drawing, and colour effectively. Imagination and a sensitivity to colour are



specifically valuable. This professional must possess mechanical skill and should be able to work with experts in the field of child psychology.

Dan: So we both are to have creative jobs in future, aren't we?

Unit 8, Lessons 3-4, Ex. 2, p. 251

1. **James Eugene "Jim" Carrey** (born January 17, 1962) is a Canadian-American actor and stand-up comedian. Carrey is best known for his performances in *The Mask*, *Dumb and Dumber*, *How the Grinch Stole Christmas*, and other films. Over the span of his three-decade career he has won and been nominated for numerous awards. He received two Golden Globe Awards for his roles in *The Truman Show*, and *Man on the Moon*.

The youngest of four children in the family he performed constantly, for anyone who would watch. The family was forced to relocate from their cozy town of Newmarket to Scarborough (a Toronto suburb). They all took security and janitorial jobs in the Titan Wheels factory, Jim was working 8-hour shifts after school let out (not surprisingly, his grades and morale both suffered).

Source: www.imdb.com

2. **Sharon Yvonne Stone** (born March 10, 1958) is an American actress, film producer, and former fashion model. She was nominated for an Academy Award as Best Actress and won a Golden Globe Award for Best Actress in a Motion Picture Drama for her role in *Casino*.

At the age of 15, she studied in Saegertown High School, Pennsylvania. At that same age, she entered Pennsylvania's Edinboro State University, and graduated with a degree in creative writing and fine arts. She was a very smart girl, became a bookworm, and once was told that a suitable job for her (and her brains) was a lawyer. So, the 17-year-old Sharon got herself into the Miss Pennsylvania beauty contest and won. Working part-time as a McDonald's counter girl, she worked her way up to become a successful Ford model, both in TV commercials and print ads.

Source: www.imdb.com

3. **William Bradley "Brad" Pitt** (born December 18, 1963) is an American actor and film producer. Pitt has received two Academy Award nominations and four Golden Globe Award nominations, winning one.

Pitt attended Kickapoo High School, where he was a member of the golf, tennis and swimming teams. In addition, he participated in the school's Key and Forensics clubs, school debates, and musicals.

When he was at the university, he had eight friends. For 'pin money', they'd go down to the Job Factory or they'd pick up odd jobs here and there. At one point, he had a bet with another youngster who could score the most humiliating job. Brad won hands down, dressing up as a giant chicken for El Pollo Loco and hanging out on the corner of Sunset Boulevard in 100° F heat. Aside from this, he sold cigarettes, delivered fridges, and, bizarrely, assisted a soap opera writer. He even worked driving strippers around in a limousine. Pitt began his acting career with television guest appearances.

Source: <http://www.tiscali.co.uk>

4. **Madonna** (born Madonna Louise Ciccone on August 16, 1958) is an American recording artist, actress and entrepreneur. She was born in Bay City, Michigan, and raised in Rochester Hills, Michigan. She attended St. Frederick's and St. Andrew's Elementary Schools, and after that West Middle School. Later, she went to Rochester Adams High School, becoming a straight-A student and a member of the cheerleading squad.

Madonna received a dance scholarship to the University of Michigan after graduating from high school. She wanted to take ballet lessons, so she convinced her father to allow her to take classes. In 1977, during her undergraduate studies at Michigan, Madonna was awarded a six-week scholarship to study with the Alvin Ailey American Dance Theatre in New York City; this was followed by a rare opportunity to perform with choreographer Pearl Lang in 1978. She left college at the end of 1977 and relocated to New York City. Madonna had little money at that time and hence lived in squalor, working as a waitress in Dunkin' Donuts and also with modern dance troupes.

Source: Wikipedia, the free encyclopaedia



Tapescripts

Unit 8, Lessons 5–6, Ex. 8, p. 260

Interviewer (I): When you have spare time, what's your favourite way to use it?

SO: Hip-hop dancing. I may not be good at it, but I love it!

JK: Eating sushi with my friends.

I: How do you stay in shape?

SO: I am a big fan of alternating fitness activities. I take various classes like Bikram yoga and Swiss ball. I also try to be outside as much as possible... Snowboarding in the winter and tennis in the summer.

JK: I like jogging, rollerblading, and working out at the gym. I have a personal trainer who keeps me working hard.

I: Who is your favourite designer?

S & J: Foxy Originals of course!

I: If you could attempt any other career, what would it be?

SO: I thought about being a journalist, but my brother stole that profession before I had a chance to explore it further.

JK: I am fascinated by the Coral Reef and it saddens me that it is being destroyed now. I think it would be amazing to be a marine researcher. I could spend time in the ocean with all the beautiful creatures, while at the same time I could be working on protecting the Reef.

I: How would you like to be remembered?

SO: As someone who lived each moment to the fullest, with no regrets.

JK: As someone whose life story is biography-worthy. If it doesn't turn out that way, I will be happy being remembered as a good friend to all who knew me.

I: Who do you most admire?

SO: I am currently reading, 'Madam Secretary: A Memoir', by Madeleine Albright.... what a life this lady has lived so far! She is very inspiring.

JK: I admire so many people... I can't choose. One thing they all have in common is they have all gone against the odds to pursue their dreams.

Unit 8, Lessons 7–8, Ex. 8, p. 266

Emma

My name is Emma. I'm the teenage girl who asked for Berkshire Piglets for my 14th Birthday and turned this idea into a family run business. When I think back on it, I'm not sure what first attracted me to keeping these animals. Whatever it was, after I went on a pig keeping course to discover more about these endearing animals, there was no looking back. My pigs have a great life; they are able to run around outside, foraging, wallowing and rooting. I manage the work on the farm. I lead pig keeping courses for everyone interested. I've also launched my own stall at Monmouth Farmers' Market, selling bacon and sausages, and this summer I've been a regular speaker at food fairs and cookery demonstrations.

Claire

Hi, I'm Claire and I'm 17 years old. I'm Emma's assistant. Although I don't have much to do with the day-to-day activities, such as feeding the pigs, I enjoy being part of our family business. Here you can see me helping with the pig arks. My most memorable pig related activity to date was chasing Acorn around the pen on a very cold snowy day, trying to give her an injection!

Ben

Hi, I'm Ben, Emma's younger brother. I'm 13. I love Emma's Pigs. My main role is helping make pig arks, but I also do a lot of video documentation of our progress. This mainly means videoing the pigs enjoying themselves there will hopefully be some video on Youtube soon. I also love watching the pigs mucking about in the wallow. It's really funny when they shake themselves and spray everyone with mud!

Pete

As you may guess from the photo, I'm Emma's Dad, chief Ark builder, fencing contractor, early morning alarm service and cheque book holder! Emma's pigs have certainly



changed our life, over the past twelve months. Holidays are really difficult to organise and our free time is a thing of the past.

Anne

I complete the team, looking after all of the above team members and the pork side of the business. As such I get to taste a lot of mouth watering pork, and juicy sausages. Well someone's got to do it. I am also in charge of marketing and I am the website designer. I had hoped that this would mean I could avoid appearing on the website myself. Sadly though this was not to be. I have had my instructions!

Unit 8, Lessons 11–12, Ex. 1, p. 269

Flowers and plants help make the places we live in beautiful. A florist must know how to arrange flowers so that their beauty is shown. Florists also know how to make cut flowers last. Florists use parts of plants to make more plants. They must use clean soil and water so that the plants will be healthy. They grow plants at the best temperatures and humidity. Sometimes, they grow plants under electric lights or in darkness. Controlling the light and temperature make plants bloom at different times. Then, florists can have flowers almost all year long.

Gardeners arrange whole groups of living plants. They often put together flowers that bloom at different times. Gardeners do different work in different seasons. In autumn they tidy the gardens: picking up leaves and pulling up old summer flowers. In spring they plant many plants and flowers, for example, daffodils and tulips. So when one plant is not flowering, another one will be. The most important thing is that they work outside in the open air every season.

Both florists and gardeners are artists. Both know how to care for plants, so they're healthy.

Keys to the Exercises on Phrasal Verbs

Unit 1, Lessons 9–10, Ex. 7, p. 38

1) to get at; 2) get across; 3) to get through; 4) get by; 5) to get over; 6) have ... got along; 7) gets back; 8) getting about; 9) is ... getting at; 10) to get away; 11) to get ahead; 12) get a lot out of.

Unit 2, Lessons 7–8, Ex. 8, p. 70

1) picked up; 2) pick on; 3) picking up; 4) pick at; 5) picking through; 6) picked out; 7) picking over; 8) pick up.

Unit 3, Lessons 1–2, Ex. 10, p. 91

1) is eating up; 2) is eating into; 3) eat out; 4) was eating away; 5) is eating away; 6) was eating ... up; 7) eat ... up; 8) are eating away; 9) has eaten into; 10) eat up.

Unit 4, Lessons 3–4, Ex. 10, p. 126

1) wash down; 2) wash out; 3) wash over; 4) were washed up; 5) have washed ... away; 6) wash off; 7) was washed out; 8) washed over; 9) wash up; 10) was washed away; 11) washed down with ...

Unit 5, Lessons 5–6, Ex. 11, p. 166

1) made out; 2) to make ... up; 3) make of; 4) make out; 5) making ... up; 6) made away; 7) made ... into; 8) made for; 9) make up.

Unit 6, Lessons 5–6, Ex. 8, p. 202

1) talk ... out of; 2) to talk back; 3) talked ... into; 4) talked up; 5) talks down; 6) Talk over; 7) talk ... round; 8) talking ... out; 9) to talk through.

Unit 7, Lessons 1–2, Ex. 8, p. 218

1) come for; 2) had come off; 3) is coming along; 4) came about; 5) comes from; 6) came away; 7) to come through; 8) came across; 9) came out; 10) to come up with; 11) comes of; 12) came up; 13) had never come back; 14) come out.

Unit 8, Lessons 1–2, Ex. 9, p. 249

1) taking off; 2) takes up; 3) was taken in; 4) has taken off; 5) taking ... on; 6) have taken up; 7) takes over; 8) takes after; 9) could ... take down; 10) take ... off school.



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Навчальне видання

НЕСВІТ Алла Миколаївна

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