

The background is white with a central green oval. Scattered around the oval are various colorful letters (A, B, C, D, E, F) and stars in shades of blue, yellow, and orange. The letters are in different orientations and sizes, creating a dynamic, playful effect.

Алла Несвіт

АНГЛІЙСЬКА МОВА

Ми вивчаємо англійську мову

**Підручник для 10 класу
загальноосвітніх навчальних закладів**

(9-й рік навчання)
Профільний рівень

*Рекомендовано
Міністерством
освіти і науки
України*

Київ
«Гене́за»
2010



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



Amphitheater
Public Schools



Introduction

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

revisiting regularly *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



 **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

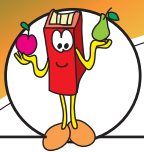
To keep a record of smth, to make a note of smth, accurately, appropriate, to be relevant to smth, in detail, a wide range of subjects, to express complex ideas, to expand vocabulary, to make mistakes.

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 *learning a learner*

learn [L] [V] /lɜ:n \$ lærn/ *v past tense and past participle learned or learnt /lɜ:nt \$ lærnt/ especially BrE*

1 SUBJECT/SKILL [L,T] to gain knowledge of a subject or skill, 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 student 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 FIND OUT [L,T] *formal* to find out information or news by hearing it from someone else or reading it **SYN 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 waited to learn whether I'd secured a college place.* | *We have yet to learn who will be the new manager.*

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

4 CHANGE YOUR BEHAVIOUR [L,T] to gradually understand a situation and start behaving in the way that you should: **learn (that)** *They have to learn that they can't just do 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

Making Progress in Learning English



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 ...

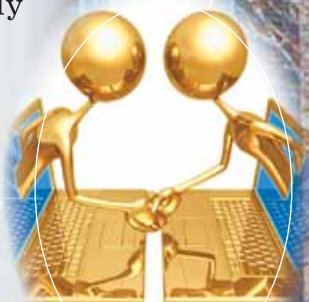
- describe people's appearance and character
- find the necessary information quickly

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*

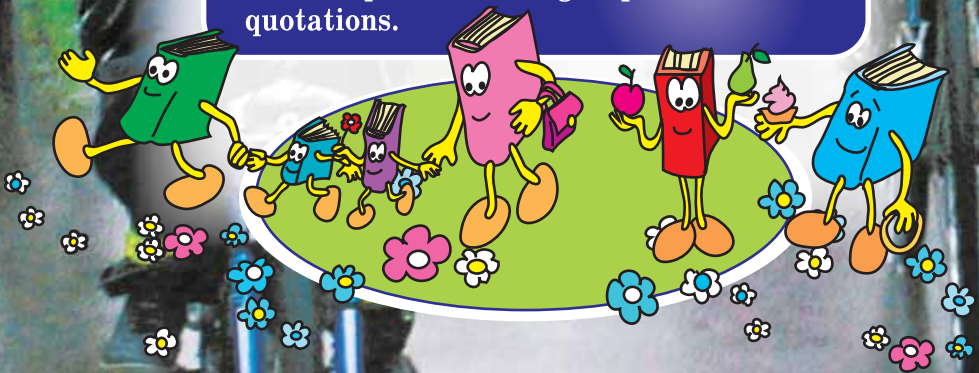
● Kind words can be short and easy to speak, but their echoes are truly endless.

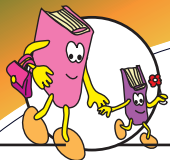
~ *Mother Teresa*

● 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.





Unit 1

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.

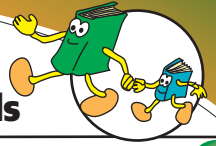
Neutral features: lonely, shy.

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.



A



B



C



D



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.

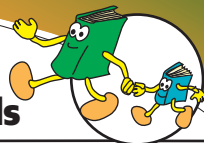
- When do you do things together in your family?
- What makes family members feel closer to each other?
- Do you think it's important to spend time together? Why?
- Why do teenagers enjoy spending time with their peers?
- Who do you think influences the teenagers' character more: family or friends? Comment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



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.

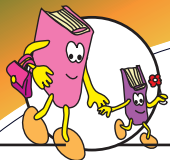


b) Write 5–6 questions to interview your friend about people he/she communicates with. What tense forms are you going to use in your questions?

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?**



Unit 1

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

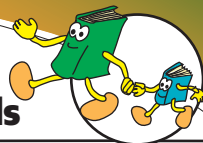
12. Write a few sentences about your friends. Use the words from the table to Ex. 1, p. 14 and the correct verb tenses.

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



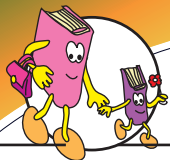
1. Read the list of different activities. What do you think about them? Decide which ones are trendy now and which ones are not. Then choose one or two you are interested in and say why.

clubbing watching reality shows
 chatting on the Internet
 travelling text messaging
 drawing/painting cooking
 collecting different things
 camping taking pictures
 going to museums/exhibitions
 bungee 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.*



Unit 1



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.



A



B



C



D



E



F

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?

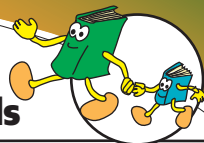
Brian: Yes, my training starts at 5. We are going to participate in the tennis tournament soon.

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.

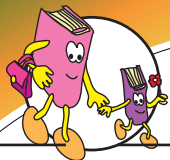
Learning Strategies

- 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

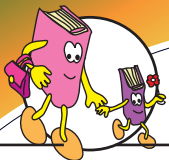
We can use *will* for a prediction about the future.

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*.



Unit 1

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*.

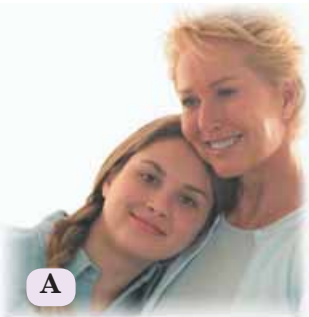
☉ You can become blind by seeing each day as a similar one. Each day is a different one, each day brings a miracle of its own. It's just a matter of paying attention to this miracle.

~ Paulo Coelho

Lessons 5-6

Family Matters

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



A



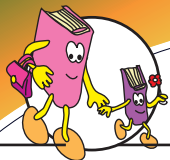
B



C

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?



Unit 1

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.

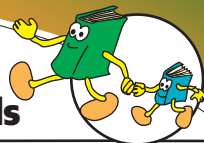
My mum works hard Monday to Friday **to ensure** that everyday basic needs are met for our family. She is very successful because she's very **determined** and hard-working. Although she works really hard for our family, she manages to find time for me. She says that the family comes first and then a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

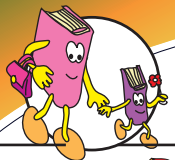
1. What is a great pleasure for the author?
A to write about the beauty of the world
B to write about the person who has made a major impact on her life
C to write about the people who help in life
2. What sentence best describes the mother?
A She's a truly remarkable person.
B She's pleasant most of 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

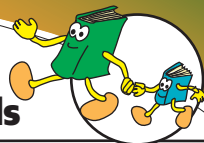
Writing a Composition

- 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?



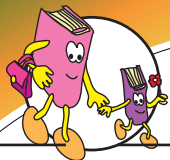
A



B



C



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

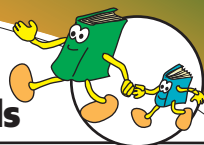
B to decrease an activity or a process to think and improve a situation

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!

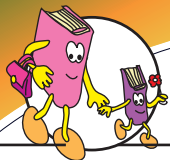
Early in the morning we left our house. It would have taken us about two hours to get there, if there hadn't been so much snowfall; we were forced to install snow chains. If we hadn't installed the snow chains, we would have kept sliding and not going forward. **Potentially**, we could have ended in 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</i> you <i>use to live</i> in Milan? (OR <i>Did</i> you <i>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</i> to eat much at breakfast, but now I always eat much in the morning. (OR I <i>didn't used to</i> eat much.)</p> <p>(e) I <i>never used to</i> eat 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:

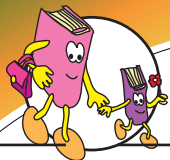
Where did you use to live?

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.

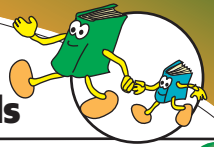


Homework

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?

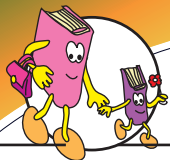
Max: To the Sports Centre. My father and I both have a training session today.

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.



Unit 1

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.

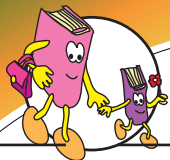
5. For questions (1–4) choose the correct answer (A, B or C) according to what the text of Ex. 4 says.

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



Unit 1

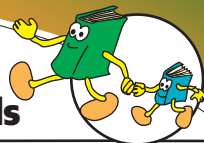
3. What changes take place in this period?
A changes in behaviour and relationships
B rapid physiological changes and new social roles
C changes in character
 4. What do you need to learn?
A what to do in conflict situations
B how to solve problems
C to make decisions by yourself and become responsible for them
- 6. Complete the definitions with the words from the Vocabulary File.**
1. ... means to recognize the difference between two people or things.
 2. ... is a conversation or discussion in which two or more people disagree.
 3. ... 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.
 4. ... is the time in a person's life when he or she develops from a child into an adult.
 5. ... means a slight disagreement or argument.
 6. ... 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 criticising 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

1. Liz was determined to ... the truth.
2. We must ... the simple fact that smoking is dangerous for our health.
3. They've got a lot of work to
4. 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?



A



B



- 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

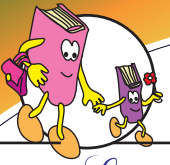
- 10.** You've found the following letter in the youth magazine *TeenLife* and decided to respond. Write a letter of about 70–80 words to Susan. Tell her how you build relationships with your parents. What helps you to overcome misunderstandings which happen sometimes?

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



Unit 1

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.

NTURE ADVENTURE ADVENTURE ADVENTURE ADVEN

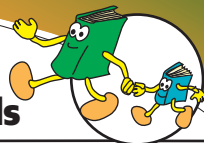





We (1) ... (to offer) family rafting trips since 1969. And we (2) ... (to know) that you and your family members (3) ... (to put) many hopes into your vacations. You (4) ... (to expect) to have the time of your lives. You also (5) ... (to want) to be relaxed enough. On our Family Friendly vacations you 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.

ADVENTURE ADVENTURE ADVENTURE ADVENTURE ADVENTURE



Lessons 11-12 Project Work

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

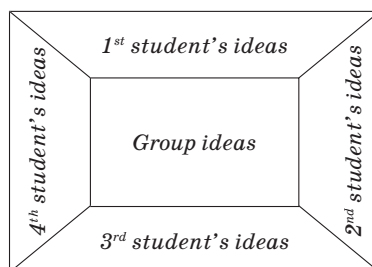
Project A.

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.



a placemat

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

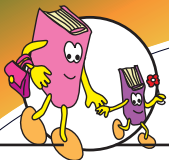
Step 4. Prepare your presentation.

Step 5. Check what you have written.

Step 6. Practise your presentation.

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





Unit 1

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.		

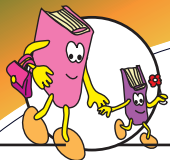


b) Listen to the text “Keeping in Touch” by Emily Barton again. For questions (7–12) choose the correct answer (A, B, C, or D). There is always ONE correct answer. Write your answers on the separate answer sheet.

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



Unit 1

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?*

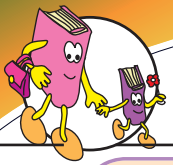
Tom Justesen (TJ): I guess I wanted to travel, but it was never my priority. I've been to Greece before on a school sightseeing trip. I liked Greece, but all we saw were ruins day in and day out. I would have liked to have met people too. In Ukraine it's the opposite. I don't feel like a tourist. I would 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 Chornobyl. I'm only seventeen you know.



Unit 1

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



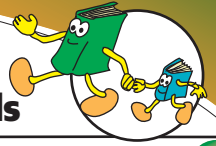
5. Read and act out one of the situations given below.

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.





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

water polo

soffball

track & field

sailing

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

- ... is a game for two players. They have rackets. They hit a shuttlecock over a net.
- ... is a game played on an ice field by two teams of six players each.
- ... 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.
- ... 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

Unit 2



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

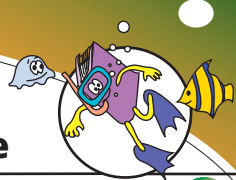
“Sport teaches important lessons,” says Olympic gold medallist (2008) Christine Ohuruogu



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.



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.

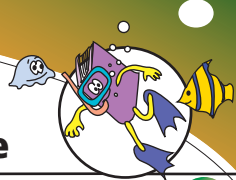
2. helps you build **the muscular strength** and **endurance**. It can involve unstructured activities like using the playground equipment. It can also include structured strength **workouts** using weights, machines, or your own body weight. Always work with an adult, **coach**, trainer or other expert 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?



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.



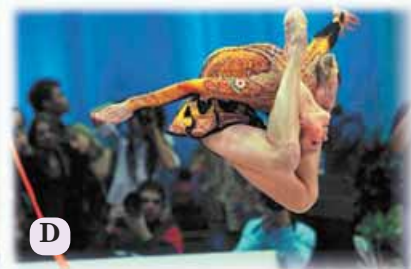
A



B



C



D

- 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.

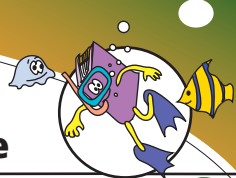
Being a teenager is a challenging time. The practice of yoga **3. []** and your true self **in a non-judgmental way**, and find ways **to channel** your **excess energy** more productively.

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

Soul and the Body

A Yoga Class for the

A Yoga Class for the Soul and the Body

A Yoga

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.

1. Sue has been practising yoga for five years.
2. The entire team agreed on choosing her as a captain.
3. Young sportsmen are required to attend trainings regularly.
4. 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.



- 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?

Unit 2

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.

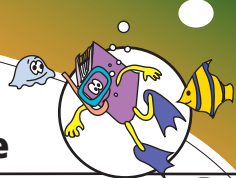
G Faye is not surprised, “Many girls have always enjoyed football, with its team spirit, action, and skill base. It’s great for encouraging responsibility, quick thinking, and healthy living. But the greatest thing is that anyone can **pick up** a football and kick it: all you need for a game is a few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



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/smith** – to choose a particular person or thing
- **to pick smb/smith 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.

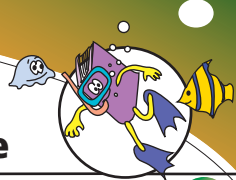
Last weekend I saw many young ... players participating in the ... Ukrainian competition at ... Stadium. The ... (number) teams all came from Ukraine; ..., some had travelled over ... km in order to participate!

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



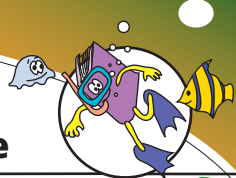
Unit 2

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 	<i>I'm hungry. I'll cook something.</i> <i>I promise I'll eat. / She'll come soon.</i> <i>Summer will be here soon.</i> <i>Perhaps we'll win. / I'll think about that.</i>

Unit 2

<p>Future Continuous (Active) will+be doing</p>	<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 	<p><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></p>
<p>Future Perfect (Active) will+ have done</p>	<ul style="list-style-type: none"> • actions that are finished before a future time <p>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.</p>	<p><i>They will have finished the stadium by Christmas.</i> <i>He will have completed his trainings by the end of the month.</i></p>
<p>Future Perfect Continuous</p>	<p>duration of an action up to a certain time in the future</p>	<p><i>By his sixtieth birthday he will have been coaching for 30 years.</i></p>
<p>Present Simple with future meaning</p>	<p>timetables, programmes</p>	<p><i>The match starts at 7 o'clock.</i></p>
<p>Present Continuous with future meaning</p>	<p>fixed arrangement in the near future</p>	<p><i>We are meeting the Olympic champions at the airport this weekend.</i></p>
<p>Time expressions used with:</p>		
<p>Future Simple</p>	<p>Future Perfect</p>	<p>Future Perfect Continuous</p>
<p><i>tomorrow, tonight, next week/ month/ year, in two days, the day after tomorrow</i></p>	<p><i>before, by, by then, by the time (until is used only in negative sentences with this tense)</i></p>	<p><i>by ... for</i></p>

 **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.

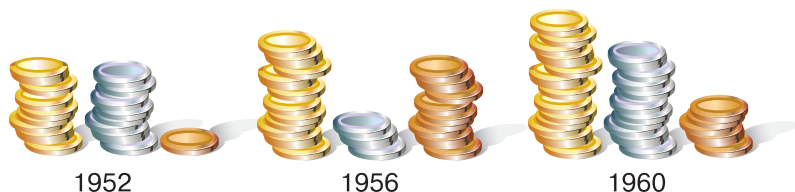
The best sporting equipment (1) ... (to be) available in the local Sports & Accessories shop next week. The new training simulators (2) ... (to help) you lose weight safely and quickly. You (3) ... (not / to need) to miss meals and you (4) ... (not / to have to) spend hours measuring out your food portions. 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.

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*

1. How did Katie get involved with her sport?
2. Where does she train?
3. What is her greatest sporting achievement so far?
4. When is her next big competition?
5. What are her sporting goals and dreams?
6. Who is her sports hero and why?
7. What does she enjoy most about being an athlete?
8. 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 ●

1. 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.
2. If you are interested in volunteering at (6) ... events for your school, you have to complete the form given below.
3. Last year's sports celebration dinner at the Wembley (7) ... was the most successful fundraiser in Labour's history.
4. 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



Unit 2

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

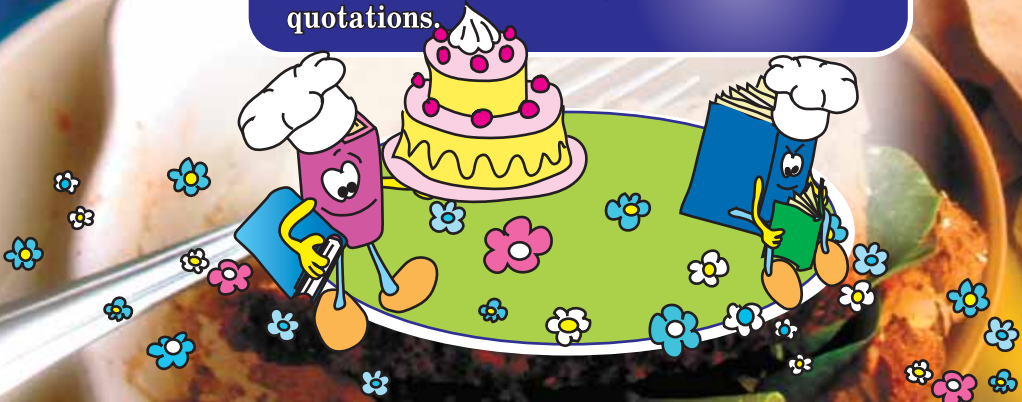
● Can it be a mistake that STRESSED is DESSERTS spelled backwards?

~ 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 (<i>infml</i>), "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 (<i>infml</i>) 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?

1. I do not think I eat very much. I am hungry all day.
2. I eat just about the right amount of food. I am not overstuffed and I am not hungry.
3. I eat a little more than I should because I add more snacks to my daily diet (or I eat large meals).
4. 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.

- A Avoid Too Much Sugar
- B Healthy Food Preparation
- C Avoid “Diet Thinking”
- D How to Eat Correctly
- E Don’t Skip Meals
- F 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.



Unit 3

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

borschch



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



Unit 3

4. 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.
5. Golubtsi are cabbage rolls stuffed with meat and rice or buckwheat; they are often covered with a thick tomato sauce.
6. 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

4. 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



5. 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 pam-pushkas 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.



Unit 3

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.



A



B

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 **bread-crumbs** 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.

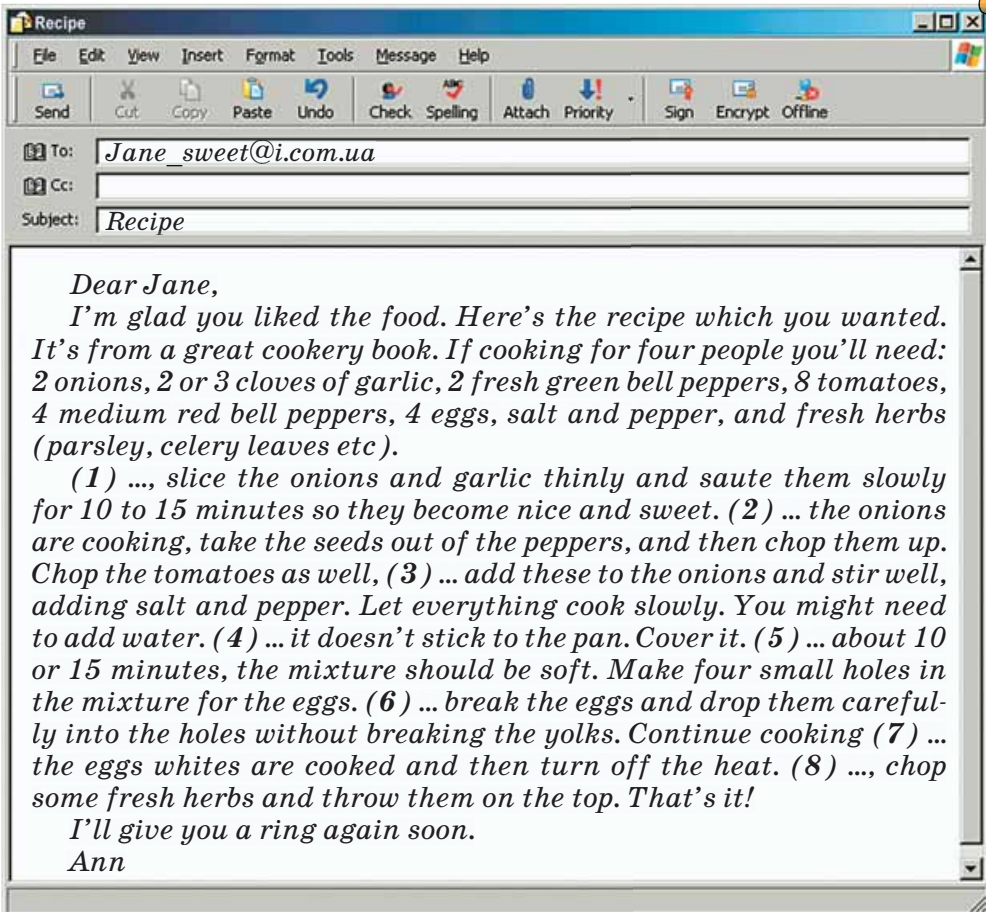
8. Complete the sentences with **so**, **then**, or **and then**.

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



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.



Unit 3



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.



Unit 3

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)



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. (1) ... the potatoes until tender. Meanwhile, (2) ... the sausages for about 10–15 minutes. (3) ... sliced onions and (4) ... in a pan and (5)
2. (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)

1. The table ... (to decorate) with flowers yesterday.
2. The menu for the holiday meal ... (to discuss) at the moment.
3. Holubtsi and varenyky ... (often / to serve) with sour cream.
4. Fish ... (should / to season) with laurel leaves and spices.
5. The food ... (already / to order) from the restaurant.
6. What dish ... (to cook) for tomorrow dinner?
7. Eating a balanced diet means ... (to choose) a wide variety of foods and drinks from all the food groups.
8. 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
	<ul style="list-style-type: none"> • compare British and Ukrainian cuisine • talk about my favourite dishes • describe a dish and the cooking process • order the meal in a café 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • understand the information during the discussion • do a multiple choice test • complete a text with the necessary words 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • read and understand a magazine article • find the necessary information quickly 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • write an email letter • 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...

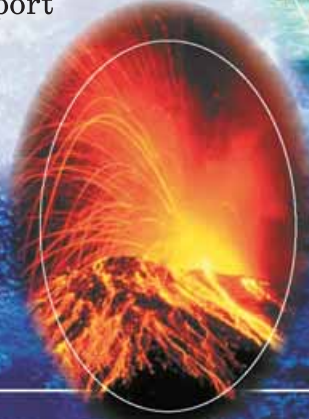
- describe the consequences of the natural disaster
- describe different types of pollution
- find the necessary information quickly

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.





Unit 4

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

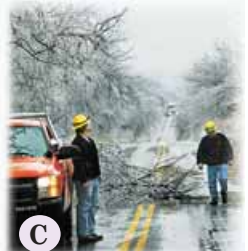
light, warm, strong, stormy, icy, north, east, west, south
The wind gets up, blows and drops.



A



B



C



D



E



F



G



H



I



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.



Unit 4

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?





Unit 4

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 ☉



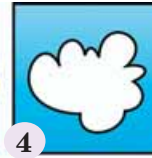
1



2



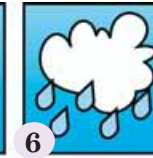
3



4



5



6



7



8



9



10



11



12



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.



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.

- Where does the weather come from?
- What does the word 'climate' mean?
- What type of climate do they have in the UK / do we have in Ukraine?
- How does the climate in the UK / in Ukraine differ in different parts of the country?
- 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.)



Unit 4

- 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?



Unit 4

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.

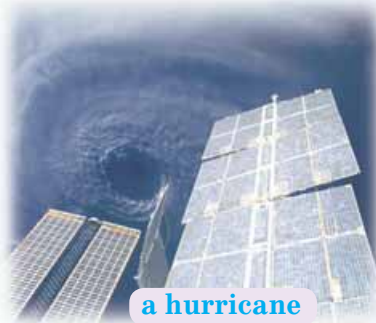
1. ... is a violent shaking of the ground. Sometimes it is so strong that the ground splits.
2. ... is a terrible wind that rushes across the land. During this natural disaster trees can be uprooted, buildings can be destroyed and cars can be overturned.
3. ... is a spurting out of gases and hot lava 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



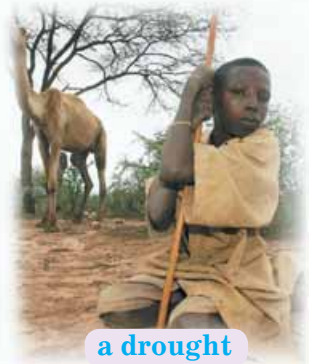
a tornado



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).



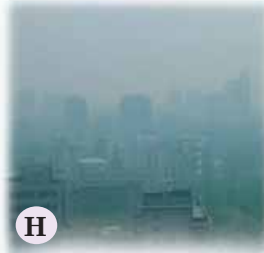
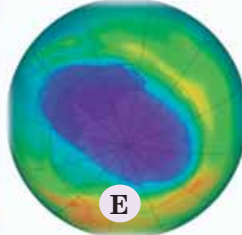


Lessons 7-8

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?





Unit 4

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.

1. To make the water or liquid in something disappear.
2. 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 Chernobyl 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)



Unit 4

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"/>